

Project Name: _____

Applicant: _____

K-12 & Early Childhood Supplement

River Valleys Continuum of Care (MN-502)

Instructions

Each PSH, RRH, TH, and SSO (including Coordinated Entry) project that serves households with children, including unaccompanied youth, must demonstrate that it is:

- 1) Collaborating with local education agencies 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.
- 2) Considering the educational needs of children when families are placed in emergency or transitional shelter and is, to the maximum extent practicable, placing families with children as close to possible to their school of origin so as not to disrupt the children's education.
- 3) Establishing policies and practices that are consistent with, and do not restrict the exercise of rights provided by the education subtitle of the McKinney-Vento Act, and other laws relating to the provision of educational and related services to individuals and families experiencing homelessness.
- 4) Designating a staff person to ensure that children are 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.

To do that, complete this checklist and attach documentation. No points may be awarded in the K-12 or Early Childhood Education scoring criteria if the documentation is not included with this checklist, or if the documentation provided does not support the checklist. Not all steps are required to receive points in this scoring criteria.

Checklist

Check the box to indicate the steps the project applicant and/or project partners have taken to meet the requirements listed above.

- Develop Memoranda of Understanding (MOUs) with area school districts on protocols for identification and school enrollment, including procedures for information-sharing.
- Develop protocols for school district homeless liaisons to refer families and youth to HUD programs.
- As part of intake, 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 program, with transportation provided by the school district, or to enroll in the local attendance area school where the program is located.
- Ensure that school-aged children are referred to the local liaison immediately so that as little time as possible lapses in their school attendance, either in the school of origin or local attendance area school.
- Inform unaccompanied youth of their rights to enroll in school without a parent or legal guardian, link them with the school district homeless liaison, and assist them with school enrollment.
- 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 posters about educational rights in places where parents and youth can see them.

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- 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.
- Contact the school liaison to find out who is the Title I coordinator, and what forms of tutoring are already funded and available.
- Establish a study area at the program that is quiet and has educational resources for students, such as computers, calculators, and books.
- Actively encourage children and youth to participate in after-school programs and eliminate any conflicts; for example, offer meals to students who arrive back to the housing program at a later time because they participate in after-school activities.
- Include school stability as a standard criterion in assessing the appropriate shelter or housing programs for families or youth.
- Invite school district homeless liaisons to share information about the availability of before or after-school programs in schools in the areas where shelters or housing programs are located.
- Ensure that children will not be required to attend an after-school program at the housing program that would prohibit them from staying enrolled in their original school.
- Allow early intervention and special education providers to conduct screenings at the housing program, 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 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 Head Start and Head Start and other public preschool programs. Facilitate their attendance by assisting, for example, with transportation.

Verification

ATTACH policies, MOUs, brochures, photos, meeting minutes, etc. that document policies, procedures, and collaborations in place. New projects may attach draft versions of policies, procedures, and outreach (or documents that apply to a similar program already operated by the applicant).

Be sure the documents provided demonstrate, at minimum:

- Evidence of informing families of their eligibility for educational services and evidence of providing access to those educational services
- Evidence of efforts to develop written agreements with programs serving infants, toddlers, and youth children, e.g. Head Start, Healthy Start, Child Care assistance, Women Infants and Children (WIC) program, Early Childhood Home Visiting, Public Pre-K programs, etc.
- Number and description of meetings with Local Education Agencies in the previous 12 months, e.g. outreach meeting, case consultation for program participants seeking educational services, presentation to school staff, homeless response team meeting with LEA in attendance

Date	LEA name	Meeting Description
9/13/16	Zumbrota-Mazeppa Schools	Outreach meeting with McKinney-Vento homeless liaisons to describe local resources for homeless families