

# McKinney-Vento Act, Education of Homeless Children and Youth Program - Full Needs Assessment

This needs assessment is based on both quantitative and qualitative information. If you are not able to obtain a certain data element or answer, simply skip that portion of the assessment. As you consider needs and how to meet them, keep in mind that students experiencing homelessness should be fully included in all Educational Services programs, as well as being uniquely served through the Title I, Part A homeless set-aside. While McKinney-Vento and ARP-HCY funds offer an opportunity to provide innovative, supplemental services, they do not replace Title I, Part A supports.

## 1. Liaison capacity

### Quantitative indicators

- What FTE percent does your liaison(s) spend on McKinney-Vento duties?
- Divide the FTE (expressed as a decimal) by the number of identified McKinney-Vento students in the LEA. Then, multiply that number by 2400. The result is the number of minutes the liaison can spend per student, per week, on average.

### Questions

	Yes	No
Based on FTE, is the liaison spending fewer than 15 minutes per McKinney-Vento student, per week?		

If you checked "Yes," consider [suggestions for using ARP-HCY funds to increase liaison capacity](#).

Qualitative indicators

	Yes	No
Has every school building in the LEA designated a building-level liaison?		
Does your liaison provide professional development about the McKinney-Vento Act to all LEA staff at least annually?		
Is the liaison able to carry out the ten liaison duties outlined in the McKinney-Vento Act <a href="#">[1]</a> , as required by law?		
If the liaison has other roles in the LEA, do those roles realistically allow the liaison to focus on McKinney-Vento students (e.g., a superintendent is very unlikely to have dedicated time for McKinney-Vento duties)?		

If you checked any boxes “No,” consider [suggestions for using ARP-HCY funds to increase liaison capacity](#).

**2. Identification**

Quantitative indicators

Ask your LEA data team to pull a report for you of as much of the following data as are available:

- Numbers of identified McKinney-Vento students over the past four school years (2018-19 to current year)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - By grade (including children under age 6)
  - Unaccompanied youth only
- The percentage of the student body identified as homeless (we’ll call this the McKinney-Vento identification rate, or MVID rate)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - By grade (including children under age 6)

- The percentage of students receiving free or reduced meals

Surveys of high school students in 27 states indicate that over a thirty-day period, 5.4% of students experience homelessness. Those surveys also indicate that 8.3% of Black students, 8.1% of Latinx students, and 6.3% of Native American students experienced homelessness over a thirty-day period. Pregnant and parenting students are 10 times more likely to experience homelessness compared to students who have not been pregnant.

Questions

	Yes	No
Is the overall LEA MVID rate below 5.4%?		
Is the MVID rate for Black students below 8.3%?		
Is the MVID rate for Latinx students below 8.1%?		
Is the MVID rate for Native American students below 6.1%?		
If you offer a pregnant and parenting program, is the MVID rate in that program below 10%?		
Is the MVID rate overall, or for any specific subpopulation, particularly low in particular school buildings and not clearly explainable by demographics factors?		
Is the McKinney-Vento identification rate grossly out of proportion to the percentage of students receiving free or reduced meals?		
Has the number of unaccompanied youth identified dropped by more than 10% over the past four years?		

If you checked any boxes “Yes,” consider [suggestions for using ARP-HCY funds to improve identification.](#)

Qualitative indicators

	Yes	No
Does every school in the LEA use a <u>housing questionnaire</u> to identify potential homelessness upon enrollment (for both new and continuing students) and at least one additional time in the school year?		
Does information about the McKinney-Vento Act and available services appear on the website of every school and the LEA? Is this information easy for a parent or student to find? Is this information easy for a parent or student to understand?		
Does information about the McKinney-Vento Act and available services appear frequently on school and LEA social media?		
Does information about the McKinney-Vento Act and available services appear frequently in communications with families and students, such as emails, texts, letters sent home, etc.?		
Does the LEA partner with community agencies to share information about the McKinney-Vento Act?		
In particular, does the LEA partner with community agencies that serve families and students who are disproportionately likely to experience homelessness, including students who are Black, Latinx, Native, pregnant/parenting, and/or LGBTQ+?		
Are brochures, posters or other materials about the McKinney-Vento Act posted in schools and the community?		
Do <u>all</u> school staff receive basic awareness training on homelessness, the definition of homeless, and how to refer students to the McKinney-Vento program?		
For all of the above, is information shared in multiple languages?		

If you checked any boxes “No,” consider [suggestions for using ARP-HCY funds to improve identification.](#)

### 3. Outreach and reengagement

#### Quantitative indicators

Ask your LEA data team to pull a report for you of as much of the following data as are available:

- Participation numbers and rates for McKinney-Vento students in state assessments over the past four school years (2018-19 to current year)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - By grade
  - Unaccompanied youth only
- Participation data for all students, economically disadvantaged students, and other groups, to provide comparison points.

Some states have found that while participation in assessments is down for all groups, students experiencing homelessness are the group with the greatest percentage decrease, indicating that McKinney-Vento students have left school at higher rates than other groups.

#### Questions

	Yes	No
In both numbers and percentages, has the participation of McKinney-Vento students in assessments dropped more than all students, economically disadvantaged students, and/or other groups?		
Is the drop greater for students of a particular racial or ethnic group(s) experiencing homelessness?		
Is the drop greater in particular school buildings, or at particular grade levels?		
Is the drop greater for unaccompanied youth?		

If you checked any boxes “Yes,” consider [suggestions for using ARP-HCY funds to reengage and conduct outreach to students experiencing homelessness.](#)

Qualitative indicators

	Yes	No
In reviewing the names of McKinney-Vento students identified this year, do you notice names from last year that are missing?		
Are there missing students for whom the school/LEA has not received a records request from a subsequent school?		
Are there particular racial or ethnic groups you are struggling to reach?		

If you checked any boxes “Yes,” consider [suggestions for using ARP-HCY funds to reengage and conduct outreach to students experiencing homelessness.](#)

**4. Attendance**

Quantitative indicators

Ask your LEA data team to pull a report for you of as much of the following data as are available:

- Attendance data for McKinney-Vento students over the past four school years (2018-19 to current year)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - By grade
  - Unaccompanied youth only
- Attendance data for all students, economically disadvantaged students, and other groups, to provide comparison points.

## Questions

	Yes	No
Has the attendance rate of McKinney-Vento students dropped more than all students, economically disadvantaged students, and/or other groups?		
Has the rate of chronic absenteeism of McKinney-Vento students increased?		
Is the drop greater for students of a particular racial or ethnic group(s) experiencing homelessness?		
Is the drop greater in particular school buildings, or at particular grade levels?		
Is the drop greater for unaccompanied youth?		

If you checked any boxes "Yes," consider [suggestions for using ARP-HCY funds to improve attendance of students experiencing homelessness.](#)

## *Qualitative indicators*

	Yes	No
Is your LEA's response to chronic absenteeism and/or truancy trauma-informed?		
Do your LEA's policies/interventions for chronic absenteeism and/or truancy sufficiently account for the impacts of homelessness and allow exceptions for McKinney-Vento students?		
Has your LEA systematically reviewed barriers to attendance for students experiencing homelessness and developed strategies to remove those barriers?		

If you checked any boxes "No," consider [suggestions for using ARP-HCY funds to improve attendance of students experiencing homelessness.](#)

## 5. Education outcomes

### Quantitative indicators

Ask your LEA data team to pull a report for you of as much of the following data as are available:

- Achievement data for McKinney-Vento students over the past four school years (2018-19 to current year)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - By grade
  - Unaccompanied youth only
- Graduation data for McKinney-Vento students over the past four school years (2018-19 to current year)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - Unaccompanied youth only
- Dropout data for McKinney-Vento students over the past four school years (2018-19 to current year)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - Unaccompanied youth only
- Achievement, graduation, and dropout data for all students, economically disadvantaged students, and other groups, to provide comparison points.

### Questions

	Yes	No
Have proficiency rates for McKinney-Vento students dropped more than all students, economically disadvantaged students, and/or other groups?		

Have graduation rates for McKinney-Vento students dropped more than all students, economically disadvantaged students, and/or other groups?		
Have dropout rates for McKinney-Vento students increased more than all students, economically disadvantaged students, and/or other groups?		
Are the changes greater for students of a particular racial or ethnic group(s) experiencing homelessness?		
Are the changes greater in particular school buildings, or at particular grade levels?		
Are the changes greater for unaccompanied youth?		

If you checked any boxes “Yes,” consider [suggestions for using ARP-HCY funds to improve academic achievement of students experiencing homelessness.](#)

*Qualitative indicators*

	Yes	No
Has your LEA identified and removed barriers to McKinney-Vento students participating in tutoring and other academic enrichment opportunities offered by the LEA?		
Has your LEA identified and removed barriers to McKinney-Vento students participating in summer enrichment opportunities offered by the LEA?		
Does your LEA provide any targeted academic coaching, mentoring, or academic support to McKinney-Vento students?		
Does your LEA ensure that counselors are intentionally connecting with McKinney-Vento students to promote graduation and post-secondary enrollment?		

If you checked any boxes “No,” consider [suggestions for using ARP-HCY funds to improve academic achievement of students experiencing homelessness.](#)

## 6. Mental health

### Quantitative indicators

Ask your LEA data team to pull a report for you of as much of the following data as are available:

- School discipline data for McKinney-Vento students over the past four school years (2018-19 to current year)
  - Disaggregated by race and ethnicity
  - By school building (if the LEA has more than one school)
  - By grade
  - Unaccompanied youth only
- School discipline data for all students, economically disadvantaged students, and other groups, to provide comparison points.

The trauma experienced by McKinney-Vento students can lead to inconsistent behavior. Data from multiple states indicate that McKinney-Vento students receive in-school suspensions, out-of-school suspensions, and expulsions at twice the rate of housed students.

### Questions

	Yes	No
Are McKinney-Vento students being disciplined at higher rates than all students, economically disadvantaged students, and/or other groups?		
Are particular racial or ethnic group(s) experiencing homelessness being disciplined at higher rates?		
Are McKinney-Vento students being disciplined at higher rates in particular school buildings, or at particular grade levels?		
Are unaccompanied youth being disciplined at unusually high rates?		

If you checked any boxes “Yes,” consider [suggestions for using ARP-HCY funds to provide mental health support to students experiencing homelessness.](#)

Qualitative indicators

	Yes	No
Has the LEA recently reviewed and/or revised school discipline policies specific to students experiencing homelessness?		
Is your LEA able to provide counseling, social work, and other mental health services to all McKinney-Vento students?		
Has your LEA identified and removed barriers to McKinney-Vento students participating in counseling, social work, and other mental health opportunities offered by the LEA and those available in the community?		
Has your LEA identified and removed barriers to McKinney-Vento students participating in counseling, social work, and other mental health opportunities available in the community?		
Has your LEA identified and removed barriers to McKinney-Vento <u>students of color</u> , in particular, participating in counseling, social work, and other mental health opportunities in the LEA and the community?		
Has your LEA identified and removed barriers to <u>unaccompanied youth</u> , in particular, participating in counseling, social work, and other mental health opportunities in the LEA and the community?		

If you checked any boxes “No,” consider [suggestions for using ARP-HCY funds to provide mental health support to students experiencing homelessness.](#)

**7. Participation in activities that research links to positive educational outcomes**

Quantitative indicators

Ask your LEA data team to pull a report for you of as much of the following data as are available:

- Rate of Career and Technical Education (CTE) participation of McKinney-Vento students as compared to economically disadvantaged students and/or the student body as a whole

- Rate of extra-curricular activity participation of McKinney-Vento students as compared to economically disadvantaged students and/or the student body as a whole
- Rate of 21<sup>st</sup> Century and/or other after-school or summer school program participation of McKinney-Vento students as compared to economically disadvantaged students and/or the student body as a whole
- If possible, all of the above data disaggregated by race and ethnicity
- If possible, all of the above data for unaccompanied youth

Research shows that participation in these programs/activities correlates with better attendance and higher graduation rates for McKinney-Vento students. Therefore, participation rates in these activities, in particular, is an important measure for student success.

### Questions

	Yes	No
Are McKinney-Vento students participating in CTE programs at lower rates than economically disadvantaged students and/or the student body as a whole?		
Are McKinney-Vento students participating in extra-curricular activities at lower rates than economically disadvantaged students and/or the student body as a whole?		
Are McKinney-Vento students participating in 21 <sup>st</sup> Century and/or other after-school or summer school programs at lower rates than economically disadvantaged students and/or the student body as a whole?		
Are particular racial or ethnic group(s) experiencing homelessness participating in these programs/activities at lower rates?		
Are unaccompanied youth participating in these programs/activities at lower rates?		

If you checked any boxes “Yes,” consider [suggestions for using ARP-HCY funds to increase participation of students experiencing homelessness in CTE, extra-curricular, and enrichment programs.](#)

Qualitative indicators

	Yes	No
Does the LEA provide targeted outreach to students experiencing homelessness for engagement in CTE, extra-curricular, and enrichment programs?		
Has your LEA identified and removed barriers to McKinney-Vento students participating in CTE programs offered by the LEA?		
Has your LEA identified and removed barriers to McKinney-Vento students participating in extra-curricular activities opportunities available in the community?		
Has your LEA identified and removed barriers to McKinney-Vento students participating in 21 <sup>st</sup> Century and/or other after-school or summer school programs offered by the LEA?		
Has your LEA identified and removed barriers to McKinney-Vento <u>students of color</u> , in particular, participating in these programs and activities?		
Has your LEA identified and removed barriers to <u>unaccompanied youth</u> , in particular, participating in these programs and activities?		

If you checked any boxes “No,” consider [suggestions for using ARP-HCY funds to increase participation of students experiencing homelessness in CTE, extra-curricular, and enrichment programs.](#)

**8. Participation in early childhood education programs**

Quantitative indicators

Ask your LEA data team to pull a report for you of as much of the following data as are available:

- Numbers of McKinney-Vento children participating in any LEA-administered early childhood education program, including:

- Early intervention
- Preschool special education
- Head Start/Early Head Start
- Preschool
- Total number of identified McKinney-Vento children under age six
- Both of these data points disaggregated by race and ethnicity

Questions

	Yes	No
Are fewer than half of identified McKinney-Vento children under age six participating in an early childhood education program?		
Are McKinney-Vento children of particular races under age six participating in early childhood education programs at lower rates than white children?		

If you checked any boxes “Yes,” consider [suggestions for using ARP-HCY funds to increase participation of children experiencing homelessness in early childhood education programs.](#)

Qualitative indicators

	Yes	No
Does your LEA have a standard procedure in place to identify and refer children under age six experiencing homelessness to early childhood education programs?		
Does your LEA provide children under age six experiencing homelessness with priority to enroll in early childhood education programs, set aside early childhood slots for children experiencing homelessness, or move children experiencing homelessness to the top of waiting lists?		
Does your LEA partner with early childhood education programs available in the community to provide referrals and/or prioritized enrollment in early childhood education programs for children under age six experiencing homelessness?		

If you checked any boxes “No,” consider [suggestions for using ARP-HCY funds to increase participation of children experiencing homelessness in early childhood education programs.](#)

**9. Revisit liaison capacity (step 1) again, now that you have completed the rest of the needs assessment.**

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[1] 42 U.S.C. §11432(g)(6)(A): “(6) LOCAL EDUCATIONAL AGENCY LIAISON- (A) DUTIES- Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that-

- (i) homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- (ii) homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
- (iii) homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency;
- (iv) homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
- (v) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- (vi) public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- (vii) enrollment disputes are mediated in accordance with paragraph (3)(E);
- (viii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).
- (ix) school personnel providing services under this subtitle receive professional development and other support; and
- (x) unaccompanied youths—
  1. are enrolled in school;
  2. have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of the procedures under paragraph (1)(F)(ii); and
  3. are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and that the youths may obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).”