**MICHIGAN’S UPPER PENINSULA MCKINNEY-VENTO PROGRAM FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS**

**1. STATEMENT OF NEED**

**A. Program Overview:** The Upper Peninsula McKinney-Vento Program for Children and Youth Experiencing Homelessness is a regional program serving seventy-three school districts and seven intermediate school districts (ISDs) or regional education agencies (RESAs) in the Upper Peninsula (U.P.). This consortia project seeks to improve the academic achievement of children and youth experiencing homelessness by coordinating accessibility to supports and services. The professional development and technical assistance provided facilitates the delivery of timely supports and services to help homeless children and youth enroll, remain, and ultimately succeed in school.

The Upper Peninsula McKinney-Vento Program for Children and Youth Experiencing Homelessness collaborates with Continuum of Care (CoC) partners and the Upper Peninsula Center for Economic Development (UPCED) facilitators from each ISD/RESA to expand the support and services for students and youth experiencing homelessness. A visual representation of the program collaboration is located in Appendix A. Marquette-Alger RESA serves as the fiscal agent of the program. UPCED facilitators or also referred to as ISD Homeless Liaisons from each ISD/RESA serve as regional support for district homeless liaisons providing technical assistance on M-V eligibility and services. Furthermore, eight Community M-V partners are contracted through the CoC partners, Voices for Youth (VFY) and Child and Family Services (CFS), to work with district homeless liaisons, homeless families, unaccompanied youth and school personnel within each of the eight U.P. Continuum of Care regions. The Community M-V partners collaborate with district homeless liaisons to meet the McKinney-Vento Homeless Assistance Act requirements and HEARTH Act assurances related to education. The M-V Grant Coordinator facilitates and coordinates all technical assistance, collaboration, professional development and homeless data monitoring and collection for all students experiencing homelessness in the Upper Peninsula.

**B. Assessing the Needs of Homeless Children and Youth:** During the spring of 2014, a Consortium Needs Assessment was completed involving all Consortium Members (73 U.P. school districts), Collaborative Partners (domestic violence shelters, Voices for Youth, and Child and Family Services), and members from all of the U.P.’s eight regional CoC teams in order to identify the needs of children and youth experiencing homelessness in the Upper Peninsula.

The U.P. Consortium Needs Assessment integrated the Needs Assessment Toolkit from the National Center for Homeless Education (NCHE) and Michigan’s School Improvement Model for collecting and analyzing four types of data (achievement, demographic, perception and process data) in order to complete a Comprehensive Needs Assessment on the support and services in the U.P. for children and youth experiencing homelessness.

*Perception data.* Perception data were gathered using notes and minutes from Continuum of Care (CoC) meetings, online surveys, in addition to feedback received from professional development and community awareness events. School and community stakeholders provided their perception of the level of implementation (completely, partially, minimally or is an area of concern) via an online survey in the following areas related to McKinney-Vento: awareness, identification, enrollment, academic success, parental involvement, barriers, challenges, policies and procedures, collaboration, and resources and capacity. A significant strength of the program was that 95 percent of stakeholders perceived children in homeless situations are identified.

The Consortium Needs Assessment also revealed a number of areas of program growth:

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| **2014 Needs Assessment** | **2011-2013 Needs Assessment** | **Areas of Growth** |
|  *% of stakeholders who perceive the item is completely or partially met in the U.P.* |
| 86% | 53% | Training is provided to school staff on McKinney-Vento.  |
| 88% | 28% | Homeless education posters are displayed in all school buildings and the community.  |
| 89% | 32% | Sufficient training is available to M-V liaisons and community members. |
| 82% | 67% | School Personnel are aware of duties of liaison, M-V and Title I legislation relative to the education of homeless students.  |

*Areas of Need.* A number of areas for improvement were identified through the Consortium Needs Assessment. Although progress has been made, there is still significant room for growth in the area of identifying and serving homeless preschool children and unaccompanied youth. Forty-four percent of stakeholders perceived preschool children experiencing homelessness as enrolled in and attending preschool programs. During the next grant cycle, the M-V Grant Coordinator will make a strategic effort to focus on the needs of homeless children in preschool at the Fall U.P. Homeless Conference and will expand M-V outreach efforts to community partners, early childcare providers and the Great Start Collaborative to improve the identification and services for preschool children experiencing homelessness.

Although ninety-one percent of stakeholders perceived unaccompanied youth as enrolled and attending school, there is a need to expand outreach efforts to special populations of unaccompanied youth (migrant, English learners, immigrant, refugee, students with disabilities, runaway youth and LGBTQ youth). The U.P. M-V Program for Children and Youth Experiencing Homelessness will incorporate professional development on special populations at quarterly liaison/Community M-V Partner meetings, webinars and community outreach activities.

Although 90 percent of stakeholders reported no barriers experienced at the time of enrollment, 10 percent reported that transporting students experiencing homelessness to the school of origin was the number one barrier at the time of enrollment. Due to the rural geographic region of the U.P., arranging transportation is often difficult and expensive. The M-V Grant Coordinator reports receiving a number of questions throughout the school year pertaining to transportation and many requests from districts with transportation expenses. The new changes with Title I and M-V will help districts financially with homeless transportation, but there is a need to expand transportation strategies and resources for students experiencing homelessness.

Although informing parents about the educational rights of homeless students was a strength that emerged through the Consortium Needs Assessment, there is room to expand parent and family engagement in education among homeless families. The U.P. M-V Program for Children and Youth Experiencing Homelessness will incorporate MDE’s *Collaborating for Success Parent Engagement Toolkit* into professional development, quarterly meetings, webinars and outreach activities.

*Demographic Data.* Student demographic data reviewed as part of the Consortium Needs Assessment included: Homeless Management Information System (HMIS), Michigan Student Data System (MSDS), Free & Reduced Lunch counts and Student In-Take data from 2013-2014 school year. As a result of the expanded collaboration with UPCED facilitators from each U.P ISD/RESA and Community M-V partners from Child and Family Service (CFS) and Voices for Youth (VFY), the number of students that were identified, served, and reported as homeless in MSDS increased from 575 in 2011-2012 to 923 in 2012-2013, a 23% increase. During the 2012-2013 school year, the number of students identified in MSDS (923) was greater than the number of students identified as homeless in HMIS by CoC members (761). In just 09-10, the number of students identified in HMIS (764) was higher than the number of students identified in MSDS (182). For an additional breakdown of the 2012-2013 demographic data, see Appendix B. Overall, the data reviewed provides strong evidence to the effectiveness of ongoing professional development, technical assistance and collaboration with community partners in identifying and serving students experiencing homelessness.

*Number of Homeless Children and Youth We Plan to Serve***.** Rising unemployment and poverty will likely result in an increased number of children and youth experiencing homelessness. It is evident in the table below that the number of students identified as homeless in MSDS has continued to expand and there may be room for additional growth. A rule of thumb for the number of homeless students in an area is 10 percent of the free and reduced lunch count, which in the U.P. would be 1,932.

*Achievement Data.* Tracking the achievement data of students experiencing homelessness is a challenge. At this time no system exists in the MiSchoolData.org database to aggregate the achievement data of homeless students. On the Consortium Needs Assessment, 55 percent of stakeholders perceived homeless students as proficient in reading and math. Collecting and monitoring the achievement data of students experiencing homelessness is an area for growth in the U.P. McKinney Vento Program for Children and Youth Experiencing Homelessness.

The M-V Grant Coordinator will use the achievement data to coordinate professional development on improving the academic achievement of students experiencing homelessness. The M-V Grant Coordinator will incorporate Ruby Payne’s research on *Under Resourced Learners: 8 Strategies to Boost Student Achievement* and Eric Jensen’s research on *Teaching with Poverty in Mind* and *Engaging Students with Poverty in Mind: Practical Strategies for Raising Student Achievement* throughout the school year during the Fall U.P. Homeless conference, webinars, quarterly liaison/Community M-V partner meetings and during community outreach activities. In addition, instructional strategies and resources will be made available online on the program website and sent via e-mail to liaisons, superintendents, administrators, teachers and collaborative partners. Overall, an explicit effort will be made to incorporate instructional strategies at every meeting and professional development session in order to continue the conversation and the important work of raising the achievement of students experiencing homelessness.

*Process Data.* Process data relates to the operations of the U.P. McKinney Vento Program for Children and Youth Experiencing Homelessness. Information on the operations and procedures of the program was gathered from the Consortium Needs Assessment through online surveys and reviewing feedback received from professional development and community awareness events. Overall, the operations of the U.P. M-V Program for Children and Youth Experiencing Homelessness are strong. The program is strategically organized with a well-coordinated system of support for children and youth experiencing homelessness utilizing the UPCED facilitators at each ISD/RESA, partnering with CFS and VFY for the Community M-V Partner program and utilizing technology (video conferences & webinars) to reach all district liaisons throughout the Upper Peninsula.

Due to the coordination between the Community M-V Partners sharing a McKinney-Vento Brief Educational Assessment (see Appendix C) with district liaisons, the numbers of students identified as homeless in MSDS has increased, but there is a need to expand the communication from the district liaison to the Community M-V partner. As discussed, the number of homeless students identified in HMIS by community agencies has always been higher than the number of students identified in MSDS by district liaisons. During the 2012-2013 school year, district liaisons identified 921 students as homeless in MSDS and community agencies who serve homeless families, identified 821 students in HMIS. Although these numbers are closer than they have ever been before, there is room for improvement. Through conversations with Community M-V partners during the 2013-2014 school year, it became evident that more training is needed for district liaisons on how to refer students experiencing homelessness to the Community M-V partner. At this time, district liaisons usually call the Community M-V partner when a student or family experiencing homelessness has an urgent need, but district liaisons are not completing the M-V referral form and sending the form to their Community M-V partner each time they identify a homeless student. The M-V Grant Coordinator plans to incorporate more training on the referral process and benefits of communication at the Fall U.P. Homeless Conference and throughout the school year during webinars, quarterly meetings and outreach activities.

**C. Description of Program Area:** The Upper Peninsula spans a large geographic and rural region characterized by isolated pockets of population that are geographically scattered across a large region. The population density in Marquette (the largest county in the U.P.) is 34 people per square mile but the population density in the adjacent Alger County is only 11 people per square mile. In contrast, the average population density of the State of Michigan is 2000 people per square mile. Due to the U.P.’s sparse population density and large geographic region, transportation and access to support and services for children and youth experiencing homelessness can be challenging and requires a great deal of effort and coordination.

**D. Description of Educational Needs Identified in Assessment**: Through analyzing perception, demographic, achievement and process data from the U.P. Consortium Needs Assessment, four areas emerged as needs to be address in the 2014-2017 grant: improving the identification of homeless children and youth, specifically preschool children and special populations (migrant, English language learners, immigrant, refugee, students with disabilities, unaccompanied youth, runaway youth, LGBTQ youth and out of school youth); expanding supports and resources for transportation to the school of origin; improving the collection of academic achievement data and focus on raising student achievement; and expanding parent and family engagement in education. The needs described will not be able to be addressed by M-V grant funds alone, but will require collaboration with consortium districts, each ISD/RESA, community agencies, and parents of students experiencing homelessness. The U.P. McKinney-Vento Program for Children and Youth Experiencing Homelessness will provide the organization, technical assistance and framework for improving the identification and services for children and youth experiencing homelessness in the Upper Peninsula.

The needs identified through the Consortium Needs Assessment are aligned with several of the National Center for Education of Homeless Children and Youth (NAEHCY) Standards and the HEARTH Act’s four assurances related to education and early care. These standards and assurances provide the framework for meeting program needs and establishing the following primary program goals and objectives:

**GOAL 1: All children in homeless situations will be identified and enrolled in school: (*NAEHCY Standard 3,4,7,8*** *HEARTH Act Assurances****)***

***Objective 1:*** *District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will monitor and report the number of homeless students identified and enrolled in school as measured by Student In-take data, homeless student data reported in MSDS and homeless data reported in HMIS.*

***Objective 2:*** *District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to develop transportation strategies and resources for students experiencing homelessness as measured by Student In-take data and the Consortium Needs Assessment.*

***Objective 3: District*** *and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to inform parents about their children’s rights under McKinney-Vento and coordinate parent and family engagement in education among families experiencing homelessness as measured by parent surveys, Student In-take data and the Consortium Needs Assessment.*

**GOAL 2: All *preschoolers and unaccompanied* youth in homeless situations will be identified & enrolled in school. *(NAEHCY Standards 4, 7, 8 & HEARTH Assurances*)**

***Objective 1:*** *District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to develop and implement collaborative strategies aimed at identifying preschool children in homeless situations, and assist them in enrolling remaining, and succeeding in preschool as measured by Student In-take data entered online and homeless student data reported in MSDS.*

***Objective 2:*** *District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will develop and implement collaborative strategies aimed at identifying unaccompanied youth with a special emphasis on serving special populations UHY (migrant, English language learners, immigrant, refugee, students with disabilities, unaccompanied youth, runaway youth, LGBTQ youth and out of school youth) in homeless situations, and assist them in enrolling remaining, and succeeding in school as measured by Student In-take data entered online and homeless student data reported in MSDS.*

***Objective 3:*** *District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will conduct outreach activities in the school and community focused on increasing identification and awareness of the needs of homeless students with a special emphasis on serving special populations (migrant, English language learners, immigrant, refugee, students with disabilities, unaccompanied youth, runaway youth, LGBTQ youth and out of school youth) as measured by the Consortium Needs Assessment Survey and Community M-V partner quarterly reports.*

**GOAL 3: All homeless students demonstrate academic progress (NAECHY Standard 2)**

***Objective 1****: District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to improve the academic achievement of children and youth experiencing homelessness as measured by Student In-take data and the Consortium Needs Assessment.*

***Objective 2****: District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will monitor and collect data on the academic achievement of students experiencing homelessness.*

2. **PLAN of OPERATION**

**A. Description of services planned to be meet identified needs:** Facilitating service coordination in the large geographic area of the U.P. is imperative and vital to meeting the needs of families and youth experiencing homelessness. The *Action Plan* located in Appendix D details the proposed goals, objectives, strategies and activities aimed at improving educational outcomes for children and youth in homeless situations.

**B. Description of services to be provided:**

*Location of Services.*Providing direct services to U.P. homeless children and youth is a shared responsibility of the schools and community collaborative partners. While some academic support (e.g. tutoring) will be given to homeless students residing in shelters, the majority of educational support will be provided at local schools and preschools.

*Method for Serving Homeless and Youth.*Educational services received in the school setting will be the same as those provided to non-homeless students. Assessments will identify student’s strengths and weaknesses and serve as a basis to determine eligibility for various school programs and services. Programs such as Title I, Section 31a, Gifted, After School Programs, Tutoring, supplemental instruction, mentoring etc. will be made available and provided to students experiencing homelessness on an as needed basis. Referrals will be made for medical, dental, mental and other health services as needed. School liaisons and collaborative partners will assist homeless students in becoming involved in extracurricular activities such as athletics, the arts, or social events as well as natural support systems such as Girl/Boy Scouts, YMCA, etc.

*Services Provided by Consortium Members and Collaborative Partners****.*** District liaisons will be responsible for fulfilling liaison duties outlined by M-V and MDE’s *Criteria for Successful Liaisons.* District liaisons will provide the supports and services needed for student experiencing homelessness to enroll, remain, and succeed in school. A CoC Designee (Community M-V Partner from Child and Family Services and Voices for Youth) will work with school district liaisons and M-V grant coordinator to accomplish M-V requirements and HEARTH Act assurances related to education and early care. The Community M-V Partner’s responsibilities will include but not be limited to posting NCHE posters throughout the community, representing liaisons at regional CoC meetings, providing M-V information at annual CoC Community Connect events, and work in collaboration with liaisons and the M-V Grant Coordinator to attain goals and objectives outlined in the Action Plans. See Appendix E for a detailed list of each collaborative partners’ roles and responsibilities.

The M-V Grant Coordinator will continue to provide professional development and technical assistance to district liaisons to improve and assure their understanding and initiative related to M-V related duties. The M-V Grant Coordinator will facilitate quarterly videoconferences for district liaisons, Community M-V Partners and community partners, in addition the Fall U.P. Homeless Conference and webinars. The M-V Grant Coordinator will communicate MDE *Criteria for Successful Liaisons* not only liaisons, but also with superintendents and community partners.

*How M-V Services Supplement and Not Supplant****.*** The services for homeless children impacted by this grant project will clearly supplement regular educational and community programs. Services do not supplant existing programs or academic services.

**3. COORDINATION OF SERVICES**

**A. Coordination of Services and Activities (Consortium Members & Collaborative Partners)**: As previously indicated, Consortium Members and Collaborative Partners will be responsible for delivering timely and comprehensive M-V related services aimed at helping homeless children and youth enroll, remain, participate, and succeed in school. See Appendix E for specific responsibilities for district liaisons, Community M-V partners, collaborative partners (shelters, CFS & VFY) and UPCED facilitators.

**B. Coordination of Services: Consortium Members, Collaborative Partners, School, Community, and/or State Agencies:** Building and strengthening partnerships will remain critical to the delivery of timely and comprehensive services aimed at helping homeless children and youth succeed in school. Coordination and collaboration will be facilitated between U.P. schools, shelters, Region 1 CoC, eight regional CoC’s, and agencies serving homeless children and youth. Some examples of additional coordination include; the M-V Grant Coordinator arranging for the U.P. Department of Human Services (DHS) Educational Planner for students in foster care to be on the agenda of each liaison/Community M-V Partner meetings to help coordinate program and services for students in foster care.

Strengthening collaboration between Title I programs and McKinney-Vento homeless education programs will continue to expand to improve program effectiveness and ensure that the student’s needs are adequately met in a comprehensive and coordinated fashion. The Title I Office of Field Services Consultant is scheduled to attend the U.P. Fall Homeless Conference to help support the coordination between Title I and M-V.

**C. Description of Coordination with other District Programs:** Liaisons and Community M-V Partners will initiate efforts to assure that homeless students access needed services (e.g. transportation) and participate in support services such as Title 1, Section 31A, Special Education, etc. on an as needed basis.

**D. Outreach to Special Populations.** There is a need to expand outreach efforts to special populations of unaccompanied youth, specifically students with disabilities, runaway youth and LGBTQ youth. The U.P. M-V Program for Children and Youth Experiencing Homelessness will incorporate professional development on special populations at quarterly liaison/Community M-V Partner meetings, webinars and community outreach activities. The M-V Grant Coordinator has already connected with a Certified Prevention Specialist who specializes in LGBTQ youth and has made arrangements for the Specialist to present at the next liaison/Community M-V Partner meeting in the fall.

**E. Involving Parents/Guardians of Homeless Students**: Involving the parents or guardians of homeless students is crucial to the educational success of homeless children and youth. NCHE parent/guardian related materials and MDE’s *Collaborating for Success Parent Engagement Toolkit* are used to provide information related to the rights of homeless students, and strategies to become involved with their children’s education. Collaborative partners serve as referral agents and advocate for parents of homeless children and youth. Family-focused interventions are provided on an as needed basis. Information, support, and timely assistance are provided to support the parent or guardians participation in school services and programs. Parents are encouraged to meet with pertinent school personnel to gain an understanding of the educational objectives for their children. M-V related information is available to parents/guardians at annual regional CoC Community Connect events. The U.P. M-V Program for Children and Youth Experiencing Homelessness will continue to improve efforts to educate, involve, and engage parents/guardians by developing and implementing some of the strategies outlined in the HEARTH Act’s assurances related to early care and education outlined in Appendix F.

The M-V grant coordinator will work with Great Start Collaborative members, Promising

Futures Partnership, and other organizations to integrate the use of the research based Strengthening Families: Protective Factors model within various sectors working with families. The Center for the Study of Social Policy conducted a thorough study of 21 exemplary early care and education centers and *identified program strategies* used to build the five Protective Factors with families including, but not limited to the following:

* Respond to Family Crises
* Link Families to Services and Opportunities
* Value and Support Parent
* Strengthen Parenting

The model provides concrete tools and strategies to help build Protective Factors in families. Strengthening families will improve outcomes for children and youth. For M-V related purposes, primary focus will be upon the following Protective Factors:

* Concrete Support in Times of Need
* Resilience
* Social and Emotional Competence of Children
* **4. COMMITMENT AND CAPACITY**

**A. History, Progress, Previous Successes of Program:** Marquette Alger RESA has been involved with McKinney-Vento initiatives since the early 1990’s. Initially, it was a small grant funded initiative with efforts directed toward meeting the needs of students experiencing homelessness in one school district in the Upper Peninsula. Next, it expanded to include collaborative M-V related initiatives with the seven domestic violence shelters in the Upper Peninsula. When the McKinney Vento Act was reauthorized and required all districts to designate a homeless liaison to assist homeless students enroll, remain and succeed in school, the project coordinator was contracted by MDE to conduct statewide training for newly designated liaisons.

At the same time, the partnership with Voices for Youth was expanded and a new partnership was formed with Child and Family Services of the U.P. In addition to the seven U.P. shelters, these two agencies serve as the projects primary collaborative partners, providing case management, outreach services, referrals, counseling, crisis intervention and other services to children and youth in homeless situations. For this reason, case managers from Voices for Youth and Child and Family Services serve as a CoC Designee. Already having an established and integrated platform to identify and serve homeless children and families, the CoC Designees are responsible for working with district liaisons in each of the eight U.P. CoC regions. This resulted in a significant increase in the number of homeless students identified and served. The M-V Grant Coordinator continues to be involved in numerous inter-agency collaborative initiatives (e.g. Region 1 CoC, Great Start Collaborative, Vulnerable Youth Committee, CoC Homeless Awareness Committee, etc.).

B. Policies and Procedures to Accomplish Enrollment and Integration of Homeless Students into Regular School Programs: Local school district policies are aligned to the M-V Act, and focus on enrollment and integration of homeless children and youth into regular school programs. Strategies and procedures outlined in NAECHY Standards and the HEARTH’s Act Assurances serve as a guide for the program’s Action Plan.

**C. Direct and In-Kind Support consortium member Districts and Collaborative Partners:** Direct and in-kind support of the schools and collaborative partners are described in the budget detail. Direct support (transportation, basic needs & collaboration with CFS & VFY) represents approximately 23% of the total grant funds being requested. The fiscal agent (MARESA) of the program has a 12% in-kind rate with administrative time, business office staff time, technical support, and other clerical support that is part of the indirect cost in the budget. All direct and in-kind support is documented and is gathered as part of the data collection and request for funds process of the business office.

Additional in-kind contributions of school staff and collaborative partners, MARESA facilities for professional development and meetings, and other community agency involvement at all levels are considerable. Some in-kind support items are difficult to document. Collaborative partners also have staff members on committees and groups working to reduce homelessness among children and youth.

**D. Title I Reserved Funds:** All funds received for this project will be used to supplement not supplant existing sources of revenue. Individual local school districts determine the amount of funds reserved from Title I and Section 31a. This information is reported to MDE in the Consolidated Application. At the time of this grant application, school districts were in the process of completing their 2014-15 Consolidated Applications and did not have their Title I Reserved Funds finalized to include in the grant application.

**D. Training and Support to Build Capacity of Liaisons:** District liaisons often struggle to fulfill their liaison responsibilities due to their primary job responsibilities and liaison turnover continues to be a challenge (15 new liaisons in 2013-14). The program will continue to partner with Voices for Youth and/or Child and Family Services to serve as regional Community M-V Partnersto work closely with the liaisons and the M-V Grant Coordinator to develop and implement strategies aimed at meeting M-V goals and mandates and build liaison capacity.

As outlined in the *Action Plan,* the M-V Grant Coordinator will continue to provide professional development and technical assistance to district liaisons to build liaison capacity and help liaisons meet MDE’s *Criteria for a Successful Liaison*. The M-V Grant Coordinator will facilitate the Fall U.P. Homeless conference, webinars, and quarterly meetings, in addition to frequent correspondence with updates and information via e-mail and online on the program website. <http://www.maresa.org/departments/teaching-learning--technology-services/mckinney-vento-homeless-grant/>

**5. EVALUATION PLAN**

**A. Data Illustrates Needs and Successes:** The U.P. McKinney-Vento Program for Children and Youth Experiencing Homelessness clearly has documented data and evidence supporting the significant progress in removing the barriers to enrollment, attendance and academic success (see Section 1 of the grant narrative). The U.P. Consortium Needs Assessment integrated the Needs Assessment Toolkit from the National Center for Homeless Education (NCHE) and Michigan’s School Improvement Model for collecting and analyzing four types of data (achievement, demographic, perception and process data) to identify program needs. The program will continue to utilize the U.P. Consortium Needs Assessment process and integrate MDE’s Program Evaluation Tool in order to continue to use data to make decisions about programs and services for students experiencing homelessness.

**B. Timeline for Program Accountability:** District liaisons will report Student Intake data to the M-V Grant Coordinator throughout the school year using an online database. Community M-V Partner data will be reported in HMIS and shared with M-V Grant Coordinator and district liaisons at least quarterly. Liaisons will be responsible for reporting homeless student data to their local school district’s Data Manager for reporting in MSDS. Please refer to *Action Plan* in Appendix D for detailed timeline.

**C. Measureable Program Goals & Objectives & Data Used to Demonstrate Achievement:** Please refer to *Action Plan* in Appendix D for details related to program goals, objectives, activities/strategies, anticipated outcomes, data sources, persons responsible, and timeline for achieving goals.

**D. Identification of Grant Contacts for Fiscal Agent and subcontracted service agency, collaborative partners, and M-V liaisons** The M-V Grant Coordinator, Kristen Peterson, is an Educational Consultant with Marquette Alger RESA.Kristen has experience as a classroom teacher, special education teacher, elementary principal, special education director and Title I coordinator in a high poverty school district before becoming a consultant at Marquette-Alger RESA. The consortia members, district liaisons, and collaborative partners are listed on a spreadsheet available at: <https://docs.google.com/a/maresa.org/spreadsheet/ccc?key=0AqL66l8JLfwqdEFIcFVIT1dXYkJBVHRMMnluREhSRnc#gid=0>

**6. BUDGET**

**A. Efficient Use of M-V Funds:** The U.P. McKinney-Vento Program for Children and Youth Experiencing Homelessness makes every effort to ensure the appropriate and efficient use of M-V program funds to meet the needs of homeless students. The items requested in the budget are connected to the needs identified in the Consortium Needs Assessment (see sections 1 & 2 of grant narrative). The U.P. McKinney-Vento Program for Children and Youth Experiencing Homelessness is able to serve a large geographic area quite efficiently with a small allocation of M-V program funds due to the high level of collaboration and organization in place among the 73 school districts, 7 ISDs and numerous collaborative partners.

**B. Budget and In-Kind Financial Support:**  As stated in section 4, direct and in-kind support of the schools and collaborative partners are described in the budget detail. Direct support (transportation, basic needs & collaboration with CFS & VFY) represents approximately 23% of the total grant funds being requested. The fiscal agent (MARESA) of the program has a 12% in-kind rate with administrative time, business office staff time, technical support, and other clerical support that is part of the indirect cost in the budget. All direct and in-kind support is documented and is gathered as part of the data collection and request for funds process of the business office.

Additional in-kind contributions of school staff and collaborative partners, MARESA facilities for professional development and meetings, and other community agency involvement at all levels are considerable. Some in-kind support items are difficult to document. Collaborative partners also have staff members on committees and groups working to reduce homelessness among children and youth.

**B. Budget Areas/Items and Appropriate Local Use of Funds Based on M-V & MDE Guidance:**  McKinney-Vento funds are used to assist homeless children and youth in enrolling, attending, and succeeding in school. Grant funds support the activities outlined in M-V & MDE Guidance. A portion of the grant funds is allocated to collaborative community partners: Child & Family Services, Voice For Youth and the seven U.P. ISD/RESA’s (technical support, data management & basic needs funds for local districts). All funds are used to directly and/or indirectly meet the numerous and varied needs of children experiencing homelessness. Funds are used to promote the educational success of homeless students and include such things as outreach services, tutoring, GED preparation, homework assistance, referrals for medical, mental, and other health needs, summer enrichment activities, basic needs (clothing, food, mentoring, outreach services, guidance and support). Local districts access funds through their regional ISD/RESA on an “as needed” basis to help with basic educational needs of homeless students and families.

**C. Collaboration with Title I, Part A Set Asides:** All funds received for this project will be used to supplement not supplant existing sources of revenue. Individual local school districts determine the amount of funds reserved from Title I and Section 31a. This information is reported to MDE in the Consolidated Application. At the time of this grant application, school districts were in the process of completing their 2014-15 Consolidated Applications and did not have their Title I Reserved Funds finalized to include in the grant application.

**D. Fiscal Control of Funds Allocated to Consortium Members and/or Collaborative Partners:** Invoices must be submitted to MARESA’s Business Office prior to the allocation of grant funds. Grant expenditures and financial transactions are monitored by MARESA’s Business Office.

**7. ACCOUNTABILITY PLAN**

**A. Homeless Students Included in District & State Assessments:** The U.P. McKinney-Vento Program for Children and Youth Experiencing Homelessness will continue to promote the inclusion of students experiencing homelessness in district and state assessments through sharing of information at the annual Fall U.P. Homeless Conference, throughout the school year during liaison quarterly meetings and via e-mail and NCHE updates. Community M-V partners and district liaisons will collaborate to ensure students experiencing homelessness have the resources and support needed to attend and be successful in school during district and state assessment testing windows. The M-V Grand Coordinator will monitor the participation of homeless students in district and state assessments through the Student In-Take questions relating to student assessment and achievement and monitoring district assessment data on www.mischooldata.org.

**B. Accurate & Timely Reporting of Homeless Student Data:** The U.P. McKinney-Vento Program for Children and Youth Experiencing Homelessness will continue to implement a number of strategies to support the accurate and timely reporting of homeless student data. The requirements for homeless student data for district liaisons and Community M-V partners will continue to be reviewed at the annual Fall Homeless Conference and throughout the school year during liaison/Community M-V partner meetings. The M-V Grant Coordinator will continue to provide a webinar in the fall of each school year on homeless student data requirements that is specifically for school secretaries and district data managers. All information reviewed during the fall conference, quarterly meetings and webinars will continue to be available online at [www.maresa.org](http://www.maresa.org). District liaisons will continue to keep their Student Intake data updated and accurate throughout the school year.

The M-V Grant Coordinator has worked with collaborative partners and a member of the Michigan Homeless Coalition to adopt an addendum to HMIS related to M-V (see Appendix C). The M-V Grant Coordinator will continue to provide support and training with the Community M-V partners from Child & Family Services and Voice for Youth on the reporting of HMIS data. Community M-V partners will continue to report their data quarterly to the M-V Grant Coordinator.

**C. Academic Achievement of Homeless Students:** The M-V Grant Coordinator will collaborate with district liaisons to access LEA data on the achievement of students experiencing homelessness. Starting in the 2014-2015 school year, all district liaisons will report homeless student academic progress to the M-V Grant Coordinator when reporting their Student Intake data using the online database. In addition, the M-V Grant Coordinator is a trainer for MiSchoolData and will communicate with the developers of MiSchoolData on the need to develop a subgroup in the database for homeless students.

The M-V Grant Coordinator will use the achievement data to coordinate professional development on improving the academic achievement of students experiencing homelessness. The M-V Grant Coordinator will incorporate Ruby Payne’s research on *Under Resourced Learners: 8 Strategies to Boost Student Achievement* and Eric Jensen’s research on *Teaching with Poverty in Mind* and *Engaging Students with Poverty in Mind: Practical Strategies for Raising Student Achievement* throughout the school year during the Fall U.P. Homeless conference, webinars, quarterly liaison/Community M-V partner meetings and during community outreach activities. In addition, instructional strategies and resources will be made available online on the program website and sent via e-mail to liaisons, superintendents, administrators, teachers and Collaborative Partners. Overall, an explicit effort will be made to incorporate instructional strategies at every meeting and professional development session in order to continue the conversation and the important work of raising the achievement of students experiencing homelessness.

**APPENDIX A**



**APPENDIX B**

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**APPENDIX C (formatting did not transfer well)**

**McKinney Vento Education Brief Assessment**

**(Program Clients)**

*(Please complete for all homeless youth and attach to program intake form)*

**Date of Intake:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client ID Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*First** **Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\***MI** \_\_\_\_ \***Last Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Suffix** \_\_\_\_\_\_\_

**Household Information**

**Part of a family or household?**

□ Yes

□ No

**Number in Household** \_\_\_\_\_\_\_\_\_\_

**# of Children age 5 or older** \_\_\_\_\_\_\_\_\_\_ **# of Children under age 5** \_\_\_\_\_\_\_\_\_\_

**School Information**

**Currently participating in or attending in:** \_\_\_Early On \_\_\_ Headstart \_\_\_Preschool

**Currently working to obtain a GED?**

□ No □ Yes Please describe setting: \_\_\_High School, \_\_Community Schools, \_\_\_Other:

**Currently an Unaccompanied Youth?** □ Yes □ No

**Grade Attending**

\_\_Kindergarten

□ 1

 □ 2

 □ 3

□ 4

 □ 5

 □ 6

 □ 7

 □ 8

□ 9

□ 10

□ 11

□ 12  \_\_**UNGRADED**: [enrolled in K-12, but no particular grade (e.g. Special Ed., LD etc.)]

**\_\_OUT OF SCHOOL (**not enrolled in K-12, but working on GED in other setting, or in correctional or recovery center)

Name of School District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of School Building:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Previous School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Current Night-time Residence**:

\_\_\_ Sheltered, Transitional Housing, Awaiting Foster Care:

\_\_\_ Doubled-Up (Living with another family or friend) \_\_\_\_\_\_\_\_

\_\_\_ Unsheltered (cars, parks, temporary trailer, abandoned building, campground):

\_\_\_\_Hotel/Motel

**Educational Services Needed (check all that apply)**

\_\_\_\_Tutoring or other instructional support

\_\_\_\_Expedited evaluations

\_\_\_\_Staff professional development and

 awareness

\_\_\_\_Referrals for medical, dental, and other

 health services

\_\_\_\_Transportation *(Only include excess transportation cost such as bus passes, taxi fare, prepaid gas cards, etc)*

\_\_\_\_Early childhood program

\_\_\_\_Assistance with participating in school

 programs

\_\_\_\_Before-school, after-school, mentoring, summer

 programs

\_\_\_\_Obtaining or transferring records necessary for

 enrollment

\_\_\_\_Parent education related to rights and resources for

 children

\_\_\_\_Coordination between schools and agencies

\_\_\_\_Counseling

\_\_\_\_Addressing needs related to domestic violence

\_\_\_\_Clothing to meet a school requirement

\_\_\_\_School supplies

\_\_\_\_Referral to other programs and services

\_\_\_\_Emergency assistance related to school attendance

\_\_\_\_Other (optional)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Enrollment Problems:**

 \_\_\_None

\_\_\_\_Residency requirements

\_\_\_\_Availability of school records

\_\_\_\_Birth certificates

\_\_\_\_Legal guardianship requirements

 \_\_\_\_Transportation

\_\_\_\_Lack of available preschool programs

\_\_\_\_Immunization requirements

\_\_\_\_Physical examination requirements

\_\_\_\_Other

**Name and contact information of person completing intake form:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Copies scanned and sent electronically to:** \_\_\_\_School Liaison

**McKinney Vento Education – Brief Assessment**

**(School Referral)**

**Date of Intake:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client ID Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*First** **Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\***MI** \_\_\_\_ \***Last Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Suffix** \_\_\_\_\_\_\_

**\*Date of Birth** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mm/dd/yyyy)

**\*Gender**

□ Female

□ Male

□ Transgender

**\*Primary Race**

□ American Indian or Alaskan Native

□ Native Hawaiian or other Pacific Islander

□ Asian

□ Black or African American (HUD)

□ White (HUD)

□ Other

□ Other Multi-racial

**Secondary Race (if needed)**

□ American Indian or Alaskan Native

□ Native Hawaiian or other Pacific Islander

□ Asian

□ Black or African American (HUD)

□ White (HUD)

□ Other

□ Other Multi-racial

**\*Ethnicity**

□ Hispanic/Latino

□ Other (Non-Hispanic/Latino)

**Health and Disability Information**

**\*Do you have a disability of long duration?**

□ Yes (HUD)

 □ No (HUD)

 □ Don’t Know (HUD)

 □ Refused (HUD)

**Household Information**

**Part of a family or household?**

□ Yes

□ No

**Number in Household** \_\_\_\_\_\_\_\_\_\_

**# of Children age 5 or older** \_\_\_\_\_\_\_\_\_\_ **# of Children under age 5** \_\_\_\_\_\_\_\_\_\_

**Housing Information**

**\*Is Client Homeless?** □ Yes □ No

**Current Housing Status:** (check *one*):

* **Literally Homeless** (last night the client was living in places not meant for human habitation, shelter exiting Transitional Housing, exiting hospital/institution, but was homeless prior to admission, or DV.)
* **Imminently losing housing** (being evicted – can include eviction from family/friends, discharged from hospital w/o housing destination, condemned housing w/ no subsequent housing and inadequate personal and financial resources).
* **Unstably housed and at risk of losing housing** (at-risk due to high housing costs, conflict, or other conditions that put housing at risk **and** inadequate personal and financial resources. Danger is not imminent.)
* **Stably housed** (not at risk of losing housing.)
* **Don’t Know**
* **Refused**

**Homeless Category** (Skip if not homeless):

* Category 1: Literally Homeless
* Category 2: Imminent Risk of Homelessness
* Category 3: Homeless under other Federal statues
* Category 4: Fleeting/Attempting to Flee DV
* Not Applicable

**Prior Living Situation *(Where was the client last night?)***

|  |  |
| --- | --- |
| □ Adult Foster Care | □ Don’t Know |
| □ Emergency Shelter, including hotel or motel paid for with emergency shelter voucher  | □ Foster care home or foster care group home  |
| □ Hospital (non-psychiatric)  | □ Hotel or motel paid for without emergency shelter voucher  |
| □ Jail, Prison or Juvenile Facility  | □ Other  |
| □ Owned by Client, no housing subsidy **(Select if client was living with his/her parents and the family is not receiving housing subsidy)** | □ Owned by client, with housing subsidy **(Select if client was living with his/her parents and the family is receiving housing subsidy)** |
| □ Permanent Housing for formerly homeless persons (such as SHP, S+C or SRO Mod Rehab)  | □ Place not meant for habitation inclusive of ‘non-housing service site (outreach programs only)  |
| □ Psychiatric Hospital or other psychiatric facility  | □ Refused  |
| □ Rental by client, no housing subsidy  | □ Rental by client, with other (non-VASH) housing subsidy  |
| □ Rental by client, with VASH housing subsidy  | □ Safe Haven  |
| □ Staying or living in a family member’s room, apartment or house **(Select if client was living with extended family)** | □ Staying or living in a friend’s room, apartment or house **(Select if client was staying with non-related friends)** |
| □ Substance Abuse Treatment Center  | □ Transitional Housing for Homeless inc. youth |

**\*Length of Stay**

□ One week or less (HUD)

□ More than one week, but less than one month

□ One to three months

□ More than three months, but less than one year

□ One year or longer

**\*Zip Code of Last Permanent Address** \_\_\_\_\_\_\_\_\_\_

**Zip data quality**

□ Full Zip Code Recorded (HUD)

□ Don’t Know (HUD)

□ Refused (HUD)

**Homeless Detail - answer ONLY IF HOMELESS**

**\*Is Client Chronically Homeless?** (by HUD definition)

□ Yes

□ No

*An unaccompanied homeless individual with a disabling condition who has either been continuously homeless for a year or more OR has had at least four (4) episodes of homelessness in the past three (3) years. The individual must have been on the streets or in an emergency shelter (not transitional housing) during these episodes*

**School Information**

Date of Intake:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*First Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \*MI \_\_\_\_ \*Last Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Currently participating in or attending in:** \_\_\_Early On \_\_\_ Headstart \_\_\_Preschool

**Currently working to obtain a GED?**

□ No □ Yes Please describe setting: \_\_\_High School, \_\_Community Schools, \_\_\_Other:

**Currently an Unaccompanied Youth?** □ Yes □ No

**Grade Attending**

\_\_Kindergarten

□ 1

 □ 2

 □ 3

□ 4

 □ 5

 □ 6

 □ 7

 □ 8

□ 9

□ 10

□ 11

□ 12

\_\_**UNGRADED**: [enrolled in K-12, but no particular grade (e.g. Special Ed., GED, LD etc.)]

**\_\_OUT OF SCHOOL (**not enrolled in K-12, but working on GED in other setting, or in correctional or recovery center)

Name of School District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of School Building:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Previous School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Current Night-time Residence**:

\_\_\_ Sheltered, Transitional Housing, Awaiting Foster Care:

\_\_\_ Doubled-Up (Living with another family or friend) \_\_\_\_\_\_\_\_

\_\_\_ Unsheltered (cars, parks, temporary trailer, abandoned building, campground):

\_\_\_\_Hotel/Motel

**Educational Services Needed (check all that apply)**

\_\_\_\_Tutoring or other instructional support

\_\_\_\_Expedited evaluations

\_\_\_\_Staff professional development and

 awareness

\_\_\_\_Referrals for medical, dental, and other

 health services

\_\_\_\_Transportation *(Only include excess transportation cost such as bus passes, taxi fare, prepaid gas cards, etc)*

\_\_\_\_Early childhood program

\_\_\_\_Assistance with participating in school

 programs

\_\_\_\_Before-school, after-school, mentoring, summer

 programs

\_\_\_\_Obtaining or transferring records necessary for

 enrollment

\_\_\_\_Parent education related to rights and resources for

 children

\_\_\_\_Coordination between schools and agencies

\_\_\_\_Counseling

\_\_\_\_Addressing needs related to domestic violence

\_\_\_\_Clothing to meet a school requirement

\_\_\_\_School supplies

\_\_\_\_Referral to other programs and services

\_\_\_\_Emergency assistance related to school attendance

\_\_\_\_Other (optional)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Enrollment Problems:**

 \_\_\_None

\_\_\_\_Residency requirements

\_\_\_\_Availability of school records

\_\_\_\_Birth certificates

\_\_\_\_Legal guardianship requirements

 \_\_\_\_Transportation

\_\_\_\_Lack of available preschool programs

\_\_\_\_Immunization requirements

\_\_\_\_Physical examination requirements

\_\_\_\_Other

**Name and contact information of person completing intake form:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Copies scanned and sent electronically to:** \_\_\_\_School Liaison

**APPENDIX D**

|  |
| --- |
| **Goal 1: All children in homeless situations will be identified and enrolled in school: (NAEHCY Standard 3,4,7,8** HEARTH Act Assurances**)** |
| **Objective** | **Activity** | **Responsibility** | **Timeline** | **Outcome Measurement** |
| **Objective 1: District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will monitor and report the number of homeless students identified and enrolled in school as measured by Student In-take data, homeless student data reported in MSDS and homeless data reported in HMIS.**  | a. Provide training and technical assistance to school liaisons and community partners regarding homelessness, M-V, identification & enrollment strategies. b. Provide training on new online database for student intake datac. Provide ongoing information about NCHE webinars d. Maintain a website with important information on McKinney-Vento for liaisons and community memberse. Provide a webinar for school secretaries and district data managers on homeless data requirementsf. Data related to homeless students is reported in MSDS and HMISg. Community M-V Partners collaborate with grant coordinator and liaisons in all 8 CoC regions.h. 7 UPCED Facilitators from each ISD/RESA provide supports and services to local district liaison. i. Grant Coordinator provides technical assistance to regional CoCs and ISDs related to M-V, their duties/ responsibilities in respective region.j. Provide training on Memoranda of Understanding (MOUs) between the Continuum of Care and area school districts on protocols for identification and school enrollment, including procedures for information sharing. K. Provide training U.P. Universal Release of Information (ROI) form to be used by all schools, Collaborative Partners, and CoC member agencies so appropriate information can be shared. | Grant CoordinatorGrant CoordinatorGrant CoordinatorGrant CoordinatorGrant CoordinatorCommunity M-V PartnersDistrict LiaisonsUPCED FacilitatorsCommunity M-V Partners & Grant CoordinatorUPCED Facilitators Grant CoordinatorGrant CoordinatorGrant Coordinator |  OngoingFall ConferenceOngoingOngoingOnce per yearOngoing OngoingOngoingFall Conference & then ongoingFall Conference & then ongoingFall Conference & then ongoing | * Increased number of homeless students reported in MSDS
* Improved program and services for students experiencing homelessness.
 |
| **Objective 2: District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to develop transportation strategies and resources for students experiencing homelessness as measured by Student In-take data and the Consortium Needs Assessment.**  | a. Provide training and technical assistance to school liaisons and community partners regarding transportation strategies and resources.b. Seek additional community resources to help transportation (gas cards).c. Provide ongoing information about NCHE webinars related to transportation.d. Maintain a website with transportation forms and resources for liaisons and community memberse. Provide a webinar for transportation directors and liaisons on transportation strategies | Grant Coordinator  | OngoingOngoingOngoingOngoingAt least once per year | * Reduce transportation barrier to school of origin for students experiencing homelessness.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective 3: District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to inform parents about their children’s rights under McKinney-Vento and coordinate parent and family engagement in education among families experiencing homelessness as measured by parent surveys, Student In-take data and the Consortium Needs Assessment.** | 1. Incorporate NCHE and MDE *Parent Involvement Toolkits* at Fall Conference, Quarterly meetings, webinars and community outreach activities.
2. Distribute NCHE updates and parent M-V resources
3. Keep program website updated with parent resources and information
4. Community M-V partners and liaisons will distribute M-V posters & pamphlets in all school buildings and throughout the community.
5. As part of intake, Consortium Members and Collaborative Partners provide parents information (NCHE parent brochures, parent packets etc.) about their education rights, including the right to continue to attend the school they had been attending.
6. When a family or youth exits a HUD homeless program, ensure that the family or youth knows that they continue to have educational rights for at least the remainder of the school year.
7. Universal Release of Information on form is used by Collaborative Partners to expedite referrals between consortium members and collaborative partners.
8. Provide ideas for parents to coach their children to achieve academic success
9. Offer flexibility in meetings with parents (e.g. times, locations, etc.)
10. Offer transportation assistance for meetings and school events
11. Collaborate with Great Start and Promising Futures Partnership to develop and implement strategies to build Protective Factors in families.

Collaborate in planning professional development opportunities for various sectors of family service providers | Grant Coordinator Grant CoordinatorGrant CoordinatorCommunity M-V partners & LiaisonsCommunity M-V partners & LiaisonsCommunity M-V partners & LiaisonsCommunity M-V partners Community M-V partners Community M-V partners, liaisons and Grant Coordinator Community M-V partners, liaisons and Grant Coordinator Grant CoordinatorGrant Coordinator | Ongoing OngoingOngoingOngoingOngoing OngoingOngoingOngoingAs needed As neededOngoing | * Increase parent and family engagement
* Improve student achievement of homeless students
* Increased parent awareness of their rights per M-V Act.
* Increased referrals to schools
* School stability
* Increase in referrals and delivery of timely supports and services
* Increase in parents participating in their children’s education
* Strengthen families, promote resilience, provide help in times of need,
 |

|  |
| --- |
| **Goal 2: All *preschoolers and unaccompanied* youth in homeless situations will be identified & enrolled in school. *(NAEHCY Standards 4, 7, 8 & HEARTH Assurances*)** |
| **Objective** | **Activity** | **Responsibility** | **Timeline** | **Outcome Measurement** |
| **Objective 1:** **District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to develop and implement collaborative strategies aimed at identifying preschool children in homeless situations, and assist them in enrolling remaining, and succeeding in preschool as measured by Student In-take data entered online and homeless student data reported in MSDS.** | 1. Provide technical assistance to preschool service providers.
2. Collaborate with Headstart, Early On, and Great Start Collaborative to ensure that homeless families with children ages 0-5 are aware of, and can access, Early On, Head Start and Head Start and other public or non-public preschool programs.
3. Consortium members and collaborative partners identify homeless preschool children and provide supports and services related to enrollment, attendance, and success.
4. Work with early intervention providers to provide services to children under age three who have developmental delays.
5. Data related to preschool children is reported in MSDS and HMIS
 | Grant Coordinator Grant CoordinatorConsortium MembersGrant CoordinatorCommunity M-V partners & Liaisons | OngoingOngoingOngoingOngoingOngoing | * Strengthened school/ community network to identify and serve homeless preschoolers
* Increased # identified and enrolled in pre-school
* Preschoolers access appropriate services
* Increased # of preschoolers reported
 |
| **Objective 2:** **District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will develop and implement collaborative strategies aimed at identifying unaccompanied youth with a special emphasis on serving special populations UHY (migrant, English language learners, immigrant, refugee, students with disabilities, unaccompanied youth, runaway youth, LGBTQ youth and out of school youth) in homeless situations, and assist them in enrolling remaining, and succeeding in school as measured by Student In-take data entered online and homeless student data reported in MSDS.** | 1. Provide information to school personnel (including alternative schools and Public School Academies) regarding the identification and enrollment of unaccompanied youth including information about special populations
2. Collaborate with schools and community agencies to identify and enroll unaccompanied youth with a focus on special populations.
3. Provide PD on issues and needs of special populations at Fall Homeless Conference and at quarterly liaison and community partner meetings.
4. Unaccompanied youth are informed of their rights to enroll in school without a parent or legal guardian, and are referred to the school district homeless liaison, and provided assistance with school enrollment.
5. Unaccompanied youth receive academic support and are provided needed services to attend and succeed in school.
6. Data related to unaccompanied youth is reported in MSDS and HMIS
 | Grant Coordinator Grant Coordinator, Community M-V partners & LiaisonsGrant Coordinator, Community M-V partners & LiaisonsGrant CoordinatorCommunity M-V partners & LiaisonsCommunity M-V partners & LiaisonsCommunity M-V partners & Liaisons | OngoingOngoingOngoingFall Conference& QuarterlyOngoingOngoing | * Increased # of unaccompanied youth identified and enrolled in school
* Increased number of unaccompanied youth are referred and provided access to needed services
* Increase support and services to special populations
* Increased # applying for and attending PSE
 |
| **Objective 3:** **District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will conduct outreach activities in the school and community focused on increasing identification and awareness of the needs of homeless students with a special emphasis on serving special populations (migrant, English language learners, immigrant, refugee, students with disabilities, unaccompanied youth, runaway youth, LGBTQ youth and out of school youth) as measured by the Consortium Needs Assessment Survey and Community M-V partner quarterly reports.**  | 1. Grant Coordinator will serve on 10 Year Plan to End Homelessness Planning and Community Awareness Committees, in addition to serving on a state work group to provide outreach on needs of homeless students.
2. Grant Coordinator, Liaisons and Community M-V Partners will disseminate information to school staff and community members on the needs of student experiencing homelessness.
3. Community M-V partners will attend or lead CoC meetings and community events related to homelessness
 | Grant Coordinator Grant Coordinator, Community M-V partners & LiaisonsGrant Coordinator, Community M-V | OngoingOngoingOngoing | * Increased # of homeless students identified and enrolled in school
* Increased number of homeless students that are referred and provided access to needed services
* Increase support and services to special populations
 |

|  |
| --- |
| **Goal 3: All homeless students demonstrate academic progress (NAECHY Standard 2)** |
| **Objective** | **Activity** | **Responsibility** | **Timeline** | **Outcome Measurement** |
| ***Objective 1****:* **District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will collaborate to improve the academic achievement of children and youth experiencing homelessness as measured by Student In-take data and the Consortium Needs Assessment***.* | 1. The M-V Grant Coordinator will use the achievement data to coordinate professional development on improving the academic achievement of students experiencing homelessness.
2. The M-V Grant Coordinator will incorporate Ruby Payne’s research on *Under Resourced Learners: 8 Strategies to Boost Student Achievement* and Eric Jensen’s research on *Teaching with Poverty in Mind* and *Engaging Students with Poverty in Mind: Practical Strategies for Raising Student Achievement* throughout the school year during the Fall U.P. Homeless conference, webinars, quarterly liaison/Community M-V partner meetings and during community outreach activities.
3. Instructional strategies and resources will be made available online on the program website and sent via e-mail to liaisons, superintendents, administrators, teachers and collaborative partners.
4. An explicit effort will be made to incorporate instructional strategies at every meeting and professional development session in order to continue the conversation and the important work of raising the achievement of students experiencing homelessness.
 | Grant Coordinator | Ongoing | * Improve student achievement of homeless students
 |
| **Objective 2:** **District and ISD Liaisons, M-V Grant Coordinator & Community M-V partners will monitor and collect data on the academic achievement of students experiencing homelessness.**  | 1. All district liaisons will report homeless student academic progress to the M-V Grant Coordinator when reporting their Student Intake data using the online database.
2. The M-V Grant Coordinator is a trainer for MiSchoolData and will communicate with the developers of MiSchoolData on the need to develop a subgroup in the database for homeless students.
 | Grant Coordinator | Ongoing | * Improve the academic achievement of homeless students
 |

**APPENDIX E**

District liaisons will be responsible for ensuring that:

* Homeless children and youth are identified.
* Homeless children and youth are enrolled in and have an opportunity to succeed in school.
* Homeless families and students receiver educational services for which they are eligible.
* Parents or guardians of homeless students are provided meaningful opportunities to participate in the education of their children.
* Notice of the educational rights of homeless children and youth is disseminated.
* Enrollment disputes are mediated.
* Parents and guardians are fully informed of transportation services.
* Collaboration occurs with community, and school personnel that provide educational and other services to family members experiencing homelessness.

All Collaborative Partners agree to:

* Assist students enroll, stay & succeed in school.
* Make referrals for appropriate services.
* Collaborate with local school's homeless liaisons.
* Provide outreach services.
* Collect and share data regarding students served.
* Partner in homeless prevention initiatives.

All Community M-V Partners will:

* Collaborate with the Upper Peninsula Homeless Student Assistance Program and school district liaisons to assist in the identification of homeless families as well as informing these homeless families and youth of their eligibility for McKinney-Vento education services.
* Consider the educational needs of children when placed families in emergency or transitional shelter and to the maximum extent practicable, placed families with children as close as possible to their school of origin so as not to disrupt the children’s education.
* Establish policies and practices that are consistent with the McKinney-Vento Act related to educational supports and services for children and youth experiencing homelessness.
* Collaborate with U.P. Homeless Student Assistance Program representatives to ensure that children were enrolled in school and connected to the appropriate services within the community, including early childhood programs such as Head Start, Part C of the Individuals with Disabilities Education Act, and McKinney- Vento education services.
* Meet individually with school liaisons at a minimum two times per year and logged meeting outcomes in quarterly reports. Meet with newly designated liaisons as soon as possible to provide information about Community M.V. Partnership role.
* Contact district liaisons as soon as a homeless student was identified. Provide a copy of the education assessment form from the Homeless Management Information System (HMIS) to district liaisons, district data managers, and grant coordinator.
* Inform parents and unaccompanied youth of their rights to enroll in school, and provided parents with a brochure outlining their educational rights.
* Link parents and unaccompanied youth with district homeless liaison and appropriate services within the community.
* Assist homeless students in enrolling in school.
* Provide awareness for school personnel about M-V in collaboration with district liaison.
* Place NCHE posters in schools and community (Posters for Youth and for Parents).
* Attend regional CoC meetings.
* Provide M-V information and materials at CoC Community CONNECT events and made it available to schools to distribute at Open Houses, Parent Teacher Conferences, etc.

UPCED Facilitators will:

* Provide technical assistance to district homeless liaisons, parents and community members.
* Assist in disseminating information on M-V and professional development opportunities to district liaisons, parents and community members in their region/community.
* Strengthen collaboration between Title I programs and M-V homeless education.
* Collect MSDS homeless student data from school districts served by their ISD/RESA and reported data to the grant coordinator.
* Facilitate the process of homeless grant transportation reimbursement for school districts served by their ISD/RESA.

**APPENDIX F**

HEARTH Act’s Assurances

* As part of the intake process, talk to parents and youth about their education rights, including the right to continue to attend the school they had been attending prior to moving into the shelter, with transportation provided by the school district, or to enroll in the school in the local attendance area where the shelter is located.
* When a family or youth exits a HUD homeless program, ensure that the family or youth knows that they continue to have educational rights for at least the remainder of the school year.
* Provide parents and youth with brochures and other information that summarizes their educational rights, as well as contact information for the school liaison and/or state homeless education coordinator.
* Place NCHE posters about educational rights in places where parents and youth can see them.
* As part of the intake process, develop an education check list to ask families and youth about educational needs, including the following whether or not children and youth are enrolled in and attending school or preschool, the names of schools, and any special programs, such as special education, gifted and talented, or English language learner programs.
* Ask families and youth if they have any concerns about school attendance, particularly fears related to domestic violence. Help families and youth address these concerns with the school.
* Discuss with families the impact that changing schools might have on children’s education, social, and emotional well being. Develop a joint checklist with local school districts to help families and youth consider the benefits of school stability.
* Develop an education plan for children and youth as part of a family’s case plan.
* Ensure that children and youth are not required to enroll in a new school in the attendance area, or change schools, as a condition of receiving services or a shelter bed. Allow parents or youth to make decisions regarding their school placement, as is their federal right.
* Ensure that HUD programs do not automatically refer parents or youth to a particular school. Let homeless families and youth know that they have the right to continue to attend where they had been attending, or enroll in any school in the attendance area that other children who are not homeless are eligible to attend.
* Allow early intervention and special education providers to conduct screenings at the shelter, particularly for children birth to five, to determine if the children are eligible for special services due to a development delay or disability.
* Work with early intervention providers to provide space at the shelter for services to children under age three who have developmental delays.
* Ensure that homeless families with children ages 0-5 are aware of, and can access, Early On, Early Head Start and Head Start and other public preschool programs