

Appendix B: Needs Assessment Worksheet and Summary Local Education Agency

Needs Assessment Worksheet Local Education Agency

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

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

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