

ONGOING IMPROVEMENT SELF-ASSESSMENT GUIDE AND COMPLIANCE DOCUMENT

for

**Texas Support for Homeless Education
Program (TEXSHEP) Grant Recipients**

(Funded by the U.S. Department of Education McKinney-Vento
Education for Homeless Children and Youths Program)

**Three-Year Grant Cycle:
September 1, 2006-August 31, 2009**

*Administered by the
Texas Education Agency and the
Region 10 Education Service Center through the
Texas Homeless Education Office*

Overview of the Ongoing Improvement Self-Assessment Guide and Compliance Document

The purpose of the *Ongoing Improvement Self-Assessment Guide and Compliance Document* (hereafter referred to as The Guide) is to assist the Texas Homeless Education Office (THEO) and subgrantees in examining the quality and determining the effectiveness of TEXSHEP projects, as well as helping to ensure compliance with all requirements in the No Child Left Behind Act related to homeless children and youth. The overarching goal of The Guide is to provide project staff, grant administrators, and THEO staff a clear understanding of the actions that have been successful in implementing the subgrant and what, if any, resources and assistance are still needed to improve the services available to students through the Texas Support For Homeless Education Program (TEXSHEP).

As stated in the original *Request for Application* (RFA), continued funding for each project is dependent upon the success of the first year of the project. Projects that have successfully met their goals will be recommended for continued funding. Projects that have met their goals, but demonstrate a need for improved delivery of services, will receive assistance from THEO to strengthen areas of weakness in order to be recommended for continued funding. Information contained in The Guide will be discussed during a telephone or on-site review of the project. The THEO consultants will contact the projects in their respective areas to schedule the reviews. **For the first year of the grant**, reviews will occur prior the end of April, to the extent feasible. **In years two and three**, reviews will occur prior to the end of February, to the extent feasible.

The purpose of the review will be to ensure that the subgrantee 1) has implemented its project as described in the original or amended RFA submitted for funding; 2) has implemented a program that assures the successful attainment of stated outcomes; 3) has addressed any changes or adjustments needed to ensure successful attainment of the stated outcomes; 4) has used funds in a manner consistent with activities outlined in the application and according to applicable laws and regulations; and 5) is in compliance with all other applicable Federal and state laws. On-site reviews may also include **peer reviewers** in order to ensure objectivity and maximize the learning and sharing potential of the review process.

The *Ongoing Improvement Self-Assessment Guide and Compliance Document* assists the subgrantee in two ways: 1) it offers guidance for gathering information for the mid-year review and the end-of-the-year report; and 2) it provides a checklist of compliance items. The Guide asks the subgrantee to review the following:

- a. data, budget, and program elements pertaining to the implementation of the grant, such as the number of students served to date by the project, budget reporting, and highlights of the year's successes and challenges
- b. project objectives
- c. progress towards outcomes
- d. changes that might be needed in policy, procedures, measurable criteria, activities and/or objectives in order to achieve the project's stated outcomes
- e. compliance with Federal and state laws

The report is divided into five parts:

Part 1: Project Information *(page 5)*

This section includes contact and other general information.

Part 2: Project Data Review *(page 6)*

This section asks the subgrantee to analyze project data to identify areas of strength and weakness.

**Part 3: Project Implementation and Assessment Summary – Review of Progress
Toward Meeting Program Objectives** *(page 10)*

This section asks the subgrantee to assess progress made toward fulfilling objectives, carrying out activities, achieving benchmarks, and meeting time lines. Information gathered in this section is critical to informing the evaluation process.

The questions in this section will help project staff and administrators reflect specifically on the most successful aspects of the project and how the project could more effectively achieve the outcomes stated in the grant application. This section addresses any changes needed in activities, objectives, and outcomes, and whether these changes must be addressed by an amendment. If changes are found to be desirable in the program, the necessary budget and program amendments must be made to keep the project in compliance with the grant requirements.

Part 4: Fiscal Compliance *(page 12)*

This section asks the subgrantee to assess the degree to which the project is spending funds according to the budget presented in the application or most recent amendment and within legal parameters.

Part 5: Federal and State Compliance *(page 14)*

This section assesses the extent to which the subgrantee is in compliance with Federal and state statutes that pertain to students in homeless students. If a subgrantee is not in compliance with one or more items, immediate action will be required to correct the situation. If the subgrantee remains non-compliant as of the starting date of the new grant year, then Region 10 will not re-new the subgrantee's award.

Attachment A: Parent/Shelter Staff/Other Service Provider Interviews (On-Site Reviews Only) *(page 20)*

To gain a better understanding of the impact of the project, on-site project reviews will include an interview with at least one parent, one staff person from a shelter (if applicable), and one staff person from a service provider that is not a shelter (if applicable). These interviews will take place without the local liaison present. The local liaison will select the person(s) to be interviewed and will make the necessary arrangements for the interview(s) to take place during the on-site review. Liaisons should **not** provide the interview forms to parents, shelter staff, or other service providers.

Important Points to Note

A subgrantee may **only** conduct activities using McKinney-Vento funds that were approved in the application or in subsequent amendments. If activities that were not approved in the RFA have been conducted using McKinney-Vento funds, some method of corrective action will be required. However, a subgrantee may conduct activities that benefit students in homeless

situations that were not approved in the application using funds from sources other than McKinney-Vento. For example, if a local grocery store donates snacks for an after-school tutoring program for students experiencing homelessness, it is permissible to conduct that activity without amending the application. In subsequent amendments, or in the next year's application, the activity may be added as a part of collaborative work, but the subgrantee would not be required to add this activity.

For those LEA/ESCs serving as fiscal agents for more than one school district: please make sure that all questions are answered separately for each school district, or that the answers clearly indicate the district(s) for which the information is being provided.

INSTRUCTIONS

Please answer all the questions in The Guide as accurately as possible. To fill out each answer electronically, place your cursor on the next line and complete your answer using as much space as needed. Please do not bold your entire answer, but do use boldface type where you wish to make emphasis. On Yes and No questions, place an "X" next to your selection for "Yes" or "No" answers. If additional sheets or attachments are needed, attach them and clearly label them to reference the question or information they pertain to on the report.

Submission Deadline: In all grant years, please submit your report no later than **one week** prior to the date established with THEO for your review.

You may submit your report by mail, fax, or email. You may download a Word version of the guide from the THEO website (www.utdanacenter.org/THEO); select **Resources**, then select **Grants**, then scroll down to **TEXSHEP Grant Management Documents**. Select **Self-Assessment Guide** and open the document. If you have questions about the report, don't hesitate to contact the THEO office.

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TEXAS SUPPORT FOR HOMELESS EDUCATION PROGRAM (TEXSHEP)

ONGOING IMPROVEMENT SELF-ASSESSMENT GUIDE AND COMPLIANCE DOCUMENT September 1, 2006 –August 31, 2009

For all grant years, please submit your completed document by mail, fax, or email no later than one week prior to the scheduled date of your on-site or telephone review.

Submit this document by mail, fax, or email to:

Texas Homeless Education Office (THEO)
Charles A. Dana Center, The University of Texas at Austin
2901 N IH 35, Room 2.200
Austin, TX 78722

Fax: 512-471-6193 Email: babawawa@mail.utexas.edu Phone: 800-446-3142

PART 1: PROJECT INFORMATION

- 1. Name of the LEA/ESC:**

- 2. County/District Number:**

- 3. City:**

- 4. Name of McKinney-Vento Project Director:**

- 5. Phone Number of McKinney-Vento Project Director:**

- 6. Date of this Report:**

- 7. Cut-off date for budget information contained in this report:**

- 8. Cut-off date for student data information contained in this report:**

PART 2: PROJECT DATA REVIEW

Use district data and data captured for your MV data collection to provide information for the questions below:

Homeless Students Reported

9. How does the number of **homeless students reported** during the first data reporting period compare with your expectations at the start of this program year?

10. If there is a significant difference, what accounts for it?

Homeless Students Served

11. How does the number of **homeless students served** during the first data reporting period compare with your expectations at the start of this program year?

12. If there is a significant difference, what accounts for it?

13. Have you decided to make any changes to your subgrant because of differences from your initial expectations in numbers of homeless students served by this subgrant?

___ Yes ___ No

If Yes, what have you done differently?

Non-homeless, At-Risk Students

14. How does the number of **non-homeless, at-risk students** reported during the first data reporting period compare to your expectations at the start of this program year?

15. If there is a significant difference, what accounts for it?

16. Have you decided to make any changes to your subgrant because of differences from your initial expectations in numbers of non-homeless, at-risk students served by this subgrant?

___ Yes ___ No

If Yes, what have you done differently?

Homeless Students by Current Grade Level

17. Looking at the summary of homeless students in the district by current grade level, what trends do you notice?

18. Were there any unexpected trends regarding the grade levels of homeless students in your district?

___ Yes ___ No

If Yes, please explain:

19. Have you decided to make any changes to your subgrant because you anticipated more or fewer students at particular grade levels?

___ Yes ___ No

If Yes, please explain:

Students Identified by Present Living Situation

20. Looking at the summary of students identified by present living situation, what trends do you notice?

21. Were there any unexpected trends regarding the numbers of students in particular living situations?

___ Yes ___ No

If Yes, please explain:

- 22. Have you decided to make any changes to your subgrant because you anticipated more or fewer students in particular living situations?**

Yes No

If Yes, please explain:

Types of Services Provided to Students

- 23. Looking at the summary of the types of services your project provided to students, what trends do you notice?**

- 24. Were there any unexpected trends regarding the types of services your project provided to students?**

Yes No

If Yes, please explain:

- 25. Have you decided to make any changes to your subgrant because actual student needs were different than you had anticipated?**

Yes No

If Yes, please explain:

For Reviews Taking Place in Years 2 and 3 Only, N/A for Year 1

26. Using Data Tables 6 and 7 from the reports you submitted for the previous year,

a. Are there any notable spikes or dips in student performance?

Yes No

If Yes, please describe and explain why you believe this might have happened:

b. Describe any patterns or trends that you note when reviewing summary test data; include any strengths or weaknesses you observe and offer possible reasons for such strengths or weaknesses:

c. Describe how the scores of homeless students who received McKinney-Vento services (Data Table 6) compare to those who did not receive McKinney-Vento services (Data Table 7) and explain why you believe these results occurred:

d. What changes will you make to your project as a result of reviewing test scores on these Data Tables?

27. Looking at all the data, patterns, and trends noted in the questions above:

a. How do these patterns or trends affect your district?

b. How do these patterns or trends affect your community?

c. How do these patterns or trends inform your evaluation process?

PART #3: PROJECT IMPLEMENTATION AND ASSESSMENT SUMMARY – REVIEW OF PROGRESS TOWARD MEETING PROGRAM OBJECTIVES

In this section, you will need the program section of your application in order to provide answers to the questions. Please have your application with you during your on-site or telephone review.

28. Please describe the progress you have made in achieving your objectives (for example, benchmarks achieved):

29. As you worked to achieve your objectives, did anything happen that was unusual or not anticipated?

_____Yes _____No

If Yes, please explain:

30. Has your project made any exceptional progress?

_____Yes _____No

If Yes, please explain:

31. Is your progress severely lagging in any area(s)?

_____Yes _____No

If Yes, please explain:

32. Looking at the criteria you developed to measure your project's effectiveness, what measures stand out as being most effective?

Why are they effective?

33. Looking at the criteria you developed to measure your project's effectiveness, what measures stand out as being least effective?

Why are they not effective?

34. What changes will you make in the way you measure your project's effectiveness?

35. In reviewing your project's collaborative efforts:

Which have been most successful?

Why?

36. In reviewing your project's collaborative efforts:

Which have been least successful?

Why?

37. In reviewing your project's time lines:

a. Which have been met and are on schedule?

b. What made it possible to meet these time lines?

c. Which have not been met and are not on schedule?

d. What made it challenging to meet these time lines?

38. What will you change, if necessary, to meet your time lines so that you can achieve your desired anticipated outcomes?

39. As you have implemented your project this year, has it become evident that any district policy and/or procedure must be changed to better meet the needs of students in homeless situations or to comply with the No Child Left Behind Act?

_____Yes _____No

If Yes, please explain and describe your plan to ensure that such change(s) take(s) place:

40. If applicable, please describe anything that will be added, deleted, or changed as a result of this review that has not been previously discussed:

PART 4: FISCAL COMPLIANCE

The reviewer will go over each budget category and line items within those categories. The reviewer may ask for specific information about particular expenditures and/or for documentation to verify that funds have been spent as described in the application. Please be prepared to present documentation if requested to do so.

41. Looking at each line item in your most current application or amendment, have funds been spent in the manner specified?

Yes No

If no, please describe the specific line items that have not been done as outlined in the project budget:

Please explain why each discrepancy has occurred:

42. Concerning your overall expenditure of funds:

- a. What percentage of your total funds has your project expended as of the date of this report? _____%

If less than 50%, please explain why you have spent less than 50% of your project funds:

- b. What percentage of total project funds do you expect to expend by the ending date of this grant year? _____%

If less than 100%, please state below why all grant funds will not be expended by the end of the grant period:

- c. Have you submitted expenditure reports to Region 10 by the deadlines specified in the grant application?

Yes No

If No, please explain why not:

43. Will any changes need to be made to the budget as a result of this analysis?

Yes **No**

If Yes, briefly describe changes below:

44. Will an amendment be required as a result of reviewing your project's activities and budget?

Yes **No**

If Yes, please describe briefly what changes the amendment will include:

45. Could you benefit from additional training or assistance in managing the fiscal administration of your project?

Yes **No**

If yes, please describe the specific types of assistance that will be of most help to you:

PART 5: FEDERAL AND STATE COMPLIANCE

Services to homeless children are required by *all* Local Educational Agencies (LEAs) in the No Child Left Behind Act, and are primarily found under the requirements of the McKinney-Vento Homeless Education Assistance Act of 2001 (Title X, Part C, No Child Left Behind Act) and under Title I. The minimal requirements for services to homeless children and youth from both of these sections of the law are included in this checklist.

The Texas Education Code also has certain statutes that apply to homeless students; references to state law follow Federal requirements.

Directions: For each numbered item on the list below, indicate by making an “X” in the appropriate box if the district is or is not doing what the item asks. Reviewers will cover these items with project staff; please **be prepared to verbally explain your response** to each item. In some instances, reviewers **may** request written back-up information. It is not necessary to prepare documentation prior to the visit; however, if reviewers request it, please be prepared to submit the documentation.

*Provision met
by LEA*

Title I or McKinney – Vento Act Provision

Title I of the Elementary and Secondary Education Act, Sec. 1115(b)(2)(E); 20 U.S.C. 6315(b)(2)(E):

- Yes No 1. Is a child or youth who is homeless and is attending any school in the LEA automatically eligible for Title I services, regardless of their current academic performance?

TITLE I, PART A, SET-ASIDES

LEAs receiving Title I, Part A, funds for any fiscal year must have a Homeless Education Plan with a description of the services the LEA will provide homeless children, including the services provided with funds reserved under Title I, Part A Sec. 1113.

Title I of the Elementary and Secondary Education Act, Sec. 1112(b)(1)(O) states the following:

The plan shall include a description of the services the local educational agency will provide to homeless children, **including the services provided with funds reserved under Title I, Part A Sec. 1113.**

- Yes No 2. Does the LEA have a plan on file outlining services to be provided to homeless students using Title I, Part A, set-asides?

Title I of the Elementary and Secondary Education Act, Sec. 1113(c)(3)(A) states the following:

Before allocating funds, an LEA shall reserve funds as necessary to provide services comparable to those provided to children in Title I, Part A, schools to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live.

- Yes No 3. Has the LEA reserved funds under Title I, Part A, for services to children and youth in homeless situations?

If yes, state amount reserved: \$ _____

Approximate percentage of Title I, Part A, set-aside expended to date:
_____ %

Please describe **briefly** the rationale or calculation method used to arrive at this set-aside amount:

McKinney-Vento Homeless Education Assistance Act, Sec. 722(g); 42 U.S.C. 11432(g):

POLICIES AND PROCEDURES

- Yes No 4. Has the LEA developed, reviewed, and revised its policies to remove barriers to the enrollment and retention of children and youth in homeless situations so that students are able to enroll in, and have full and equal opportunity to succeed in, the schools of the LEA?

- Yes No 5. Has the LEA adopted policies and practices to ensure that homeless children and youth are not segregated or stigmatized on the basis of their status as homeless? [Note: Schools must not provide services in settings within a school that segregate homeless children and youth from other children and youth, except as is necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services.]

NOTIFICATION OF STUDENTS' EDUCATIONAL RIGHTS

- Yes No 6. Does the LEA liaison ensure that public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services under the Act?

LEA HOMELESS LIAISON

- Yes No 7. Has the LEA designated an appropriate staff person as a local educational agency liaison for students in homeless situations?
- Yes No a. What is the name and title of the LEA staff member designated as the liaison for students in homeless situations? (Please identify only one person.) _____
- Yes No b. Has the LEA supplied the contact information for the homeless liaison to the Texas homeless liaison database?
- Yes No 8. Has the LEA informed school personnel, service providers, and advocates who work with families in homeless situations of the duties of the LEA homeless liaison?
- Yes No 9. Has the LEA liaison ensured that children and youth in homeless situations are identified by school personnel and through coordination activities with other entities and agencies?

ENROLLMENT-RELATED ISSUES

- Yes No 10. Does the LEA immediately enroll students in homeless situations, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents? [Note: The term “enroll” is defined as attending classes and participating fully in school activities.]
- Yes No 11. Does the LEA enroll a homeless child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend, or in their school of origin?
- Yes No 12. Does the LEA keep homeless students in their schools of origin, to the extent feasible, unless it is against the parent or guardian’s wishes?
- Yes No 13. Does the LEA provide transportation to the school of origin, at the request of the parent or guardian, or, in the case of an unaccompanied youth, at the request of the district’s homeless liaison? [Note: Title I funds may **NOT** be used for this purpose.]
- Yes No 14. Does the LEA liaison ensure that parents and guardians and unaccompanied youth are fully informed of all transportation services, including to and from the school of origin, and are assisted in accessing transportation services?

- Yes No 15. Does the LEA liaison help unaccompanied youth choose and enroll in a school, after considering the youths' wishes, and provide youth with notice of their right to appeal an enrollment decision that is not their choice?
- Yes No 16. Does the LEA liaison ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement?
- Yes No 17. If a dispute arises over school selection or enrollment in a school, does the LEA immediately admit the child or youth to the school in which enrollment is sought, pending resolution of the dispute?
- Yes No 18. Does the LEA refer the child, youth, parent, or guardian to the LEA liaison when an enrollment dispute arises?
- Yes No 19. Does the LEA liaison carry out the dispute resolution process as expeditiously as possible in accordance with the Enrollment Disputes section of the McKinney-Vento Act after receiving notice of the dispute?
- Yes No 20. Does the school provide a written explanation of its decision, and the right to appeal if a student is sent to a school other than that requested by a parent or guardian, or, in the case of an unaccompanied youth, at the request of the district's homeless liaison?
- Yes No 21. Is the choice regarding placement made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere?
- Yes No 22. Does the LEA request records from the previous school when enrolling a homeless student?
- Yes No 23. Are homeless students enrolled in school while records are being obtained?
- Yes No 24. Is any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth, maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and in a manner consistent with Section 444 of the General Education Provisions Act (20 U.S.C. 1232g)?
- Yes No 25. If the homeless child or youth needs to obtain immunizations, or immunization or medical records, does the enrolling school immediately refer the parent or guardian of the child or youth to the LEA liaison?

- Yes No 26. Does the LEA liaison assist in obtaining immunizations or immunization or medical records?
- Yes No 27. Are homeless students enrolled in school while immunizations or immunization or medical records are being sought?

COORDINATION REQUIREMENTS

- Yes No 28. Does the LEA coordinate the provision of services with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 12705), to minimize educational disruption for children and youths who become homeless? [**Note:** This coordination shall be designed to ensure that homeless children and youths have access and reasonable proximity to available education and related support services (such as referrals to health, mental health, dental, and other appropriate services), and to raise awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.]
- Yes No 29. If applicable, does the LEA coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless?
- Yes No 30. Does the LEA liaison collaborate and coordinate with the Texas Homeless Education Office?
- Yes No 31. Does the LEA liaison collaborate and coordinate with community personnel responsible for the provision of education and related services to children and youth in homeless situations?
- Yes No 32. Does the LEA liaison collaborate and coordinate with school personnel responsible for the provision of education and related services to children and youth in homeless situations?

COMPARABLE SERVICES

- Yes No 33. Is each homeless child or youth assisted under the McKinney-Vento Act provided services comparable to services offered to other students in the school selected, including transportation services, educational services for which the child or youth meets the eligibility criteria (Title I, Head Start, Even Start, pre-school, educational programs for children with disabilities or for students with limited English proficiency), programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs?

PARENTAL/GUARDIAN INVOLVEMENT

- Yes No 34. Does the LEA liaison inform parents or guardians of educational and related opportunities available to their children?

- Yes No 35. Does the LEA liaison provide parents or guardians with meaningful opportunities to participate in the education of their children?

Texas Education Code Provisions

- Yes No 36. Does the district enroll a homeless student regardless of the residence of the student, of either parent of the student, or of the student's guardian or other person having lawful control of the student?

- Yes No 37. Does the district enroll homeless students in its pre-Kindergarten program based on their homeless status?

- Yes No 38. Upon enrollment, does the district allow a homeless student 30 days to produce immunization records or proof that immunizations have begun?

ATTACHMENT A

PARENT, SHELTER STAFF, AND OTHER SERVICE PROVIDER STAFF INTERVIEW QUESTIONS (FOR ON-SITE REVIEWS ONLY)

*For those projects that will have an on-site visit as part of the program review, the reviewer will meet with at least one parent, a staff member from a local shelter (if applicable), and a staff member from an organization with which the liaison collaborates, and will ask the following questions. Liaisons at the projects will set up these interviews, but will not be present during the interview with the selected individuals. Liaisons should **not** provide the questionnaires to interviewees prior to the review.*

PARENT INTERVIEW

1. Did the school district provide a specific contact person to help you enroll your child(ren)?

Yes No Not Applicable Not Sure

2. Did the school district make it possible for you to complete all or most of the enrollment paperwork at the shelter, prior to your child(ren)'s arrival at the school?

Yes No Not Applicable Not Sure

3. Were you involved in the enrollment process of your child(ren)?

Yes No Not Applicable Not Sure

4. Were you involved in the selection of the school(s) your child(ren) attend?

Yes No Not Applicable Not Sure

5. Does the school district provide transportation to and from school for your child(ren)?

Yes No Not Applicable Not Sure

If No, please describe why not:

6. (For parent of young school-age children) Do you receive transportation assistance, such as bus tokens or bus fare, in order to ensure the safety of your children to and from school?

Yes No Not Applicable Not Sure

If Yes, please state how such assistance is provided:

7. (If a domestic violence shelter residence) Does the school district provide on-site instruction at the shelter for your child(ren) if their safety is threatened by attendance in the regular school setting?

Yes No Not Applicable Not Sure

If No, please describe how the issues of safety and education are addressed:

8. Has (Have) your child(ren) experienced difficulties enrolling in school for any of the following reasons?

| Yes | No | |
|-----|-----|--|
| ___ | ___ | guardianship issues |
| ___ | ___ | residency requirements |
| ___ | ___ | lack of previous school records |
| ___ | ___ | lack of birth certificate |
| ___ | ___ | lack of immunization records |
| ___ | ___ | lack of TB skin test |
| ___ | ___ | outstanding fees or fines |
| ___ | ___ | lack of clothing or uniforms |
| ___ | ___ | unable to pay fees (lab, physical education, etc.) |
| ___ | ___ | others, please describe: _____ |

If the answer to any of the above is Yes, please describe the problem and how it was resolved:

9. Did your child(ren) ever experience enrollment delays greater than two days?

___Yes ___No ___Not Applicable ___Not Sure

If yes, please explain reasons for delays:

10. Does the school district or, where appropriate, ESC, provide any educational programs, activities, or support services at your shelter?

___Yes ___No ___Not Applicable ___Not Sure

If yes, please describe these programs, activities, and/or support services and indicate how these programs might have helped your child(ren):

SHELTER STAFF MEMBER INTERVIEW

1. Does the LEA/ESC provide a specific contact person to the shelter to assist with the enrollment of homeless students?

___Yes ___No ___Not Applicable ___Not Sure

If yes, what is the name and position of the LEA/ESC contact person?

2. Does the LEA/ESC make it possible for a student to complete all or most of the enrollment paperwork at the shelter prior to the student's arrival at the school?

___Yes ___No ___Not Applicable ___Not Sure

3. Are parents involved in the enrollment process of their children?
 Yes No Not Applicable Not Sure
4. Are parents involved in the selection of the school(s) their children will attend?
 Yes No Not Applicable Not Sure
5. Does the LEA/ESC provide transportation to and from school for children and youth who live in the shelter if the shelter is more than two miles from the school?
 Yes No Not Applicable Not Sure

If no, please describe why not:

6. Do parents of young, schoolage children receive transportation assistance, such as bus tokens or bus fare, in order to ensure the safety of their children to and from school?
 Yes No Not Applicable Not Sure

If yes, please state how such assistance is provided.

7. (If applicable) Do all runaway youth who live at the shelter attend regular school programs?
 Yes No Not Applicable Not Sure

If no, please describe the educational program that has been established for runaway youth:

8. (If a domestic violence shelter) Does the LEA/ESC provide on-site instruction at the shelter for students whose safety might be threatened by attendance in the regular school setting?
 Yes No Not Applicable Not Sure

If no, please describe how the issues of safety and education are addressed:

9. Have any of your students experienced difficulties enrolling in school for any of the following reasons?

| Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | guardianship issues |
| <input type="checkbox"/> | <input type="checkbox"/> | residency requirements |
| <input type="checkbox"/> | <input type="checkbox"/> | lack of previous school records |
| <input type="checkbox"/> | <input type="checkbox"/> | lack of birth certificate |
| <input type="checkbox"/> | <input type="checkbox"/> | lack of immunization records |
| <input type="checkbox"/> | <input type="checkbox"/> | lack of TB skin test |
| <input type="checkbox"/> | <input type="checkbox"/> | outstanding fees or fines |
| <input type="checkbox"/> | <input type="checkbox"/> | lack of clothing or uniforms |
| <input type="checkbox"/> | <input type="checkbox"/> | unable to pay fees (lab, physical education, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | others, please describe: _____ |

If the answer to any of the above is yes, please describe the problem and how it was resolved:

10. Do children and youth ever experience enrollment delays greater than two days?

Yes No Not Applicable Not Sure

If yes, please explain reasons for delays:

SERVICE PROVIDER (NON-SHELTER STAFF) INTERVIEW

1. Does the LEA/ESC provide a specific contact person to your organization to assist with the needs of students experiencing homelessness?

Yes No Not Applicable Not Sure

If yes, what is the name and position of the LEA/ESC contact person?

2. Please briefly describe the nature of the services your organization provides:

3. Please describe how your organization and the homeless liaison coordinate to meet the needs of students in homeless situations:

a. Please describe the extent to which you are able to meet the needs of students who seek your services:

4. What works best regarding your relationship with the school district?

5. What works least effectively regarding your relationship with the school district?

6. What changes, if any, would you recommend to improve the coordination of services between your organization and the school district?

7. If applicable, what would have to be in place to make the changes you identified in item 6 above?

8. What suggestions, if any, do you have regarding improving education and services for children, youth, and families in homeless situations? [Note: These suggestions may be for the local, state, and/or national levels.]