



**Educating Homeless Children and Youth:
Conducting Needs Assessments and Evaluating Services**
A Guide for SEAs, LEAs, and Local Schools

Part I: Conducting Education Needs Assessments for Homeless Children and Youth
Part II: Conducting Program Evaluations in Homeless Education

National Center for Homeless Education
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Education of Homeless Children and Youth Program

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National Center for Homeless Education

Funded by the U.S. Department of Education, the National Center for Homeless Education (NCHE) serves as an information clearinghouse for people seeking to remove or overcome educational barriers and to improve educational opportunities and outcomes for children and youth experiencing homelessness. The Center also supports educators and service providers through producing training and awareness materials and providing training at regional and national conferences and events.

NCHE is part of the larger organization of the SERVE Center at the University of North Carolina at Greensboro.

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Table of Contents

	Page
Introduction	4
Purpose	6
Overarching Themes: A Shared Responsibility and an Ongoing Process	7
Part I: Conducting a Comprehensive Needs Assessment	10
Part II: Designing and Implementing a Comprehensive Program Evaluation Plan	14
Appendix A: Needs Assessment Worksheet and Summary, State Education Agency	19
Appendix B: Needs Assessment Worksheet and Summary, Local Education Agency	24
Appendix C: Needs Assessment Worksheet and Summary, School	31
Appendix D: Sample Program Evaluation Matrices, Standards 1-8, State Level	34
Appendix E: Sample Program Evaluation Matrices, Standards 1-8 and 10, District Level	43
Appendix F: Sample Program Evaluation Matrices, Standards 1-9, School Level	55

INTRODUCTION

The Stewart B. McKinney Homeless Assistance Act was enacted in 1987 to ensure that children and youth experiencing homelessness have access to the free and appropriate public education to which they are legally entitled. Strengthened by subsequent reauthorizations in 1994 and 2001, this legislation was reauthorized as the McKinney-Vento Homeless Assistance Act and included under Title X, Part C, of the Elementary and Secondary Education Act (ESEA) as amended.

The 2001 reauthorization of the McKinney-Vento Homeless Assistance Act guaranteed the right of children and youth in homeless situations to enroll in school without delay, attend school regularly, and enjoy the same opportunities for success in school as their adequately housed peers. The law requires that states and school districts identify barriers facing homeless children and families and address needed changes in policies and procedures to remove identified barriers. The McKinney-Vento Act requires each local school district to identify a local homeless education liaison to support children and youth experiencing homelessness in their efforts to advance academically in school. Other highlights of the McKinney-Vento Act include: 1) Providing eligible students with the right to attend their school of origin, if this is in their best interest; 2) Providing transportation to and from the school of origin; and 3) Enrolling homeless students immediately, even if they lack documentation normally required for enrollment.

Response to the law on the part of state departments of education and school districts has varied. In the first years after the 2001 reauthorization, school districts receiving McKinney-Vento subgrants typically used those funds to provide tutoring and school supplies. Many districts that did not receive subgrants (approximately 96% nationwide) were either silent on the rights of homeless students, or provided limited support through use of Title IA funds; yet, with the new requirements included in the 2001 reauthorization, many states and school districts recognized the importance of building an interdepartmental and interagency approach to serving children and youth in homeless situations. With a broader view of program-building, they took a collaborative, coordinated approach to supporting the academic achievement of homeless children and youth across several departments (internal) and agencies (external), thereby replacing the earlier fragmented approach to service delivery.

Concurrently, with the strengthening of the McKinney-Vento Act, the sections of the Title IA statutory language that address the removal of barriers for homeless children and youth were also strengthened. Section 1112(a)(1) of the ESEA requires that Title IA programs coordinate with the McKinney-Vento Act at both the state and local levels. Section 1112(b)(E)(ii) requires that Local Education Agency (LEA) consolidated applications describe how services for homeless children and youth will be coordinated and integrated with the Title IA program,

“in order to increase program effectiveness, eliminate duplications, and reduce fragmentation of the instructional program.” The LEA plan must also describe specific services to be provided through the reservation of Title IA funds for homeless students in non-Title IA schools. Likewise, schoolwide programs are required to address the educational needs of homeless students [ESEA, Section 1114(b)(1)(J)]. Schoolwide plans must describe how the school will integrate resources to meet the needs of historically underserved populations, including homeless students.

Thus, Title IA involvement, both in personnel and in funding, plays a significant role in the academic achievement of homeless children and youth. Children and youth who are homeless are automatically eligible for Title IA services, whether or not they attend a Title IA school, or meet the academic standards required of other children for eligibility; and, because homeless students often face unique barriers to school success, ensuring their educational rights may require additional programming and services that are not provided to other Title IA students, and may require that support services be provided in places other than schools.

While the 2001 reauthorization of the Elementary and Secondary Act brought new requirements for state departments of education and school districts, the uneven character of response to the legislation continues. As homeless education programs have evolved over a period of 20+ years, many states, school districts, and individual schools across the nation have developed extensive networks and robust programs addressing the educational needs of children and youth in homeless situations. Strong programs have emerged where program leaders recognize that removing barriers faced by homeless students requires a coordinated effort, with McKinney-Vento and Title IA personnel leading the way. Nevertheless, more than five years of monitoring by the U.S. Department of Education’s Student Achievement and School Accountability Program (SASA) reveal that many states, and many LEAs without subgrants, have trouble complying with the law and US ED expectations. This guide is intended to assist these school districts and states in determining how best to meet the needs of homeless students.

PURPOSE

The purpose of this document is to offer a three-tiered approach to building effective homeless education programs. Teams of program administrators at the state level, school district level, and school level will find useful guidance and tools for two critical elements of strong program implementation: Needs Assessment and Program Evaluation.

A comprehensive needs assessment is essential in early decisions about and ongoing development of key components of a successful homeless education program. A comprehensive needs assessment also informs the provision of an array of coordinated services that address fully the barriers faced by homeless children and youth. A well-designed program evaluation plan gives program leaders the formative data needed to inform mid-course decisions about program implementation, and the summative data that demonstrates the success of the program.

This document is organized to assist program leaders at all three levels - State Education Agency (SEA), LEA, and school - in choosing the tools and processes that will be most useful to them, and in customizing these tools and processes to address the unique characteristics and concerns of their agency.

Part I addresses the challenge of conducting a comprehensive needs assessment, with suggestions for each of the three tiers. Part II addresses the process and tools needed for conducting a comprehensive program evaluation for each of the three tiers. Each section offers implementation guidance and sample tools that have been found to be useful in successful, high-quality homeless education programs, in districts with and without McKinney-Vento subgrant projects and initiatives.

OVERARCHING THEMES: **A Shared Responsibility and an Ongoing Process**

A Shared Responsibility

An effective homeless education program extends far beyond the designation of a local homeless education liaison or any one other player in the network. Schools, districts, and states are required to provide equal educational opportunity for *all* students. This cannot be accomplished by any one program or department. As states, districts, and schools grow in their capacity to support higher academic achievement for all students, they are finding new ways to combine efforts, both within the school district and within the broader community, to improve educational opportunity for all students. A collective understanding of and commitment to the education of all segments of the student population are critical to the provision of a high quality, standards-driven education.

A snapshot of any successful, high quality homeless education program reveals a well designed and highly functioning system of moving parts. These parts include at the very least McKinney-Vento and Title IA personnel as primary players, with involvement of designated individuals from all departments (including all instructional divisions and student support services) and the appropriate version of a student information management system. This snapshot will also reveal a network of highly engaged community organizations and individuals who play significant roles in the implementation of the program. While primary responsibility might shift from person to person depending on the task at hand, the overall implementation of a high quality homeless education program is dependent on the collaborative and productive interaction between and among these key players.

Strategic use of combined resources allows states and school districts to ensure the provision of educational opportunity for all, maintaining high academic standards for the most vulnerable of student populations: homeless children and youth. Combining resources can improve Adequate Yearly Progress (AYP) for the entire school district, while ensuring that support is available to target the neediest of students.

An Ongoing Process

Building a strong homeless education program is an ongoing process that begins with a comprehensive and ongoing assessment of needs, and is punctuated at key points along the way with a well-designed and well-implemented program evaluation process. Decisions about program improvement are collaborative and are data driven, therefore reliant upon a continuous process of self-study, and analysis of all available information. Needs assessment and program evaluation

are two cornerstones of successful homeless education programs. Resources must be allocated to support the ongoing nature of these two processes.

→ *CAVEAT: WHAT IS FEASIBLE FOR YOU?* ←

A critical early step in the process of planning your needs assessment and/or program evaluation is making some thoughtful, collaborative decisions about what is realistic for your SEA, LEA, or school to expect to accomplish. The realities of your unique situation will, in large part, determine how comprehensive of an approach to the process you reasonably will be able to take. Challenges related to the full implementation of all of the activities suggested in this Guide can be formidable, but, hopefully, not insurmountable. It is important to acknowledge among team members what the most significant challenges are, whether or not they can be overcome, and how they can be made manageable for the team to function.

Some State Coordinators for homeless education with limited staff capacity allocated to the homeless education program are hard pressed to manage even the core responsibilities related to basic compliance, with severe limitations on internal capacity to communicate, coordinate, and collaborate with other programs to the extent suggested in this Guide. These challenges are acknowledged, with the hope that a hard-working team of professionals can give sufficient time to review the suggested tools and processes, and find the level at which they can work reasonably toward the common goals of needs assessment and program evaluation, thereby strengthening the homeless education program.

Each homeless education program is unique. It might be worthwhile to engage in early dialogue with team members to assess current status, in the broadest sense, to determine your unique capacity to conduct these activities. Consider a “capacity continuum”, framed by “Basic Compliance” on one end, and “The Best of the Best” on the opposite end. It is likely that there is some point on this continuum at which your team will feel comfortable. This judgment of capacity will determine, in large part, the level of detail that is possible when selecting questions and data elements from the sample worksheets provided in the Guide. This process of getting to know your program can be exceedingly valuable, regardless of the degree to which you are able to embrace these tools and guidelines.

To improve manageability, following are some ways you might approach the tasks when capacity (time, staff, resources) is limited:

- Take a broad-brush approach: Select one or two of the more general questions from each section of the Needs Assessment Worksheet and proceed without addressing the level of detail suggested by other questions.

- Select one focus area (one category of questions) to examine closely during a year, identifying current status, needs, gaps, and challenges.
- Select a subset of questions from the Needs Assessment Worksheet for which you already have data available; analyze available data to determine most pressing needs.
- Consider the questions on the Needs Assessment Worksheet to be guiding questions; adopt/adapt/customize in ways that make the most sense for your program.
- Similarly, with the Sample Program Evaluation Matrices, select one or two indicators that seem most appropriate for study during one year; conduct in-depth analysis of a small number of program areas, prioritizing others for study next year.
- LEAs with subgrants should align their program evaluation activities with the goals and objectives identified and outlined in their grant proposal; results on these measures allow data-based decision making to inform program changes needed, and will support stronger rationale for future grant proposals.

An essential ingredient in making these decisions is the acknowledgement that this is a shared responsibility. Get as many key program personnel to the table as possible. It is possible that several agencies would agree to contribute resources to the needs assessment process and hire an external contractor to take the lead.

PART I: CONDUCTING A COMPREHENSIVE NEEDS ASSESSMENT

The needs assessment process involves the collection of data across a wide range of influencing factors. The collection of informative needs assessment data requires the use of tools and processes that capture the uniqueness of the individual homeless education program, while ensuring that all pertinent data sources have been considered and all critical data elements are covered adequately. Acknowledging that collaboration is a fundamental part of the process, overarching questions guiding the examination of the quality of program components include some version of the following:

1. What is the strength of our collaboration relative to this component? Who are the key partners? Is anyone missing? Are we communicating regularly and effectively?
2. Which of our partners have information about this program component? Where do the actual data reside? Are there any barriers or challenges to sharing important data?

Step 1: Getting Started

The needs assessment process must involve key personnel from a variety of programs and constituencies. A necessary first step is the creation of a Needs Assessment Committee. This committee should include some combination of representatives from the following:

- Homeless Education
- Title IA
- IDEA
- Title III
- School level personnel (teacher, principal, counselor, support staff)
- Data management system
- Transportation
- Nutrition
- Homeless Coalitions
- Shelter providers
- Parents/youth
- Social workers
- School nurses
- Other community agencies
- Other government agencies

The Needs Assessment Committee should establish a calendar of meetings during which they share information, analyze community strengths and weaknesses, identify gaps in service delivery, and examine current services relative to compliance with McKinney-Vento and Title IA statutes.

Step 2: Collecting the Information

Gathering data is a shared responsibility. Each Needs Assessment Committee member will have access to important data elements and should provide access to those data. Some typical categories and sources of data include: State and local student achievement data; local and state census, demographic, and economic data; data from HUD initiatives; data from surveys, interviews, focus groups; technical assistance and barrier tracking logs from state and local homeless program personnel.

Committee members should compile a list of questions that will capture needed data. Begin with asking:

- What data are we already collecting? (e.g. student achievement, enrollment, Title I set-asides, free school meals, etc.)
- What additional data elements are needed to capture the full picture?
- What data collection instruments that are suitable to our needs are available?
- What other forms of data collection are needed?
- Who will collect the needed data and how?
- How can we combine resources to accomplish data collection tasks?
- Do we have the needed access to the data storage system in our district/state?
- Do we have data from state or federal monitoring reports?
- Do we have data from our “customers” (parents, youth)?
- Do we have data on costs related to educating homeless children and youth?

A subset of the Needs Assessment Committee should select/adapt/create the data collection instruments appropriate to your assessment. The Needs Assessment Worksheets found in Appendices A, B, and C, provide a list of questions for each tier, both broad and detailed in focus. These questions should be considered by the committee as assessment instruments are selected, adapted, or generated from scratch. In addition, sample instruments from homeless education program leaders who have developed their own needs assessment tools can be downloaded at

http://www.serve.org/nche/forum/needs_assess.php,

Step 3: Organizing and Analyzing Information

Depending on the number and complexity of data collection instruments in use, you are likely to have a variety of data sources and a mix of qualitative and quantitative data to examine. For the purposes of needs assessment, while statistics and demographics are an important part of the picture, it will be most helpful first to take a broad view of your program, considering the data in the aggregate, with questions such as:

- What do these data tell us about the success of homeless students in our state/district/school?
- Are we addressing all the legal requirements (McKinney-Vento, Title IA, and other relevant legislation) in implementing our program? Are there any findings, recommendations, or corrective actions resulting from any monitoring reports?
- How can we be sure that we are drawing accurate conclusions and making credible statements regarding proficiency data for our highly mobile student population?
- What is the strength of our collaboration among programs within the SEA or LEA?
- What is the strength of our collaboration within the network of organizations and individuals who address homelessness in our state or community?
- Are we missing any important connections?

After looking at a broad overview, it is then helpful to examine each data set to draw specific conclusions and get more detailed information about what is working well and where there are gaps. A key part of this step will be to identify the gaps, not only in the delivery of services, but also in the kinds of data collected. Many program leaders learn early on in the needs assessment process that there are additional types of data/information that need to be collected. This is often the most instructive piece of the process, especially for those interested in raising levels of accountability and measurement of student success.

The Needs Assessment Summaries in Appendices A, B, and C, simplify this process for you. Analysis of the worksheets transfers to the summary sheet to identify: 1) Most important challenges, 2) Further data needed, and 3) Further action needed. This summary will inform the decisions you make regarding next steps.

Step 4: What Next? A Plan of Action

The importance of translating the results of data collection into a plan of action cannot be overestimated. This is the step that makes the difference in quality program implementation. Collaborative review of the Needs Assessment Summary Sheets for each category of questions should translate easily into a work plan for the Committee. Analysis of results will help to identify what is in place and working well in each category and where gaps still exist. This analysis will also illuminate areas in which data collection needs to be strengthened. Finally, this instrument will assist in the development of an Action Plan to address identified needs. What are the most critical needs? What strategies will you employ to find solutions?

It will be important at this point to document the work of the Needs Assessment Committee in the form of a written report. The completion of a homeless education needs assessment for your state/district/school will represent a giant step forward in your program improvement efforts. This report should be copied and disseminated widely to representatives of all key stakeholder groups. *Do not file the report away or leave it on a shelf to collect dust.* This report should become a living, breathing document that will guide critical decisions in program planning and implementation. The Committee should meet periodically, and especially to revisit the process at any time there are changes in any variable that affects any program component. Finally, your needs assessment report becomes your starting point in program evaluation (Part II).

Sample Tools for Conducting a Comprehensive Needs Assessment

The accompanying Needs Assessment Worksheets represent a hybrid mix of guiding questions reflecting three major sources: 1) Statutory requirements for SEA and LEA implementation of homeless education programs, 2) NCHE's McKinney-Vento Standards and Indicators document, and 3) Components of the protocols used by the U.S. Department of Education in monitoring SEA and LEA programs serving homeless children and youth.

Additional sample tools for needs assessment and program evaluation are available online at http://www.serve.org/nche/forum/prog_eval.php. These tools represent the collective efforts of SEA and/or LEA educators and program administrators who have devoted time, energy, and expertise to the building of strong, collaborative, and effective homeless education programs.

PART II: DESIGNING AND IMPLEMENTING A COMPREHENSIVE PROGRAM EVALUATION PLAN

The successful implementation of any educational program cannot occur without evaluation. Program evaluation is a powerful tool in the process of assessing the quality of any educational program and in making decisions about how the program can be improved. A well-designed program evaluation can be instrumental in judging where improvements are needed and what needs to be changed to get the desired results. The process of program evaluation can be used to monitor programs, making adjustments as needed during implementation (formative evaluation). The process is also valuable in judging the effectiveness of the program and drawing conclusions about program impact (summative evaluation).

Ideally, your program evaluation process should begin with the results of your needs assessment, as addressed in Part I of this Guide. A careful analysis of your needs assessment data will yield a solid outline of goals, objectives, strategies, and expected outcomes. With these building blocks in place, you are ready to design/improve/redesign and implement your homeless education program. The process of program evaluation begins here, as well.

A variety of options exist for selecting a framework on which to build your program design and your program evaluation. Some possibilities include the use of: 1) A list of specific responsibilities of SEAs, LEAs, and schools, as outlined in the McKinney-Vento and Title IA statutes, 2) Indicators of compliance from federal monitoring protocols, 3) Elements selected from the U.S. Department of Education Non-Regulatory Guidance for the Education of Homeless Children and Youth Program, or 4) McKinney-Vento Data Standards and Indicators developed by the National Center for Homeless Education.

A popular choice among seasoned state coordinators and local liaisons is the *McKinney-Vento Data Standards and Indicators Guidebook*, developed for NCHC in 2001 by a work group comprised of national and local experts in homeless education. Subsequently revised in 2006 to reflect known effective practices, the Guidebook has become an enduring and invaluable tool to assist those who are embarking on a comprehensive evaluation of homeless education programs. The Guidebook is available for downloading at http://www.serve.org/nche/ibt/sc_eval.php, and can serve as a credible and time-honored foundation from which to launch your program evaluation plan. It also can serve as an organizer for the results of your needs assessment, providing a structure for the framing of your evaluation questions.

Briefly, the 10 standards of quality homeless education programs are:

- * **Standard 1:** All homeless students identified and enrolled at the time of the state assessment take the state assessment required for their grade level.
- * **Standard 2:** All homeless students demonstrate academic progress.
- * **Standard 3:** All children in homeless situations are identified.
- * **Standard 4:** Within one day of an attempt to enroll in school, homeless students are in attendance.
- * **Standard 5:** All homeless students experience stability in school.
- * **Standard 6:** All homeless students receive specialized and comparable services when eligible.
- * **Standard 7:** All preschool-aged homeless children enroll in and attend preschool programs.
- * **Standard 8:** All homeless unaccompanied youth enroll in and attend school.
- * **Standard 9:** All parents (or persons acting as parents) 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.
- * **Standard 10:** LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.

With these standards in mind, some basic steps to planning and conducting a program evaluation follow.

Step 1: Convene an Evaluation Committee

As with the Needs Assessment Committee, the Evaluation Committee should be cross-department and cross-agency in its constituency. With McKinney-Vento and Title IA at the helm, and representatives from other key stakeholder groups, including advocates and parents, the committee should address the following questions:

- What is the purpose of conducting this evaluation?
- Who will use the evaluation results? How?
- Is this a one-year evaluation plan? Should the evaluation span several years?
- Is this the first time the program has been evaluated?
- Do we have the resources and support to conduct the evaluation?
- Will McKinney-Vento and Title IA personnel be involved at the outset and throughout the process?

A good discussion of the above questions will assist the committee in deciding the parameters or focus of the evaluation. You will then want to develop a list of questions that will frame the evaluation process. Revisit the results of your needs assessment, and your stated goals and objectives to begin to prioritize your list of evaluation questions. Use the 10 standards included above to refine your list of objectives and outcomes so that you are not evaluating “the world”. Define objectives that are quantifiable, and select instruments that yield the data appropriate to each objective.

Step 2: Select a Program Evaluation Coordinator

Selecting a Program Evaluation Coordinator is an important decision that should not be taken lightly. You will need to be realistic about who has the time, expertise, credibility, interest, and leadership skills necessary to conduct the evaluation. Can all the tasks be done in-house, or is it advisable to consider an outside contract? If an outside contact is preferable, consider any potential conflict of interest in the selection of contractor in order to maintain objectivity in the evaluation process. In any case, selecting a Program Evaluation Coordinator should be a collective decision of the Evaluation Committee members, with McKinney-Vento and Title IA leading the way, perhaps as co-coordinators.

Step 3: Develop Data Collection Instruments

There are many methods of collecting data and information that are appropriate and easy to use. There is no one single method or instrument that is preferred or that can answer all the questions that will be asked. A good first step is to look at data and information you are already collecting. It is likely that there is much valuable data already at your fingertips. In some cases, data already being collected by your school, district, or state might provide the answers to your questions with some slight restructuring of format.

Important questions to ask at this point are: *Where does this information reside? Who has the answers to this question? Who can help us access these data or this information? How long is it likely to take to gather the needed data? How do we look at this together, with common interests and goals?* It’s all about relationships!

Once you have narrowed your list of questions and know where the answers reside, you will then select instruments from those already in use, adapt instruments for customization to your needs, create new tools from scratch, or some combination of the three. The following list, while not exhaustive, will help you think about the preferred way to collect the data needed to conduct your evaluation:

- Surveys, electronic and paper
- Attitude scales (Likert-type scales with even-numbered choices)
- Norm-referenced test scores (disaggregated for homeless students?)
- Criterion-referenced test scores (disaggregated for homeless students?)
- Informal testing results
- Interviews
- Focus groups
- Checklists
- Observation protocols/checklists
- Analysis of existing documents

Step 4: Decide Who Will Collect the Data/Information and When

By way of reminder, collecting data and information is a shared responsibility. Each department, division, organization, or entity represented in the network will have a stake in the results of the evaluation and should take responsibility for a part of the data collection process. Determine the calendar/timeline for data collection, provide training as needed, and be prepared to provide support, especially early on, in order to resolve any glitches that might occur.

Some tips for data collectors:

1. Use reliable data that has already been collected, whenever possible.
2. Use data that has been collected by community agencies and other stakeholder groups, when possible.
3. Consider developing Memoranda of Understanding to support sharing of data.
4. Share the responsibility; multiple minds mean multiple perspectives and multiple resources.
5. Only collect data that aligns with your stated goals, objectives, strategies, and desired outcomes; be clear about what you are not looking at and why.
6. Assess your resources to determine what is doable for your program; some questions might best be saved for next year's evaluation.

Step 5: Data Analysis, Conclusions, and Recommendations

Analysis of data should answer the following questions:

- Are homeless children and youth experiencing success in school?
- What activities, strategies, and services are seemingly associated with success?
- How effective is our program in providing these activities, strategies, and services?
- Are Title IA and McKinney-Vento sharing the load?
- Are other departments, divisions, and organizations involved appropriately?
- Are we achieving the desired outcomes?
- What do we need to do differently or better?

The Sample Evaluation Matrices in Appendices D, E, and F, are aligned closely with the McKinney-Vento Data Standards and Indicators of Quality Programs (2006 Revisions). These sample matrices are structured by standard for use at the SEA, LEA, and school levels.

Additional sample program evaluation and needs assessment tools are available online at http://www.serve.org/nche/forum/proq_eval.php.

Appendix A: Needs Assessment Worksheet and Summary State Education Agency

Needs Assessment Worksheet State Education Agency

<i>Issue</i>	<i>Guiding Questions</i>	<i>Status/ Comments</i>
<i>Awareness</i>	<ul style="list-style-type: none"> • What is the level of awareness/education of SEA program administrators regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth? • What is the level of awareness/education in other state-level agencies and networks of homeless education issues? 	
<i>Policies/ Procedures</i>	<ul style="list-style-type: none"> • How often do you review state-level policies, regulations, and practices that might be barriers to the school enrollment, attendance, and success of homeless students? (e.g. immunization, other required documents) • Do you review your State Homeless Education Plan regularly, with reference to needs assessment, revising, and updating as needed? • What issues/barriers are addressed consistently in calls received by the state requesting information or technical assistance? • What barriers are still faced by homeless students in your state? • Do you keep thorough TA/barrier tracking logs? 	
<i>Identification/ Enrollment/ Access</i>	<ul style="list-style-type: none"> • How many homeless children and youth are reported as enrolled in schools in your state? • How many LEAs are in your state? • How many LEAs (%) in your state report 0 (or < 5) homeless students enrolled? • How do you verify that low numbers of identified homeless students are accurate? Do you check with other state agencies? • Do you consider the amount of the Title IA allocation to LEAs when verifying low numbers reported? • Do you consider data relative to poverty, unemployment, foreclosures, and other economic indicators/trends in your state? • Do you have data-sharing agreements with HUD, homeless coalitions, and other such entities in your state? • Is it likely that there are homeless children and youth in your state who have not been identified and are not attending school? 	
<i>Student Success</i>	<ul style="list-style-type: none"> • What kinds of data do you require of LEAs on the academic achievement of homeless students? Do you expand federal requirements and collect data beyond what is required for annual reports to US ED? • Is the percentage of homeless students included in testing increasing each year? • Is academic proficiency of homeless students increasing in the aggregate for your state? • Is consideration given in analysis of data for homeless students moving between and among districts within your state? 	

	<ul style="list-style-type: none"> • What outcomes specific to educational achievement of homeless students do you document? • What measures of program effectiveness relative to student academic achievement do you expect reasonably to achieve? (e.g. enrollment, retention, achievement, success) 	
Collaboration: Internal	<ul style="list-style-type: none"> • How often do you meet with Title IA and other SEA personnel on behalf of homeless children and youth? • Are LEA Consolidated Plans reviewed jointly by Title IA and Homeless Coordinators at the SEA level? • Do you collaborate with Special Education, Title ID, child nutrition, transportation, and SEA-funded “at risk” programs? • Do you collaborate with other statewide initiatives such as Safe and Drug Free Schools, Migrant Education, Preschool, and other such programs, as appropriate? 	
Collaboration: External	<ul style="list-style-type: none"> • Do you have a strong network of state-level agencies that address homeless education issues? • What state agencies are active and collaborative in the provision of services to homeless children, youth, and families? • Do you collaborate with Head Start, Runaway and Homeless Youth Act programs, housing agencies, and your statewide interagency council? 	
Resources/ Capacity	<ul style="list-style-type: none"> • What resources are available to meet the unique needs of homeless students in your state? • What is your federal allocation of McKinney-Vento funds for homeless education? • How are Title IA resources allocated to the provision of services to homeless students? How does it vary by LEA? • How much time (% FTE) is devoted to homeless education programs on the part of the State Coordinator, Title IA coordinator, and support staff? • How many LEAs reserve Title IA funds to meet the needs of homeless students? How do they use these funds? • Is a description of the Title IA reservation required as part of the LEA Consolidated Plan? • Is a description of the Title IA reservation included in the McKinney-Vento subgrant application? • What percentage of your state allocation of federal funds for homeless education do you reserve for state activities? How are these funds used? • What state activities might strengthen your statewide homeless education program further? 	
Guidance/ Monitoring	<ul style="list-style-type: none"> • What specific professional development and training opportunities on McKinney-Vento and Title IA statutes are offered to all LEAs? • How often do you monitor LEAs, including those who receive subgrants and those that do not? • What kind of guidance do you provide to LEAs about the evaluation of homeless education programs (subgrantees and non-grantee districts)? • What measures of effectiveness do you expect to document to demonstrate program success at the state and local levels? 	

**Needs Assessment Summary
State Education Agency**

Complete each section below based on the results of the Needs Assessment Worksheet.

- 1 = Many areas of concern; several compliance issues; technical assistance is needed**
- 2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed**
- 3 = Implementation is adequate; procedures are in place but could be improved**
- 4 = Program is strong and robust, with model systems, tools and mechanisms in place**

Awareness (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Policies/Procedures (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Identification/Enrollment/Access (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Student Success (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Collaboration - Internal (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Collaboration - External (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Resources/Capacity (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Guidance/Monitoring (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

- 1. Based on the summary scores above, list in order of priority the areas needing improvement:**

- 2. What strengths exist to assist in addressing these areas of concern?**

- 3. What general strategies will you use to address these priorities?**

- 4. In what areas do you anticipate needing additional resources and/or technical assistance?**

- 5. What process will you use to generate an action plan to address your most pressing issues?**

Appendix B: Needs Assessment Worksheet and Summary Local Education Agency

Needs Assessment Worksheet Local Education Agency

<i>Issue</i>	<i>Guiding Questions</i>	<i>Status/Comments</i>
<i>Awareness</i>	<ul style="list-style-type: none"> • What is the level of awareness/education of LEA program administrators and school personnel regarding the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth? • What is the level of awareness/education in other community agencies and networks, such as homeless coalitions, shelter providers, and other service providers? • Are homeless education posters displayed in each school in the community? 	
<i>Policies/ Procedures</i>	<ul style="list-style-type: none"> • How often do you review/revise district policies, regulations, and practices that might be barriers to the school enrollment, attendance, and success of homeless students? • What kinds of outreach efforts and by whom are in place to target the identification of homeless children and youth in your community? • Does the LEA obtain data on homeless students from shelters? • How are homeless families informed, in a language they understand, of the educational rights of their children regarding enrollment, transportation, etc.? Is information posted in places they are likely to see? • Are shelter personnel and other service providers aware of the district’s obligation to provide transportation to the school of origin? • How do you support homeless students’ right to attend the school of origin when doing so is in their best interest? • What kinds of parent involvement activities and initiatives are implemented district-wide? Are supports provided to encourage and assist homeless families in being involved? • What issues/barriers are addressed consistently in calls received by the local liaison requesting information or technical assistance? • Do you provide basic services and supports, such as school supplies, fee waivers, and transportation, as needed? • Does the district have a written dispute resolution policy? Are parents provided with a copy when disputes arise? 	
<i>Identification/ Enrollment/ Access</i>	<ul style="list-style-type: none"> • How many homeless children and youth have been identified as homeless in your district? • How many homeless unaccompanied youth have been identified? • How many homeless preschool-age children have been identified? (birth-3 and 4-5)? • How many homeless migrant homeless students have been identified? • How many homeless children awaiting foster care placement have been identified? 	

<p>Identification/ Enrollment/ Access <i>(continued)</i></p>	<ul style="list-style-type: none"> • Do you enroll homeless students immediately? • Do you identify and remove barriers to school enrollment and success for homeless students? Are barriers specific to homeless unaccompanied youth eliminated? • How many homeless shelters are in your district? • How many school-aged children reside in homeless shelters in your district? • How many students are doubled-up with friends or family due to lack of housing? • How many homeless students are in other kinds of living situations? • How many homeless students have moved within the district, or from outside the district in the past school year? • Do you consider data relative to poverty, unemployment, foreclosures, and other economic trends in your community when assessing the accuracy of your numbers of homeless students identified and served? • Is it likely that there are homeless children and youth in the community who have not been identified and are not attending school? 	
<p>Student Success</p>	<ul style="list-style-type: none"> • Is the number of homeless students included in testing increasing each year? • What percentage of identified homeless students in your district are grade-level proficient in reading and math? • Is the academic proficiency of homeless students increasing in your district? • Does analysis of proficiency data factor in length of time enrolled in the school where tested? • Does the reporting process recognize discrepancies in data as students move from school to school or from district to district? • What other indicators, in addition to academic achievement scores, do you monitor? (e.g. attendance, grade-level promotion/retention, graduation rates, disciplinary referrals, etc.) 	
<p>Collaboration – Internal</p>	<ul style="list-style-type: none"> • What is the frequency of communication between the local liaison and Title IA program leaders in your district? • What kinds of decisions are made jointly between homeless education and Title IA? • How does your Title IA plan address the needs of homeless students? • How do homeless education and Title IA collaborate to address the needs of homeless unaccompanied youth? Homeless preschoolers (Birth-3 and 4-5)? Homeless migrant students? Homeless students awaiting foster care? • Are the reservation of Title IA funds, amount, and use determined jointly between Title IA and the local liaison? • Is a description of the Title IA reservation, and how the funds are used, included in your Consolidated Plan submitted to the state? • Is a description of the Title IA reservation included in your McKinney-Vento subgrant program description? • How many homeless students are participating in Title IA programs? (Schoolwide? Targeted Assistance? Other?) 	

	<ul style="list-style-type: none"> • What is the level of coordination with other program personnel (transportation, nutrition, counseling, drop-out/truancy, special education) • How many homeless students are receiving special education services? 	
<p>Collaboration - External</p>	<ul style="list-style-type: none"> • What is the frequency of communication between the local liaison and community agencies that serve homeless families? • What community agencies are active in the provision of services to homeless children, youth, and families in your community? • Do LEA staff members participate in collaboration with Head Start, Runaway and Homeless Youth Act programs, HUD, etc.? • What community agencies collaborate with the LEA on data collection? • Are community agencies working with homeless families aware of the statutory requirements of McKinney-Vento and Title IA legislation? • What specific projects/initiatives are underway as a result of collaboration within the community network? • How would you assess the overall quality and effectiveness of community collaboration? 	
<p>Resources/ Capacity</p>	<ul style="list-style-type: none"> • What resources are available to meet the unique needs of your homeless students? • Does your district receive a McKinney-Vento subgrant? If so, what supplemental services are provided with those funds? • If your district does not receive a McKinney-Vento subgrant, what supplemental services are provided and how are they funded? • What amount of Title IA funds is reserved to meet the needs of homeless students in your district? • How are these funds used? • What happens with Title IA funds that are unspent at the end of the fiscal year? • How are pupil transportation services provided by the district for homeless children and youth? • Are public transportation options provided by the district when needed? • What other LEA supports are available? 	
<p>Additional Questions for Charter Schools (if applicable)</p>	<ul style="list-style-type: none"> • How many homeless students are attending your charter school? • How are services provided to homeless students in your charter school? • Are you receiving McKinney-Vento subgrant or Title IA funds? • Is technical assistance being provided to charter school personnel regarding the educational rights of, and provision of services for, homeless children and youth? How and by whom? • How are you ensuring that school administrators and staff are providing services and supports in compliance with the McKinney-Vento Act? 	

**Needs Assessment Summary
Local Education Agency**

Complete each section below based on the results of the Needs Assessment Worksheet.

- 1 = Many areas of concern; several compliance issues; technical assistance is needed**
- 2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed**
- 3 = Implementation is adequate; procedures are in place but could be improved**
- 4 = Program is strong and robust, with model systems, tools and mechanisms in place**

Awareness (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Policies/Procedures (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Identification/Enrollment/Access (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Student Success (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Collaboration - Internal (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Collaboration - External (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Resources/Capacity (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Guidance/Monitoring (*circle one*): **1 2 3 4**

Most Important Challenges:

Further Data Needed:

Further Action Needed:

- 1. Based on the summary scores above, list in order of priority the areas needing improvement:**
- 2. What strengths exist to assist in addressing these areas of concern?**
- 3. What general strategies will you use to address these priorities?**
- 4. In what areas do you anticipate needing additional resources and/or technical assistance?**
- 5. What process will you use to generate an action plan to address your most pressing issues?**

Appendix C: Needs Assessment Worksheet and Summary _____ School

Needs Assessment Worksheet _____ School

<i>Issue</i>	<i>Guiding Questions</i>	<i>Status/Comments</i>
<i>Awareness</i>	<ul style="list-style-type: none"> • Are all school personnel aware of the statutory requirements of McKinney-Vento and Title IA legislation relative to the education of homeless children and youth? • Are all school personnel aware of the issues related to homelessness and the unique needs of children and youth in homeless situations? • Are school personnel provided with training and other learning opportunities to become familiar with the McKinney-Vento Act? • What is the level of awareness of school personnel regarding the availability of community resources to assist homeless students? • Are homeless education posters displayed in the school? 	
<i>Policies/ Procedures</i>	<ul style="list-style-type: none"> • Is there a school-based homeless education liaison or other point person assigned to address the needs of homeless students? • Has the school identified barriers, or potential barriers, that homeless students might face in achieving success in school? • Is a residency questionnaire completed at enrollment for all students? • Are records provided promptly upon request from other schools? • Are homeless students enrolled immediately and provided with free meals? • What actions have you taken to address school practices/procedures that might be a barrier to the school enrollment, attendance, and success of homeless students? • What barriers are still faced by homeless students in your school? • What barriers are faced by homeless unaccompanied youth? Homeless preschool aged children? Homeless migrant students? Homeless students awaiting foster care placement? • What services and supports are provided to overcome the barriers faced by these students? • How are homeless families informed of the educational rights of their children regarding enrollment, transportation, the right to remain in school of origin, etc.? • Are homeless parents treated with discretion and dignity when information is being requested from and provided to them? • Are homeless parents linked to needed resources? • Is appropriate confidentiality of homeless students maintained? • Are shelter personnel and service providers aware of the district's obligation to provide transportation to school of origin and other provisions of the McKinney-Vento Act? • What kinds of parent involvement activities and initiatives are implemented school-wide? Are supports provided to encourage and assist the involvement of homeless families in your school? • What steps are taken at your school to ensure the inclusion of homeless students in the testing program? 	

<p>Identification/ Enrollment/ Access</p>	<ul style="list-style-type: none"> • How many identified homeless students are enrolled in your school? • Does your school provide basic services and supports, such as school supplies, fee waivers, and immediate enrollment? • Do homeless students have opportunities and support for full participation in extra-curricular activities? • What kinds of outreach efforts, and by whom, are in place to target the identification of homeless children and youth in your school community? • Are there outreach efforts that target homeless unaccompanied youth and preschool-aged children? Homeless migrant students? Homeless students awaiting foster care placement? • Are barriers to enrollment for these groups being eliminated? • Are preschool-aged children in homeless situations linked to public preschool programs in your district? • What is the mobility rate for your school? • What percentage of students in your school receives free meals? • Is it likely that there are homeless children and youth in your school zone who have not been identified and are not attending school? If so, what outreach efforts, and by whom, are in place to target the identification of homeless children and youth in your community? 	
<p>Student Success</p>	<ul style="list-style-type: none"> • Is the number of homeless students included in testing increasing each year? • Is the academic proficiency of homeless students in your school increasing? • What percentage of identified homeless students in your school are grade-level proficient in reading and math? • Does analysis of proficiency data factor in the length of time the individual homeless student has been enrolled in your school? • What are some additional indicators of academic proficiency that you measure? • What other indicators, in addition to academic achievement scores, do you measure? (e.g. attendance, grade-level promotion/retention, graduation rates, disciplinary referrals) • Does your school offer tutorial services and other academic supports to meet the needs of homeless students? • Does the school provide homeless youth with opportunities to make up credits lost due to homelessness? • Does the school ensure that special education evaluations and services for homeless students with IEPs are expedited? • Does the school ensure that academically gifted and talented homeless students have access to appropriate services? 	
<p>Collaboration</p>	<ul style="list-style-type: none"> • Does the school-based homeless education liaison communicate regularly with the district local liaison? • Are homeless education and Title IA school personnel in close communication with each other? • What community agencies are active in the provision of services to homeless children, youth, and families in your community? • What is the level of collaboration between school and community on behalf of homeless students? 	

Needs Assessment Summary
_____ School

Complete each section below based on the results of the Needs Assessment Worksheet.

- 1 = Many areas of concern; several compliance issues; technical assistance is needed**
- 2 = Implementation is minimally adequate; systems, tools, and mechanisms are needed to strengthen implementation; technical assistance is needed**
- 3 = Implementation is adequate; procedures are in place but could be improved**
- 4 = Program is strong and robust, with model systems, tools and mechanisms in place**

Awareness (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Policies/Procedures (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Identification/Enrollment/Access (circle one): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Student Success (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

Collaboration (*circle one*): 1 2 3 4

Most Important Challenges:

Further Data Needed:

Further Action Needed:

- 1. Based on the summary scores above, list in order of priority the areas needing improvement:**
- 2. What strengths exist to assist in addressing these areas of concern?**
- 3. What general strategies will you use to address these priorities?**
- 4. In what areas do you anticipate needing additional resources and/or technical assistance?**
- 5. What process will you use to generate an action plan to address your most pressing issues?**

Appendix D: Sample Program Evaluation Matrices Standards 1-8, State Level

Standard 1, State Level

Goal: All homeless students, identified and enrolled in the State of _____ at the time of the state assessments, take the state assessment required for their grade levels [Standard 1]

Objective #1

Number and percent of LEAs reporting low numbers (0 or <5) of homeless children and youth taking state assessments required for their grade level is decreased by X%

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Training/Technical Assistance (T/TA) provided to local liaisons re: compliance with legislative requirements for annual assessments; monitor training for newly designated local liaisons	Number and percent of local liaisons receiving T/TA Number and percent of new local liaisons receiving T/TA	X % of all local liaisons receive T/TA X% of new local liaisons receive T/TA	Training/workshop agenda, training materials, sign-in sheets	Fall conferences; Spring workshops
Monitor district data collection instruments for districts with subgrants with low numbers of students taking state assessments	Number and percent of LEAs with subgrants reporting low numbers	X % of LEAs report increased number of students taking state assessments	Annual ECHY reports from LEAs receiving subgrants; state reporting documents	Ongoing
Verify that LEAs with low numbers are providing T/TA to schools with low numbers	Number of school liaisons receiving T/TA	Increase in number of students taking state assessments	Training/workshop agenda	August-October
Training/TA to local Title I personnel re: legislative requirements for annual assessments	Number of Title I personnel receiving T/TA	X % of Title I personnel receive T/TA	Training agenda of Title I conference, sign-in sheets	January-May

Standard 2, State Level

Goal: All homeless students in the State of _____ demonstrate academic progress [Standard 2]

Objective #1

The number of homeless students achieving at grade-level proficiency is increased by X%.

Objective #2

The percent of homeless students promoted to next grade level is increased to X%

Objective #3

The percent of homeless students graduating high school increases to that of the overall graduation rate of the state

Activities/Strategies: Objectives #1-3	Indicators	Anticipated Outcomes	Data Sources	Timeline
Training/Technical Assistance in collaboration with Title IA, special education, and other SEA personnel provided to local liaisons re: instructional support to homeless students	Number and percent of local liaisons receiving T/TA	X % of local liaisons receive T/TA.	Training/workshop agenda, sign-in sheets	Fall conference; Spring workshops
Provide targeted technical assistance to M-V and Title IA personnel in selected LEAs to strengthen instructional support to homeless students	Number of communications, meetings, training events offered; number of M-V staff participating; number of Title IA staff participating	Increased academic progress for homeless students in targeted LEAs	Meeting/training agenda, notes; homeless student academic progress	August-September; January-May

Standard 3, State Level

Goal: All children in homeless situations in the State of _____ are identified in LEAs with and without subgrants [Standard 3]

Objective #1

Number and percent of LEAs reporting low numbers of homeless children and youth is decreased by X%

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Training/Technical Assistance provided to local liaisons re: identification strategies; monitor penetration rate of training for new local liaisons	Number and percent of local liaisons receiving T/TA; number and percent of new local liaisons receiving T/TA	X% of local liaisons overall receive T/TA; X% of new local liaisons receive T/TA	Training/workshop agenda; sign-in sheets	Fall conference; Spring workshops
Collaborate with Title IA to identify LEAs with high Title IA allocations that report low numbers	Number and percent of LEAs reporting low numbers of identified homeless students relative to amount of Title IA allocation to LEA	X% of LEAs with high Title IA allocations reporting low numbers increase their count	Data spreadsheet comparing number of homeless students with size of Title IA allocation by district	Ongoing
Verify that districts with low numbers are conducting outreach activities in collaboration with community partners	Number of outreach activities by LEA for purposes of identification	Increased numbers of homeless students identified through local outreach efforts	Meeting notes; log of community collaborative events; data spreadsheet showing number of homeless students by district	August - October
Provide targeted technical assistance to M-V and Title IA personnel in selected LEAs to strengthen outreach	Number of communications, meetings, training events offered; number of M-V staff participating; number of Title IA staff participating	Increased number of homeless students identified in each of the targeted LEAs	Number of homeless students identified by district; meeting/training agenda, notes	January - May

Standard 4, State Level

Goal: Within one full day of an attempt to enroll in school, all homeless students in the State of _____ are in attendance [Standard 4]

Objective #1

100% of LEAs have policies for ensuring that all students in homeless situations are enrolled immediately and are in attendance

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Collaborate with Title IA to include M-V questions in Title IA monitoring protocols	M-V policies that ensure immediate enrollment are included in state-wide Title IA monitoring protocols	LEAs will ensure that they comply with state policies; all homeless students are enrolled immediately	LEA Title I monitoring protocols; reports of monitoring results; student enrollment data	August – September and ongoing

Standard 5, State Level

Goal: All homeless students in the State of _____ experience stability in school [Standard 5]

Objective #1

Increase by X % the number and percent of students in homeless situations experiencing stability in school through the provision of transportation to the school of origin.

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Training/Technical Assistance is provided to all local liaisons re: providing stability to students in homeless situations	T/TA for all local liaisons; number/percent of homeless students remaining in school of origin	X % of local liaisons receive T/TA; increased number of homeless students remaining in school of origin	Training/workshop agenda; sign-in sheets; data summary of students remaining in school of origin by district	Fall conference; Spring workshops
Training/Technical Assistance is provided to all local liaisons re: providing transportation to the school of origin as requested by the parent or guardian	T/TA for all local liaisons; number/percent of homeless students provided with transportation in order to remain in school of origin	X % of local liaisons receive T/TA; lack of transportation is not a barrier for homeless students desiring to remain in their school of origin	Training/workshop agenda; sign-in sheets; LEA data summaries of transportation provided to homeless students; barrier-tracking logs from local liaisons	Fall conference; Spring workshops

Standard 6, State Level

Goal: All homeless students in the State of _____ receive specialized and comparable services when eligible [Standard 6]

Objective #1

Increase by X % the number and percent of LEAs reporting that they provide homeless children and youth with specialized and comparable services when eligible.

Objective #2

Increase by X % the number and percent of homeless students not attending Title IA schools who receive services through the reservation of Title IA funds, including support services in shelters and other locations where they live.

Activities/Strategies Objective # 1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Provide joint (M-V and Title IA) training and technical assistance to local liaisons re: providing specialized and comparable services to eligible students in homeless situations	Number of local liaisons receiving T/TA	X % of local liaisons receive T/TA	Training/workshop agenda; sign-in sheets;	Fall conference; Spring workshops
Verify that districts are providing homeless students with IEPs with special education services on the day of their enrollment in school	Number of districts with policies in place	All homeless students with active IEPs receive appropriate classroom placement and instruction without delay	Training/workshop agenda; sign-in sheets; meeting agenda	Ongoing
Verify that districts are ensuring the provision of tutoring and other educational supports needed for homeless students to succeed in school	Number of homeless students receiving tutoring and/or other educational support services	All homeless students receive educational supports needed to succeed in school	End-of-year homeless data summary reports from LEAs	End of Year

Activities/Strategies Objective # 2	Indicators	Anticipated Outcomes	Data Sources	Timeline
Verify that LEAs are reserving Title IA funds in sufficient amounts to address the educational needs of homeless students not attending Title IA schools	Number/percent of LEAs reserving Title IA funds to support homeless students not attending Title IA schools	All LEAs reserve and utilize Title IA set-aside funds to support homeless students	Data summary, spreadsheet of Title IA reservations by LEA; LEA Consolidated Plans	
Encourage the use of Title IA reservations to provide educational supports for homeless students regardless of where they attend school.	Number and percent of LEAs reserving Title IA funds for supplemental services for homeless students regardless of school placement	Homeless students receive educational support services as needed for success in school	LEA Consolidated Plans	Fall and Spring workshops

Standard 7, State Level

Goal: All preschool-aged homeless children in the State of _____ enroll in and attend preschool programs [Standard 7]

Objective #1

Interdepartmental communication and collaboration activities are increased to support the identification of preschool-age children in homeless situations.

Objective #2

Collaboration between and among other state agencies is increased to support the identification of preschool-age children in homeless situations.

Activities/Strategies Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Communicate and collaborate across SEA programs to identify homeless preschool children	Number of preschool children identified as homeless; number of homeless preschool-age children identified through IDEA, Part C	All preschool-age children have access to preschool programs	Enrollment data from agencies serving preschool-age children	August-September and ongoing
Activities/Strategies Objective #2	Indicators	Anticipated Outcomes	Data Sources	Timeline
Develop strong partnerships with other state agencies to identify homeless preschool-age children	Number of contacts and collaborative activities with state agencies addressing the needs of homeless families/children; number of contacts, meetings, correspondence or agreements with preschools not operated by SEA or LEAs	Enhanced state agency network addressing homeless families, children, and youth	Meeting notes, documentation of correspondence; log of community collaborative events; MOUs with other agencies serving preschool-age children	August-September and ongoing

Standard 8, State Level

Goal: All homeless unaccompanied youth in the State of _____ enroll in and attend school [Standard 8]

Objective #1

Cross-program SEA staff will work collaboratively to identify, enroll, and encourage unaccompanied youth to attend school.

Activities/Strategies Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Convene meetings with McKinney-Vento, Title IA, dropout prevention, truancy, and other similar SEA programs to develop a plan for identifying and serving unaccompanied youth	Number of cross-program meetings; number of unaccompanied youth identified and served	All SEA program staff are aware of the rights of unaccompanied youth re: school enrollment and supports	Meeting notes, sign-in sheets; training materials; enrollment data	August-September and ongoing
Collaborate with other state agencies to address the identification and enrollment of unaccompanied youth	Number of contacts; number of meetings; number of unaccompanied youth identified and served	State agencies that operate or have contact with youth programs are aware of the rights of unaccompanied youth re: school enrollment and supports	Meeting notes; communication logs; enrollment data	August-September and ongoing

Appendix E: Sample Program Evaluation Matrices Standards 1-8 and 10, District Level

Standard 1, District Level

Goal: All homeless students, identified and enrolled in _____ School District at the time of the state assessment, take the state assessment required for their grade levels [Standard 1]

Objective #1

Knowledge of state and federal requirements for the assessment of homeless children and youth is increased in district and school personnel

Objective #2

Schools ensure that all homeless children and youth take the state assessment for their grade level.

Activities/Strategies: Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Provide training/ technical assistance to school assessment personnel	Number of contacts and training provided to school assessment personnel	All school assessment personnel will be trained	Meeting notes, training agendas, copies of emails, phone logs, memos	Ongoing
Provide training/ technical assistance to district assessment personnel	Number of contacts and training provided to district assessment personnel	All district assessment personnel will be trained	Meeting notes, training agendas	Ongoing
Activities/Strategies: Objective #2	Indicators	Anticipated Outcomes	Data Sources	Timeline
Monitor school assessment reports for number and percent of homeless students taking state assessments	Number of school reports with individual student assessment data	All homeless children and youth will take state assessments	School-level assessment reports	May-July

Standard 2, District Level

Goal: All homeless students in _____ School District demonstrate academic progress [Standard 2]

Objective #1

Increase by X% the number of homeless students achieving at grade-level proficiency

Objective #2

Increase percent of homeless students promoted to next grade level to X%

Objective #3

Increase percent of homeless students graduating high school to that of the overall graduation rate of the school

Activities/Strategies: Objective #1-#3	Indicators	Anticipated Outcomes	Data Sources	Timeline
Collaborate with Title IA, special education, and other district personnel to address the academic needs of homeless students	Number of collaborative contacts with Title IA and other district staff; joint review of achievement data of homeless students by school	Increased number/percent of homeless students graduating high school	Meeting notes; copies of emails, phone logs, memos; student records; graduation data	Ongoing
Provide joint (M-V and Title IA) training /technical assistance to other divisions/ departments within LEA	Number of T/TA contacts; number of workshops and other training events	Increased number/percent of homeless students achieving at grade level	Meeting notes; workshop/training agenda; student achievement data	August-September and ongoing
Provide joint (M-V and Title IA) training/ technical assistance to school-level personnel	Number of T/TA contacts; number of workshops and other training events; number of students showing academic progress	Increased number of homeless students promoted to next grade	Workshop/training agenda; copies of documents and training materials; student promotion and retention data	August-September and ongoing
Collaborate with community agencies providing tutorial services to align tutoring with classroom instruction	Number of contacts between district staff and community agencies	Better alignment of tutorial services with standard course of study	Meeting notes; copies of emails, phone logs, memos	August-September and ongoing

Standard 3, District Level

Goal: All children in homeless situations in _____ School District are identified in all schools [Standard 3]

Objective #1

LEAs monitor the number of students in homeless situations enrolled in all schools.

Objective #2

LEAs conduct outreach activities to identify students in homeless situations not enrolled in schools.

Activities/Strategies: Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Training/Technical Assistance provided to school liaisons re: identification strategies	Number and percent of school liaisons receiving T/TA	All school liaisons receive T/TA relative to identification strategies	Training/workshop agenda; sign-in sheets	Fall conference and ongoing
Activities/Strategies: Objective #2	Indicators	Anticipated Outcomes	Data Sources	Timeline
Verify that schools with low numbers are conducting outreach activities in collaboration with community partners	Number of outreach activities by school for purposes of identification	Increased volume of local outreach activities for identification	Meeting notes; log of community collaborative events	August - October

Standard 4, District Level

Goal: Within one full day of an attempt to enroll in school, all homeless students in _____ School District are in attendance [Standard 4]

Objective #1

In 100% of schools all students in homeless situations are enrolled immediately and are in attendance

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Training/Technical Assistance is provided to all key school staff re: identification strategies	Number and percent of schools/staff receiving T/TA; number and percent of homeless students enrolled immediately	All key staff in all schools receive T/TA; increase number and percent of homeless students enrolled immediately	Training/workshop agenda; sign-in sheets; enrollment data; barrier-tracking logs; communication logs	August – September and ongoing

Standard 5, District Level

Goal: All homeless students in _____ School District experience stability in school [Standard 5]

Objective #1

Increase by X % the number and percent of students in homeless situations experiencing stability in school through the provision of transportation to the school of origin.

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Provide joint (M-V & Title IA) training and technical assistance to other divisions with the LEA re: providing stability to students in homeless situations	Number of collaborative contacts with Title IA staff; joint review of school-level data re: the stability of homeless students and youth	Monthly meetings addressing homeless education; increased number of homeless students remaining in school of origin	Training/workshop agenda; sign-in sheets; meeting agenda; data summary of students remaining in school of origin by district	Ongoing
Provide joint (M-V & Title IA) training and technical assistance to other divisions within the LEA re: providing transportation to the school of origin as requested by the parent or guardian	Number of collaborative contacts with Title IA staff; joint review of school-level data re: providing transportation to the school of origin	Monthly meetings addressing homeless education; lack of transportation is not a barrier for homeless students desiring to remain in their school of origin	Training/workshop agenda; sign-in sheets; meeting agenda; LEA data summaries of transportation provided to homeless students; barrier-tracking logs from local liaisons	Ongoing

Standard 6, District Level

Goal: All homeless students in _____ School District receive specialized and comparable services when eligible [Standard 6]

Objective #1

Ensure that homeless students are provided all appropriate specialized supports and comparable services and supports needed for success in school, through use of McKinney-Vento, Title IA, and other available funding sources, regardless of where they attend school

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Provide training and technical assistance for school personnel to conduct assessment of individual student needs	Number of homeless students who received an individual needs assessment	All homeless students are assessed to determine needs for services and supports	Needs assessment summary data	Beginning of school year or upon enrollment
Ensure that homeless students with active IEPs are provided with appropriate classroom placement and instructional supports without delay	Number of homeless students with active IEPs who were placed appropriately and received instructional support without delay and in compliance with IEP requirements	All homeless students with active IEPs receive appropriate classroom placement and instruction without delay	School enrollment data; IEPs	Beginning of school year or upon enrollment
Ensure that homeless students have access to appropriate instructional supports, such as ELL, gifted and talented, and/or vocational education services as needed	Number of homeless students receiving appropriate instructional supports	All homeless students receive appropriate instructional supports and supplemental educational services as needed, regardless of school of attendance	Training/workshop agenda; sign-in sheets; meeting agenda	Ongoing
Ensure that homeless students have access to supplemental academic services such as after-school programs, tutoring, etc.	Number of homeless students receiving tutoring and/or other educational support services	All homeless students receive educational supports needed to succeed in school, regardless of school of attendance	End-of-year homeless data summary reports from LEAs; Title IA set-aside expenditures	End of Year

<p>Ensure that all homeless students have access to free meals</p>	<p>Number of homeless students receiving free meals</p>	<p>All homeless students are automatically eligible and receive free meals</p>	<p>End-of-year homeless data summary reports from LEAs</p>	<p>Ongoing</p>
<p>In collaboration with Title IA, utilize needs assessment data to determine the amount and use of Title IA reservations to provide supplemental educational supports for homeless students regardless of where they attend school</p>	<p>Number/percent of homeless students attending non- Title IA schools who receive supplemental services and supports through Title IA reservations; number and percent of students overall who receive supplemental services and supports through reservation of Title IA funds.</p>	<p>Homeless students receive educational support services as needed for success in school, regardless of school of attendance</p>	<p>Needs assessment data; LEA Consolidated Plans; Title IA set-aside expenditures</p>	<p>Ongoing</p>

Standard 7, District Level

Goal: All preschool-aged homeless children in _____ School District enroll in and attend preschool programs [Standard 7]

Objective #1

Cross-program communication and collaboration activities are increased to support the identification and enrollment of homeless preschool-age children.

Objective #2

Collaboration with local community agencies is increased to support the identification and enrollment of homeless preschool-age children.

Activities/Strategies Objective # 1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Develop strong partnerships with district personnel to identify homeless preschool children	Number of preschool-age homeless children identified	All homeless preschool-age children have access to quality preschool programs	LEA preschool enrollment data; enrollment data from other agencies serving preschool-age children	August-September and ongoing
Develop strong partnership with district staff identifying homeless preschool children as needing services under IDEA	Number of preschool-age homeless children with disabilities identified	All homeless preschool-age children with disabilities have access to quality preschool programs	LEA preschool enrollment data; enrollment data from other agencies serving preschool-age children	August-September and ongoing

Activities/Strategies Objective # 2	Indicators	Anticipated Outcomes	Data Sources	Timeline
Collaborate with community agencies operating preschool programs to identify and serve homeless preschool children	Number of contacts between LEA staff and community-based preschool program staff; number of homeless preschool children served in community-based programs	Strengthened school/community network of agencies identifying and serving homeless preschool children	Meeting notes; log of community collaborative events; enrollment data	August-September and ongoing
Provide training/technical assistance to all preschools (district and non-district) re: serving homeless preschool children	Number of school staff receiving T/TA on M-V requirements	T/TA on homeless education is offered at all preschools	Meeting notes; attendance logs	August-September and ongoing

Standard 8, District Level

Goal: All homeless unaccompanied youth in _____ School District enroll in and attend school [Standard 8]

Objective #1

Collaborate within LEA and with outside community agencies to identify, enroll, and encourage unaccompanied youth to attend school.

Activities/Strategies Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Provide joint (M-V and Title IA) training/technical assistance to school-level personnel re: the identification and enrollment of unaccompanied youth. (Include dropout prevention and truancy program staff in planning and delivery of T/TA)	Number of T/TA contacts; number of workshops	T/TA on homeless education is offered to staff at all middle and high schools	Meeting notes; sign-in sheets; training materials; enrollment data	August-September and ongoing
Collaborate with community agencies to identify and enroll unaccompanied youth (include agencies such as child welfare, juvenile justice, Runaway and Homeless Youth Act groups/shelter providers)	Number of T/TA contacts; number of workshops	Increased number of homeless unaccompanied youth provided access and referrals to needed services	Meeting notes; communication logs; enrollment data	August-September and ongoing

Standard 10, District Level

Goal: The unique needs of homeless children and youth in _____ School District are met through collaborative efforts both within and beyond the LEA [Standard 10]

Objective #1

Interdepartmental communication and collaboration activities are increased.

Objective #2

Community collaboration efforts are strengthened through the formation of new/stronger partnerships with local agencies.

Activities/Strategies: Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Develop strong partnerships with Title IA personnel to address M-V and Title IA legislative requirements	Number of collaborative contacts with Title IA staff; joint review of school-level services to homeless children and youth	Monthly meetings addressing homeless education	Meeting notes	Ongoing
Provide joint (M-V and Title IA) training/technical assistance to other divisions/departments within LEA	Number of T/TA contacts; number of workshops; copies of documents/information provided	All LEA divisions receive information and training on homeless education	Meeting notes; workshop/training agenda; documents and information provided	August-September and ongoing
Provide joint (M-V and Title IA) training/technical assistance to school-level personnel	Number of T/TA contacts; number of workshops; copies of documents/information provided	T/TA on homeless education is offered at all schools	Meeting notes; log of community collaborative events	August-September and ongoing

Activities/Strategies: Objective #2	Indicators	Anticipated Outcomes	Data Sources	Timeline
Identify key stakeholders in homeless education in the community	Number of organizations that address homeless issues	Comprehensive list of community agencies/potential partners	List of community agencies	Ongoing
Assess the level of partnership/collaboration of each organization	Number and strength of partnerships/collaboration (as measured by partnership assessment tool)	Increased level of collaboration with community organizations	Partnership assessment tool	August-September
Prioritize and select organizations with which to focus on building partnerships	Number of collaborative initiatives or events	Increased number of high-level, productive partnerships	Partnership assessment tool; meeting notes; log of community collaborative events	August-September and ongoing

Appendix F: Sample Program Evaluation Matrices Standards 1-9, School Level

Standard 1, School Level

Goal: All homeless students, identified and enrolled in _____ School at the time of the state assessment, take the state assessment required for their grade levels [Standard 1]

Objective #1

Increase to 100% the number of homeless students taking the state assessment required for their grade level

Activities/Strategies: Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Provide/access training/ technical assistance for all school assessment personnel	Number of contacts and trainings provided to school assessment personnel	All school assessment personnel will be trained	Meeting notes, training agendas	January – March
Monitor the administration of assessments to homeless children	Contact with personnel responsible for assessing homeless students	All homeless students will take the state assessment	Student records	Spring/Summer

Standard 2, School Level

Goal: All homeless students in _____ School demonstrate academic progress [Standard 2]

Objective #1

Increase by X% the number of homeless students achieving at grade-level proficiency

Objective #2

Increase percent of homeless students promoted to next grade level to X%

Objective #3

Increase percent of homeless students graduating high school to that of the overall graduation rate of the school.

Activities/Strategies: Objectives #1-3	Indicators	Anticipated Outcomes	Data Sources
Collaborate with Title IA, special education, and other school personnel to provide tutoring and other instructional supports for homeless students	Percent of homeless students meeting proficiency levels in core academic subjects; number of students showing progress toward grade-level expectations; percent of homeless students receiving high school diploma	Increased academic performance of homeless students; higher rate of promotion to next grade level; higher graduation rate for homeless students	Standards-based assessment results; report cards; informal assessments
Collaborate with community agencies providing tutorial services to align tutoring with classroom instruction	Number of contacts between teachers and tutors; number of students showing academic progress	Better alignment of tutorial services with standard course of study	Meeting notes; tutoring logs

Standard 3, School Level

Goal: All children in homeless situations in _____ School are identified [Standard 3]

Objective #1

Schools identify all students in homeless situations immediately.

Activities/Strategies: Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Training/Technical Assistance provided to all school staff re: identification strategies	Number and percent of school staff receiving T/TA	All school staff receive T/TA	Training/workshop agenda; sign-in sheets	August-September and ongoing
Key school staff identify and collaborate with neighborhood agencies to identify children in homeless situations	Number and percent of community agencies identified and collaborating with the school	Strengthened collaboration between school and key community agencies	Meeting notes; number of contacts with partnering agencies	August-September and ongoing

Standard 4, School Level

Goal: Within one full day of an attempt to enroll in school, all homeless students in _____ School are in attendance [Standard 4]

Objective #1

100% of schools ensure that all students in homeless situations are enrolled immediately and are in attendance

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
School staff enroll all students in homeless situations immediately	Number of homeless students enrolled on the day they come to school; percent of homeless students who attended school on the same day of enrollment	100% of homeless students will be enrolled immediately	Annual reports; count of the days that passed between enrollment and attendance for all homeless students	August – September and ongoing
School staff ensure that all students in homeless situations are in attendance	Average number of days between a homeless student’s enrollment in school and their school attendance	100% attend school on the day of enrollment	Annual reports; count of the days that passed between enrollment and attendance for all homeless students	August-September and ongoing

Standard 5, School Level

Goal: All homeless students in _____ School experience stability in school [Standard 5]

Objective #1

100% of _____ students in homeless situations are provided transportation as needed to remain in _____ school for the duration of the school year.

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Provide joint (M-V and Title IA) training and technical assistance to key school staff re: strategies that increase the stability of students in homeless situations	Number of collaborative contacts with Title IA staff; joint review of school-level data re: stability of homeless students and youth	Monthly meetings addressing homeless education; homeless students remain in one school for the duration of the school year	Training/workshop agenda; sign-in sheets; meeting agenda	Ongoing
Develop a working relationship with the district transportation office to ensure the provision of transportation to the school of origin as requested by the parent or guardian	Number of collaborative contacts with transportation staff	Homeless students remain in one school for the duration of the school year	Communication log	Ongoing
School staff inform parents of the importance of school stability and their right to request transportation to keep students in their school of origin	Number of contacts with parents	Increased stability for students in homeless situations	Enrollment forms; individual student data; documentation of information provided to parents	Ongoing

Standard 6, School Level

Goal: All homeless students in _____ School receive specialized and comparable services when eligible [Standard 6]

Objective #1

Ensure that homeless students are provided all appropriate specialized supports and comparable services and supports needed for success in school, through use of McKinney-Vento, Title IA, and other available funding sources.

Activities/Strategies	Indicators	Anticipated Outcomes	Data Sources	Timeline
Conduct an individual student needs assessment of each homeless student enrolled	Number of homeless students who received an individual needs assessment	All homeless students are assessed to determine needs for services and supports	Needs assessment summary data	Beginning of school year or upon enrollment
Ensure that homeless students with active IEPs are provided with appropriate classroom placement and instructional supports without delay	Immediate placement in appropriate instructional setting; compliance with all elements of IEPs	Instructional program for homeless students is in compliance with requirements of IEP		Beginning of school year or upon enrollment
Ensure that homeless students have access to appropriate instructional supports, such as ELL, gifted and talented, and/or vocational education services as needed	Number and percent of homeless students with access to appropriate educational services, when eligible	All homeless students with active IEPs receive appropriate classroom placement and instruction without delay	Training/workshop agenda; sign-in sheets; meeting agenda	Ongoing

<p>Ensure that homeless students have access to supplemental academic services such as after-school programs, tutoring, etc.</p>	<p>Number and percent of homeless students receiving tutoring and/or other educational support services</p>	<p>All homeless students receive educational supports needed to succeed in school</p>	<p>End-of-year homeless data summary reports from LEAs</p>	<p>End of year</p>
<p>Ensure that all homeless students have access to free meals</p>	<p>Number and percent of homeless students receiving free meals</p>	<p>All homeless students are enrolled in the free meals program</p>		
<p>In collaboration with Title IA, utilize needs assessment data to determine the amount and use of Title IA reservations to provide supplemental educational supports for homeless students regardless of where they attend school</p>	<p>Number/percent of homeless students attending non-Title IA schools who receive supplemental services and supports through Title IA reservations; number and percent of students overall who receive supplemental services and supports through reservation of Title IA funds</p>	<p>Homeless students receive educational support services as needed for success in school</p>	<p>School records</p>	

Standard 7, School Level

Goal: All preschool-aged homeless children in _____ School enroll in and attend public and non-public preschool programs [Standard 7]

Objective #1

X % of homeless preschool children will be identified and enrolled in public or non-public preschools

X % of homeless preschool children identified through IDEA, Part C, will be enrolled in public or non-public preschools.

Activities/Strategies Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
Collaborate with Title IA, special education, and other school personnel to identify and enroll homeless preschool children	Number of preschool homeless children identified and enrolled	All preschool homeless children are identified and enrolled in preschool programs	Meeting notes; communication logs; enrollment data	August-September and ongoing
Collaborate with community agencies and non-public preschool staff to ensure the enrollment of homeless preschool children	Number of preschool homeless children identified and enrolled	All preschool homeless children are identified and enrolled in preschool programs	Meeting notes; communication logs; enrollment data	August-September and ongoing

Standard 8, School Level

Goal: All homeless unaccompanied youth in _____ School enroll in and attend school [Standard 8]

Objective #1

Identification of homeless unaccompanied youth will increase by X %.

Objective #2

All homeless unaccompanied youth will have access to necessary services, academic support, and assistance in preparing for postsecondary education.

Activities/Strategies Objective #1	Indicators	Anticipated Outcomes	Data Sources	Timeline
School staff identify homeless unaccompanied youth and enroll them in school	Number of homeless unaccompanied youth enrolled in and attending school	Increased number of homeless unaccompanied youth enrolled in school	Enrollment data; attendance reports	Ongoing
Activities/Strategies Objective #2	Indicators	Anticipated Outcomes	Data Sources	Timeline
Homeless unaccompanied youth are provided with needed services	Number of homeless unaccompanied youth provided access and referrals to needed services	Increased percent of homeless unaccompanied youth provided needed services	School records; documentation of linkages to needed services	Ongoing
Homeless unaccompanied youth will receive academic support to perform at grade level	Number of homeless unaccompanied youth on grade level	Increased number of homeless unaccompanied youth performing at grade level	Student achievement data	Ongoing
Homeless unaccompanied youth will receive assistance in preparing for and/or applying for post-secondary education	Number of youth receiving assistance	Increased number of youth applying for and attending post-secondary education	Number of students receiving assistance	Ongoing

Standard 9, School Level

Goal: All parents of homeless children and youth in _____ School are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children’s education [Standard 9]

Objective #1

Parents are informed about their children’s rights under McKinney-Vento.

Objective #2

Parents are informed of the services, academic support, and assistance available to their children.

Objective #3

Parents are provided meaningful opportunities to participate in their children’s education.

Activities/Strategies Objective #1-#3	Indicators	Anticipated Outcomes	Data Sources	Timeline
Parents are informed about their children’s rights under M-V, including school enrollment, transportation, and the right to appeal	Number of parents attending meetings	Increased parent awareness of their rights protected by the McKinney-Vento Act	Sign-in sheets	Ongoing
Parents are informed of the services, academic support, and assistance available to their children	Number of parents attending meetings	Increase in parents knowledge of available services and supports	Sign-in sheets	Ongoing
Parents are provided meaningful opportunities to participate in their children’s education	Number of parents attending meetings and other school activities	Increase in parents participating in their children’s education	Sign-in sheets	Ongoing