

1 **I. Education for Homeless Children and Youth Program, McKinney-**
2 **Vento Homeless Assistance Act, Title VII, Subtitle B**
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4 **1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the**
5 **SEA will use to identify homeless children and youth in the State and to assess their needs.**
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7 Accurate identification of homeless children and youth is critical to supporting this vulnerable population
8 of students. The following procedures will be used to ensure the identification of homeless children and
9 youth and to assess their needs:
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- 11 1. All districts will designate a district homeless education liaison. The liaison’s contact information is
12 in the Ohio Educational Directory System (OEDS), updated annually or as needed for public access.
- 13 2. The state will designate a state homeless education coordinator for McKinney-Vento implementation.
- 14 3. The state coordinator provides professional development opportunities for district liaisons, other
15 school personnel, state and local agencies, and human service providers. These opportunities will
16 provide training on strategies and procedures for identification of homeless children and youth, the
17 rights and services for eligible students granted under McKinney-Vento, and the duties of the district
18 liaison, district and school in identifying and serving homeless children and youth.
- 19 4. The state coordinator collaborates with local organizations and homeless shelters and state
20 organizations, including but not limited to Head Start and the Coalition on Homelessness and
21 Housing in Ohio (COHHIO) to ensure awareness of available services and identify eligible students.
- 22 5. District liaisons and other local district staff assess the needs of students and ensure that appropriate
23 educational services are provided.
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25 Districts are required to report student-level data identifying homeless students, which is then available
26 through the state’s data reporting system for use and analysis. Starting in 2018-2019, data related to
27 homeless students will be disaggregated on the state’s report card.
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29 Additionally, the Department creates and distributes guidance documents, notices and letters summarizing
30 new and existing requirements related to the Education for Homeless Children and Youth program and
31 shares the McKinney-Vento guidance provided by the U.S. Department of Education through
32 education.ohio.gov (search: McKinney-Vento Resources for Awareness).
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35 **2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the**
36 **prompt resolution of disputes regarding the educational placement of homeless children and**
37 **youth.**
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39 The following are the procedures for the prompt resolution of disputes regarding the educational
40 placement of homeless children and youth.

41 The Department encourages all disputes to be addressed on a local, informal level. However, local
42 decisions may be appealed to the state. The state provides guidance and resources to support this goal.

- 43 1. The state coordinator provides professional development on the state-developed procedures for
44 the resolution of disputes between school districts and parents/youth experiencing homelessness.

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Each district must have a dispute resolution procedure in place as a required component for compliance. Districts may access the state procedure anytime on the Department’s website and customize it to best fit their students.

2. The state coordinator provides assistance and guidance throughout the dispute resolution process as may be requested by the district.
3. Disputes that cannot be resolved at the local level will follow the state procedure, which allows for an appeal to the state coordinator and, ultimately, to the state superintendent. Appeals will be responded to promptly and fairly.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The Ohio Department of Education ensures knowledge of the McKinney-Vento law and the ESSA requirements through an annual comprehensive professional development delivery plan to heighten awareness of the specific needs of homeless children and youth. The plan includes the following:

1. State coordinator for homeless education provides and arranges professional development, regional meetings and training opportunities for district homeless education liaisons. The professional development opportunities are available to all district school personnel, including truancy personnel, teachers, enrollment staff, food service employees and transportation staff, etc. The trainings teach homelessness awareness and identification; the eligibility requirements for McKinney-Vento rights and services; and the duties of districts to identify and serve homeless children and youth.
2. Professional educational organizations and associations related to homeless children and youth partner with the state in increasing awareness, providing statewide training opportunities for school personnel and developing collaborative relationships (i.e., transportation, Ohio School Boards Association, pupil personnel staff, etc.).
3. The state coordinator participates in collaborative presentations with local and state organizations, as well as outside agencies, including, but not limited to, Head Start and the Coalition on Homelessness and Housing in Ohio (COHHIO).
4. The Department’s Office of Federal Programs annually monitors all districts for compliance through self, desk and on-site surveys. Districts are encouraged to use professional development portals to ensure that ALL school personnel are trained annually.
5. District liaisons and other school staff are encouraged to participate in the monthly webinars offered by the National Center for Homeless Education, the technical support center through the U.S. Department of Education. Additionally, liaisons and staff are made aware of many state, national and local agencies hosting webinar trainings that provide self-paced learning opportunities that focus on various topics pertinent to the needs of homeless children and youth.
6. The state coordinator provides training and professional development throughout the state to increase the capacity of the Department’s training opportunities.
7. The state’s McKinney-Vento Resources for Awareness Website will be continually updated with resources and information for liaisons, school staff members and the general public.
8. The state coordinator works closely with the state transportation director and presents regularly on the McKinney-Vento transportation requirements at conferences throughout the state to ensure policy, procedures and best practices are in place. The state coordinator provides technical assistance to local liaisons and subgrantees to ensure transportation of students experiencing

94 homelessness to and from school, as well as school activities and extracurricular activities that are
95 school sponsored. This also can include necessary transportation for parents and guardians.

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97 Additionally, the Department, in partnership with the Ohio Balance of State Continuum of Care, was
98 recently awarded a \$2.2 million Youth Homelessness Demonstration Program federal grant through the
99 Department of Housing and Urban Development. This grant will help communities analyze their current
100 responses to youth homelessness, assess their commitments to innovation and build new and stronger
101 relationships with local stakeholders.

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103 Ohio encourages innovation and awards competitive McKinney-Vento funds (\$2.5 million) to districts
104 that have a desire to create additional programing and supports. Currently, Ohio has 18 funded sub-grant
105 programs. There will be a Fiscal Year 2018 competition for a one year grant cycle, followed by a FY19
106 competition for a projected three-year grant cycle. Ohio will include criteria in the FY19 grant
107 competition to encourage innovative approaches to address critical needs, including, but not limited to, a
108 focus on rural areas, where the need is great and the resources are few.

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110 **4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure**
111 **that:**

112 **i. Homeless children have access to public preschool programs, administered by the**
113 **SEA or LEA, as provided to other children in the State;**
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115 A strong start for young children who are experiencing homelessness is critical to their success in
116 kindergarten and beyond. The following procedures ensure these young children are provided with the
117 opportunity to participate in preschool programs administered at the state or district levels. The state
118 supports the role of the district liaison in ensuring program access.

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- 120 • The state coordinator for homeless education collaborates and coordinates with the Department's
- 121 Office of Early Learning and federally funded programs, like Head Start, to provide technical
- 122 assistance and training to support the needs of homeless population;
- 123 • District liaisons are trained to work closely with shelter providers in their areas to identify
- 124 preschool-age homeless children;
- 125 • Districts prioritize homeless preschool-age children for enrollment in preschool educational
- 126 services provided by the district;
- 127 • District local liaisons collaborate with their respective school districts' early intervention and
- 128 special education programs to ensure access to preschool programs;
- 129 • Preschool students will be afforded the opportunity to remain in their schools of origin.
- 130 Transportation services will be provided by the districts.

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132 **ii. Homeless youth and youth separated from public schools are identified and**
133 **accorded equal access to appropriate secondary education and support services,**
134 **including by identifying and removing barriers that prevent youth described in**
135 **this clause from receiving appropriate credit for full or partial coursework**
136 **satisfactorily completed while attending a prior school, in accordance with State,**
137 **local, and school policies; and**
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139 To ensure that homeless youth who are separated from public schools are identified and
140 accorded equal access to appropriate secondary education and support services, Ohio has
141 identified the following procedures:
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- 143 1. Professional development and training opportunities described above include
144 presentation/discussion of key strategies and approaches to address the needs of youth
145 separated from public schools. This includes strategies for ensuring the granting of
146 appropriate credit and the removal of barriers to successful student participation in
147 secondary education.
- 148 2. Districts are encouraged to provide supplemental opportunities, including access to
149 online courses, summer school, mentoring programs and tutoring through Title I-A as
150 ways to provide the enhanced services, such as credit recovery for students
151 experiencing homelessness.
- 152 3. Districts are encouraged to promote participation in after-school programing, such as
153 21st Century Community Learning programs, if available, for positive youth
154 development, increased focus on academic success and credit recovery.
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156 **iii. Homeless children and youth who meet the relevant eligibility criteria do not face**
157 **barriers to accessing academic and extracurricular activities, including magnet**
158 **school, summer school, career and technical education, advanced placement,**
159 **online learning, and charter school programs, if such programs are available at**
160 **the State and local levels.**

161 Ensuring that the full range of educational opportunities are made available for vulnerable
162 students, particularly those who are homeless, is essential to student success. The following are
163 procedures to ensure that such students have full access to those opportunities:

- 164 1. State policies and procedures, outlined above, ensure that students are not segregated or
165 stigmatized on the basis of their homeless status and that there are no barriers to
166 enrollment, attendance and participation in all academic and extracurricular activities.
- 167 2. District and school leadership teams annually review and revise policies and procedures
168 that may create barriers for identified homeless children and youth from enrolling and
169 actively engaging in all school activities and work to ensure full access for this
170 population of children.
- 171 3. District liaisons ensure that transportation services are provided throughout the duration
172 of homelessness and for the remainder of the year, even if permanent housing is obtained
173 mid-year.
- 174 4. The Department’s monitoring of McKinney-Vento compliance includes a review of
175 documentation of district policies and procedures to ensure homeless students have full
176 access to academic and extracurricular activities. This includes access to summer school,
177 career and technical education, advanced placement and online learning. The state
178 coordinator collaborates with local athletic programs and the Ohio Athletic Association
179 to ensure that students are able to fully participate in after-school sports and activities.
- 180 5. Career-technical schools are required to identify homeless liaisons who work to ensure
181 and coordinate services provided through the student experiencing homelessness’ “home”
182 district.
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- 184 **5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide**
185 **strategies to address other problems with respect to the education of homeless children and**
186 **youth, including problems resulting from enrollment delays that are caused by—**
187 **i. requirements of immunization and other required health records;**
188 **ii. residency requirements;**
189 **iii. lack of birth certificates, school records, or other documentation;**
190 **iv. guardianship issues; or**
191 **v. uniform or dress code requirements.**
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193 A variety of problems face students who are homeless that challenge their ability to maintain regular
194 attendance at school. Significant efforts are made by the state and districts to ensure that prompt services
195 and problem resolution are provided to overcome barriers to educational services. The following are
196 strategies used to address these issues:

- 197 1. Training and technical assistance is provided to all district McKinney-Vento liaisons and school staff,
198 as well as to early learning programs, regarding the removal of any enrollment or participation
199 barriers for children and youth experiencing homelessness who lack required immunization or health
200 records, birth certificates or documentation of guardianship or residency.
201 2. McKinney-Vento subgrant coordinators and district McKinney-Vento liaisons receive training and
202 are encouraged to utilize the National Center for Homeless Education Homeless Liaison Tool Kit for
203 forms that will assist in removing barriers related to the availability of appropriate documentation.
204 3. All districts will be required to describe strategies to address the needs of homeless students in the
205 FY18 comprehensive plan submitted through the Comprehensive Continuous Improvement Plan
206 (CCIP) tool and funding application. Plans will address needs that are identified through analysis of
207 homeless student data and outcomes. The number of homeless students in each district will be used to
208 assist districts in projecting the amount of Title I homeless set aside dollars that will be budgeted in
209 order to ensure reasonable and necessary funds are available to meet the needs of the homeless
210 students and youth. The state’s program specialist team will review all applications for this
211 component and require revision of budgets if this amount set aside is not appropriately justified by the
212 district.
213 4. All districts will be required to provide a detailed explanation for Title I set aside dollars before an
214 application can be submitted for review in FY18.
215 5. All districts will be encouraged to use Title II funds to prepare educators to serve homeless
216 populations more effectively or to use Title I to build the capacity of persistently failing, high-poverty
217 schools to engage homeless students in high-quality learning experiences.
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- 219 **6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the**
220 **SEA and LEAs in the State have developed, and shall review and revise, policies to remove**
221 **barriers to the identification of homeless children and youth, and the enrollment and retention**
222 **of homeless children and youth in schools in the State, including barriers to enrollment and**
223 **retention due to outstanding fees or fines, or absences.**

224 Ohio has developed, and periodically reviews and revises, policies designed to remove barriers to the
225 identification of homeless children and youth and ensure enrollment and retention of these students in
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227 These policies and procedures are as follows:

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1. A number of statutory provisions in Ohio law require all school districts to comply with the provisions of the McKinney-Vento Homeless Assistance Act governing the provision of free, appropriate public education, including public preschool to each homeless child.
 2. Ohio offers a competitive process for districts to apply for additional funds to support the academic, tangible and intangible needs of homeless students. The applicants are scored according to need and quality of application. Currently, Ohio has 18 subgrantees; three educational service centers (Ohio Valley, Athens Meigs, and Lorain), six large urban districts, and nine rural districts and small suburban towns. These grantees create need-specific programming to support the growing population of homeless children and youth. Because the community supports for homeless families vary greatly throughout the state, the subgrantees programming is very diverse in nature.
 3. All districts are monitored through the federal program compliance review process to ensure districts have developed, reviewed and revised policies and procedures to remove barriers to the identification of homeless children and youth and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines or absences.
 4. All districts are required to address the needs of the homeless population in the consolidated plan submitted through the CCIP planning tool and funding application. The state's program specialist team will review all applications for this component and require revision of budgets if the amount set aside is not appropriately justified by the district.
 5. All districts will be required to provide a detailed explanation for the use of Title I set aside dollars before an application can be submitted for review in FY18.
 6. All district liaisons will be encouraged to seek community support to meet the needs of the homeless population. This includes collaboration and coordination with, but is not limited to, the local Continuum of Care leads and initiatives, faith-based initiatives, and food bank and shelter providers

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7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

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Assistance from counselors often is essential to ensuring that homeless youth are prepared and ready for college. High school counselors are well positioned to engage with these youth early on and consistently throughout their high school experiences to ensure targeted supports are being provided. The following describe how the state ensures that homeless students receive assistance from counselors:

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1. All district liaisons and McKinney-Vento subgrant coordinators are trained to coordinate needs and services with counselors at high schools to ensure social-emotional and academic needs are being met. This includes assistance with the FAFSA verification/application process.
 2. All district liaisons and subgrant coordinators are made aware of tools provided from the National Association for the Education of Homeless Children and Youth website, including the Unaccompanied Youth Toolkit for High School Counselors and McKinney-Vento Liaisons.
 3. All districts will be required to disaggregate data for homeless children in order to analyze and promote continued dialogue and strategic planning to increase attendance and graduation rates.
 4. All districts will be encouraged to use Title II funds to prepare educators to serve homeless populations more effectively and/or to use Title I funds to build the capacity of persistently failing, high-poverty schools to engage homeless students in high-quality learning experiences.
 5. All counselors will access fee waivers for the ACT and SAT and, if needed, have access to the Title I set aside funds to support additional testing needs for the homeless youth seeking higher education opportunities.

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6. All district liaisons and counselors will be encouraged, as necessary, to work with family courts to create or improve diversion programs or alternative education programs.
7. All local liaisons and counselors will promote participation in after-school programming, such as those funded through 21st Century Community Learning grants, if available, to assist in such skills as positive youth development, increased focus on academic success in reading and language arts as well as credit recovery.
8. Districts will have clear procedures in place to ensure homeless students receive appropriate credit for full or partial coursework satisfactorily completed. This includes procedures for communicating and consulting with a student's prior school, as well as formal and informal evaluation to establish current mastery of coursework.

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