

New Homeless Liaison Training

North Carolina Homeless Education Program

September 4, 2025

NCHEP: Main Responsibilities



- Access to Education
- Compliance
- Technical Assistance
- Meetings and Trainings
- Program Quality Reviews
- Disputes
- Collaborative Efforts
- District Funding
- Other



McKinney-Vento Act

McKinney-Vento Act: Federal Law

The Act supports students experiencing homelessness through:



Federal law supersedes local and state
policies and laws

The Law: Main Themes



- State Coordinator & Homeless Liaison
- Identification, Enrollment, Stability
- Academic Success and Credit Accrual
- Child-Centered, Best Interest Determination
- Collaboration
- Data Collection
- Subgrant Requirements
- Transportation
- Preschool
- Higher Education

The Law: Homeless Definition

Individuals who lack a **fixed**, **regular**, and **adequate** nighttime residence.



Fixed residence: A residence that is stationary, permanent and not subject to change.



Regular residence: A residence that is used on a regular basis (i.e., nightly).



Adequate residence: Is sufficient for meeting the physical and psychological needs typically met in home environments.

The Law: Unaccompanied Homeless Youth (UHY)

A youth who is not in the physical custody of a parent or guardian

AND

lacks fixed, regular, and adequate nighttime residence.



School District: Main Responsibilities

- Appoint Homeless Liaison
- Take proactive steps to identify students
- Enroll children and youth immediately
- Maintain and make available student records
- Review and revise policies to remove barriers due to outstanding fees, fines or absences



School District: Main Responsibilities



- Report data and any other requested documents to the state office
- Ensure Title I, Part A funds are set-aside and utilized for comparable services
- Ensure that the district is in compliance with using all McKinney-Vento funding that is granted

Homeless Liaison: Main Responsibilities

- Identify, Enroll and Ensure academic success of eligible students
- Referrals to community providers
- Inform parents, guardians and unaccompanied homeless youth of their rights and educational opportunities



Homeless Liaison: Main Responsibilities



- Post educational rights and information
- Oversees disputes at local level
- Ensure transportation services
- Provide internal professional development
- Collaborate internally & externally

Homeless Liaison: Main Responsibilities

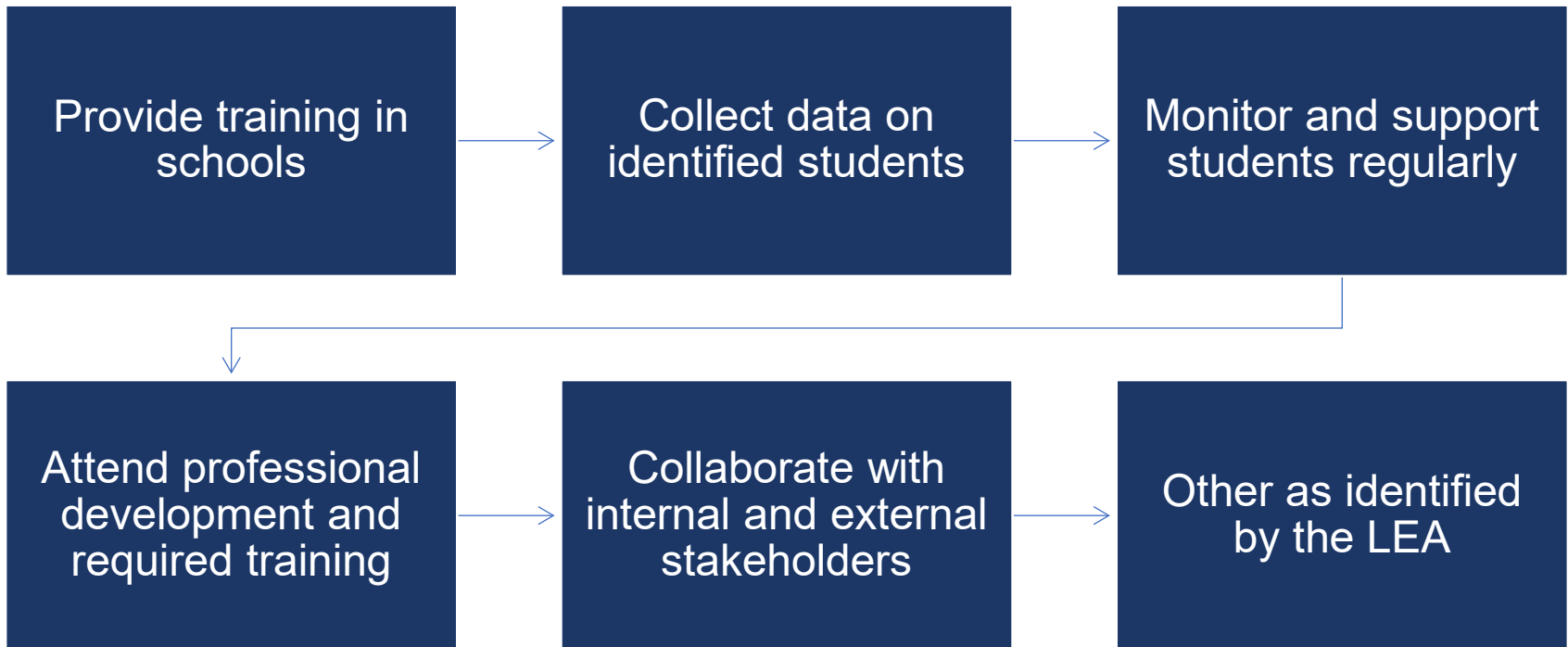
- Collect data on identified students
- Maintain an annual needs assessment
- Attend professional development and required trainings
- Oversee McKinney-Vento funding
- Other



Support Staff: Main Responsibilities



Support Staff: Main Responsibilities

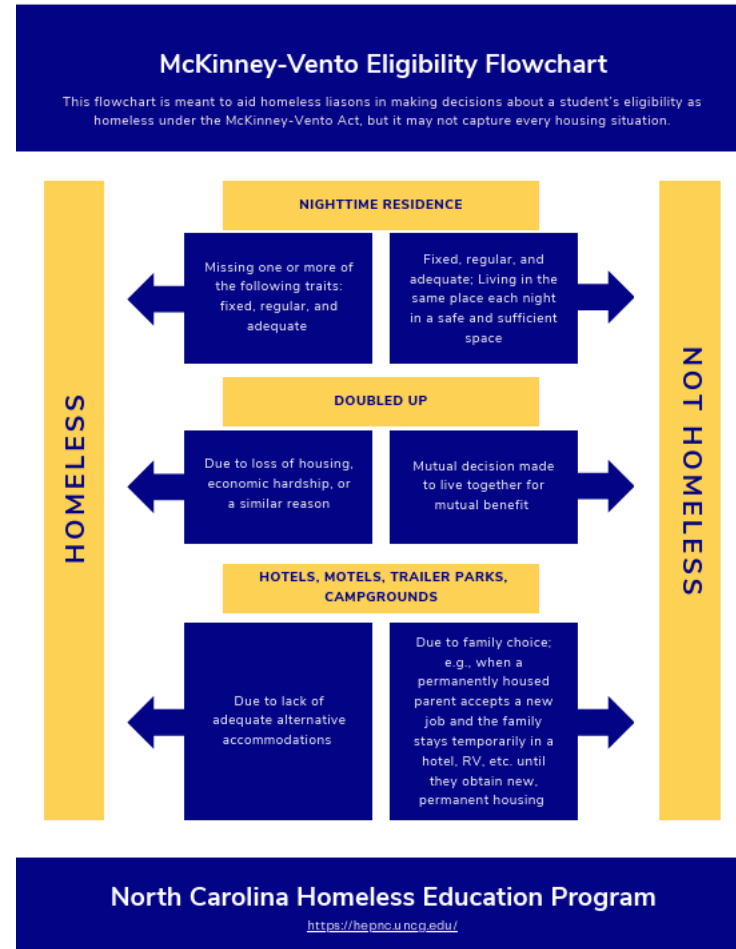


Identification

Homeless Liaisons:

- Engage in proactive identification strategies
- Confirm eligibility
- Ensure immediate enrollment

**Document is provided in resource packet.*



Identifying Students

LEAs are responsible for identifying the following students:



School-aged students who meet the criteria of homeless as defined in the McKinney-Vento Act.



Preschool-aged (Birth - 5 yrs.) siblings of an identified student, who is living in the same or another qualifying McKinney-Vento situation.



School-aged, out-of-school siblings of an identified student, who is living in the same or another qualifying McKinney-Vento situation.

LEA Early Education Responsibilities

- Identification of 0-5-year-old siblings
- Equal access to public preschool programs operated by the LEA
- Referrals to Head Start and other Preschool programs
- Referrals to medical, dental, mental health, and other appropriate services
- LEAs that provide transportation for non-homeless students, must provide transportation to homeless students
- If a classroom is at capacity, the LEA should refer the child to the closest preschool program with an available slot
- Immediate enrollment

School Selection

- Students remain in the school of origin, to the extent feasible, unless contrary to parent/guardian wishes
- Duration of homelessness
- School of residence

Considerations for Determining Best Interest

Homeless liaisons can use this checklist and questions to determine the school that is in the student's best interest to attend. For more strategies and tips on school selection, review the NCHC [School Selection and Best Interest Determination](#) brief.

School of Origin Considerations

Continuity of instruction

- The student would be served best at the school of origin due to circumstances in their past.

Age and grade placement of the student

- Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time.

Academic strength

- The student is facing significant challenges with their academic performance, and the student would fall further behind if they transferred to another school.

Social and emotional state

- The student is suffering mentally and emotionally from the effects of mobility, has developed strong ties to the current school, and does not want to leave.

Distance of the commute and its impact on the student's education

- The advantages of continuing to attend the school of origin outweigh any potential disadvantages presented by the length of the commute.

Local School Considerations

Continuity of instruction

- The student would be served best at the local school due to circumstances in their past.

Age and grade placement of the student

- Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time.

Academic strength

- The student's academic performance is strong and at grade level; the student likely would recover academically from a school transfer.

Social and emotional state

- The student seems to be coping adequately with mobility, does not feel strong ties to the current school, and does not mind transferring.

Distance of the commute and its impact on the student's education

- A shorter commute may help the student's concentration, attitude, or readiness for school. The local school can meet all of the necessary educational and special needs of the student.

North Carolina Homeless Education Program

<https://hepnc.uncg.edu/>

Transportation: Requirements

- Provide transportation to and from the school of origin at a parent, guardian, or UHY request.
- When crossing district lines, districts agree on how to share the responsibility and cost, or they must share equally.
- The LEA determines the mode of transportation.

**Document provided in resource packet.*



MCKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES
Transporting Children and Youth Experiencing Homelessness

This NCH brief

- summarizes the key provisions related to the transportation of children and youth experiencing homelessness (CYEH) included in the McKinney-Vento Homeless Assistance Act;
- suggests transportation implementation strategies at the state and local levels; and
- recommends resources for funding transportation costs.

INTRODUCTION

Homelessness among children and youth in the United States (U.S.) is on the rise. During school year (SY) 2022-23, U.S. public schools reported that 1,374,537 students experienced homelessness at some point—2.8% of all students enrolled in U.S. public schools during that school year. Changing schools may greatly impede the academic achievement and social development of students experiencing homelessness. Research studies have demonstrated a link between high mobility due to homelessness and poor school performance (Cunningham et al., 2010; Obradovic et al., 2009). Students who transfer to a new school often experience educational discontinuity and, as a result, lose academic credits. Moreover, the mobility experienced by these students separates them from their social network.

THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT DEFINITION OF HOMELESS
(McKinney-Vento Act section 725(2))

The term “homeless children and youth”—

A. means individuals who lack a fixed, regular, and adequate nighttime residence; and

B. includes —

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).



Transporting Children and Youth Experiencing Homelessness 1

Transportation: Continued



- Consult with the parent, guardian or unaccompanied homeless youth on what transportation assistance they might be able to provide.
- Use transportation agreements with families to outline services, behavior/use expectations, as well as possible consequences for failure to comply.

Chronic Absenteeism

- Student Level Interventions
 - Mentors
 - Eliminate Barriers
- District Level Strategies
 - Extra-Curricular Activities
 - Incentives
 - Dental/Health Services
- Community Partnerships
 - Shelters
 - Public Transit



National Center for Homeless Education
Supporting the Education of Children and
Youth Experiencing Homelessness
<http://ncche.ed.gov>



BEST PRACTICES IN HOMELESS EDUCATION BRIEF SERIES

In School Every Day: Addressing Chronic Absenteeism Among Students Experiencing Homelessness

This NCHE brief

- provides an overview of the issue of chronic absenteeism,
- explains the effects of chronic absenteeism on school and student performance, and
- suggests strategies to address the issue of chronic absenteeism among students experiencing homelessness.

INTRODUCTION

The U.S. education system is founded on the idea that students are in class every weekday; simply put, to benefit from school, a student must be in attendance (Balfanz & Byrnes, 2012, p 3). Nevertheless, many students miss school on a regular basis, thereby missing out on valuable instruction. Statistics on absenteeism among homeless students are particularly concerning, with researchers estimating that homeless students are chronically absent at a rate that is at least double that of the overall student population (da Costa Nunez, Erb-Downward, & Shaw-Amoah. 2015. p 1; Utah

McKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2)

The term "homeless children and youth"—

- A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and
- B. includes —
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

Needs Assessment

North Carolina Homeless Education Program

_____ Homeless Education Program Needs Assessment
(LEA NAME)
 _____ School Year

Directions: This **required** needs assessment is a tool that should be utilized by your LEA on an ongoing basis to guide decisions concerning your Homeless Education Program. Each focus area should have at least 3-5 detailed actions that illustrate what your district is planning to do in these areas. Homeless liaisons should maintain copies of previous Needs Assessments in their records. Other stakeholders such as Administration, Transportation Directors, Social Workers, and Federal Program Administrator(s) could be included in developing your needs assessment. Feel free to add more columns to your needs assessment as needed.

Completed by Homeless Liaison: _____ **Date:** _____ **Submission Date to NCHPEP:** _____

STAKEHOLDERS PROVIDING INPUT ON NEEDS ASSESSMENT

NAME	POSITION IN LEA

Data provides critical information that can be used to assess the educational development of students experiencing homelessness. This data will also guide the process of implementing the McKinney-Vento Act in your homeless education program to improve student outcomes. The data bar should be updated annually and used as a resource when conducting your homeless education needs assessment. You may need to work with your Student Information Management System Coordinator to run these reports. Additional columns may be added if needed.

Year	Number of Identified Students	Unaccompanied Homeless Youth	0-5 Age Siblings	Average Daily Membership of LEA	Poverty Rate	Chronic Absenteeism	Academically Proficient	Graduation Rate	Dropout Rate	Other

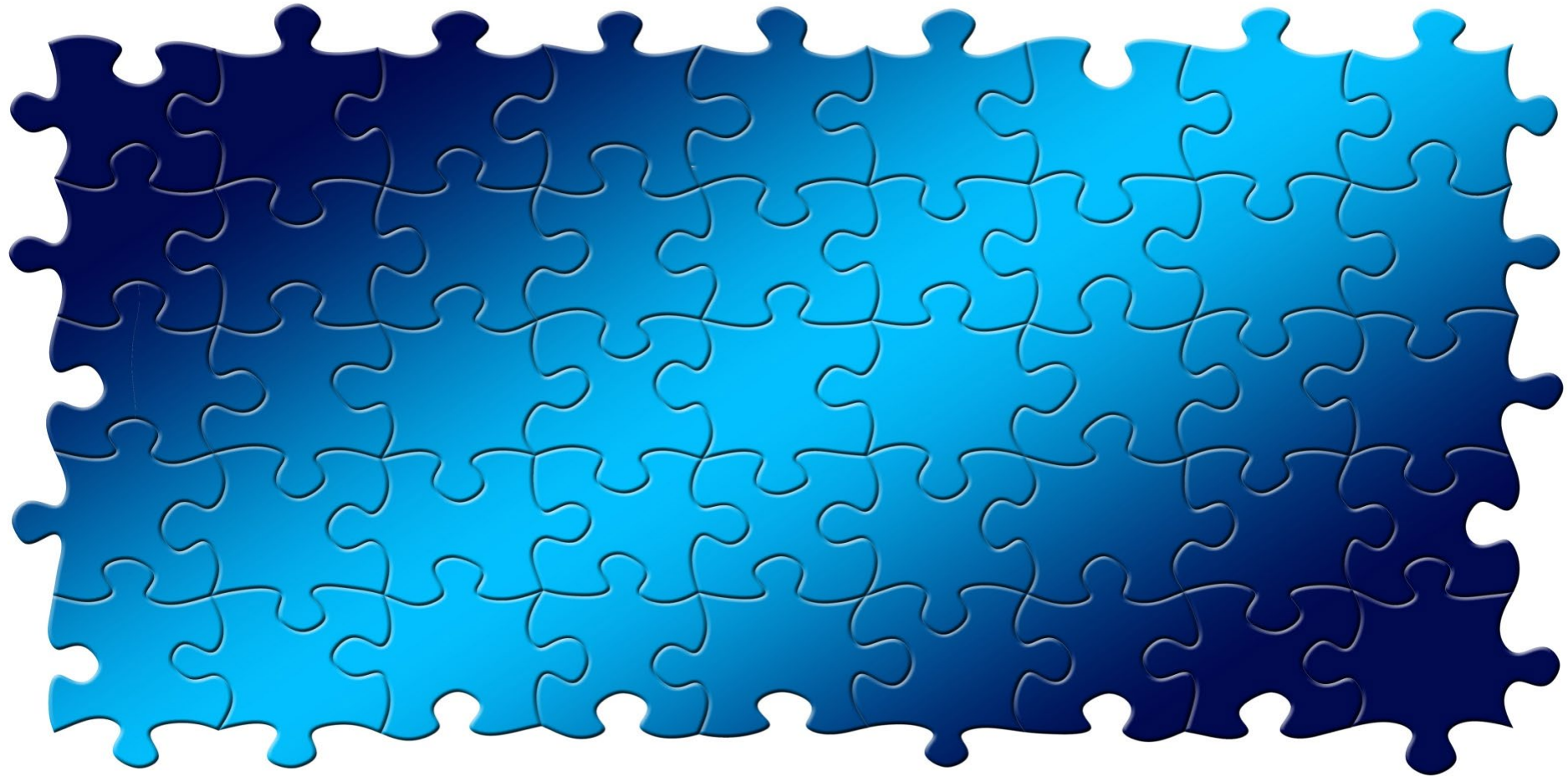
McKinney-Vento funds are provided to increase the identification, enrollment, attendance, and academic success of homeless children and youth. These funds are essential to the services and resources you can provide to students who are experiencing homelessness. When assessing the needs of your homeless education program and implementing services, you should incorporate how your McKinney-Vento funds, including Title I Set-Aside Funds, can assist this work. If your LEA does not receive subgrant funding, add other funding sources that support your students experiencing homelessness in the graph below.

Rights of Students

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents required for enrollment
- Continue attending the school of origin or enroll in the school of residence
- Receive transportation to and from the school, if requested
- Receive educational services comparable to those provided to other students, according to each student's needs
- Participate in extracurricular activities
- Qualify for free school meals

Supporting Children

- Maximize choice
- Avoid power struggles
- Model prosocial behavior and skills
- Maintain clear and consistent boundaries
- Deliver services in a nonjudgmental and respectful manner
- Engage families as co-participants in establishing rules and regulations



Collaboration

Internal Collaborations

- School Nutrition
- Transportation Director
- Student Services
- Title I Director
- Federal Programs Director
- CTE Director
- Curriculum & Instruction
- Exceptional Children
- Early Learning Programs
- 21st Century Community Learning Centers
- Migrant Education
- Other





External Collaborations

- Other Homeless Liaisons
- Local Social Services
- Food Pantries
- Shelters & Motels
- Businesses & Churches
- Law Enforcement & DJJ
- HUD Programs & CoC
- Early Education
- Higher Education
- Other



Funding

Current Types of Funding

Subgrant

Title I Set-Aside

Other Funding Sources



Title I: Set-Aside Funding

- Homeless Students
- Primary Resource
- Title I & Non-Title I Schools
- Collaborate with Federal Programs
- Collaborate with Finance



Set-Aside & Subgrant: Authorized Activities

- Supplemental educational services
- Expediate evaluations
- Professional development
- Health referral services
- Defraying the excess cost of transportation
- Provision of early childhood education programs
- Services to retain UHY in school
- Before- and after-school, or summer academically-focused programs
- Payment of fees and cost associated with tracking, obtaining and transferring records
- Required attire to participate in school
- Parental involvement
- Development of coordination between schools and agencies
- Violence prevention counseling and referrals
- Activities to address domestic violence
- Adaptation of space and school supplies for non-school facilities
- School supplies, including those to be distributed at the appropriate locations
- Other extraordinary or emergency assistance needed to attend school
- Salary in part or in full of the liaison



Data Collection

Data Collection: It's Required!

U.S. Department of Education's
annual reporting requirement for all:

LEAs

Charters

Even if there are "0" students
experiencing homelessness to
report



Data Collection: Annual Schedule



- Infinite Campus homeless module **Now Open**
- Data entry **Ongoing**
- Mid Year data training **October**
- Mid-year data report **January**
- End of Year Data submission training **May**
- Infinite Campus Homeless Module close **June 15**

Data Collection: Who to Report in PowerSchool

- Any eligible student enrolled and identified in the current school year
- Any eligible 0-5-year-old sibling not enrolled in a school administered program of an identified student
- Any eligible school-aged, out-of-school sibling of an identified student





Tracking Tools

Internal tracking tools should be utilized by LEAs to ensure accurate data collection.

Sample Tracking Tool

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	DATA ENTERED INTO INFINITE CAMPUS	FIRST NAME	LAST NAME	BIRTHDATE	GRADE	SCHOOL	RETAINED PREVIOUS YEAR (Y/N)	QUALIFY (Y/N)	DATE OF DECISION	DOUBLED UP	MOTEL	SHELTER	UNACCOMPANIED YOUTH
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													

+ ☰ Introduction ▾ (School Year) ▾ Ineligible ▾ Contact Log ▾ Annual Data ▾

Infinite Campus Homeless Data Entry Guide

Homeless (North Carolina)
Last Modified on 10/24/2024 9:23 am CDT

[Enter Homeless Records](#) | [Print Homeless Summary Report](#) | [Documents](#) | [Homeless Field Descriptions](#)

Tool Search: Homeless

The Homeless tool records basic homeless information. The list of homeless records is sorted by Start Date.

See the core [Homeless](#) article for information on necessary tool rights, available Ad hoc fields, and guidance on adding and printing Enrollment records.

Homeless Student ID: 2180766430 | Grade: 9 | 08/06/24/2015 | Related Tools

[View](#) [Add](#) [Delete](#) [Print Summary Report](#)

Homeless Record

Start Date	End Date	Homeless Status	Comments
08/06/24	08/06/24	Homeless	

Legend:

- Read** - View the student's existing Homeless record.
- Write** - Modify the students' existing Homeless record.
- Add** - Add a new Homeless record.
- Delete** - Permanently remove a student's Homeless record.

For more information about Tool Rights and how they function, see the [Tool Rights](#) article.

Use the [Federal/State Program Updater](#) tool to import Homeless information to this tool.

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Search

Homeless (North Carolina)



Disputes

Disputes:

Eligibility, Enrollment, & School Selection

For ALL **potential** disputes, the liaison must:

- Provide a written statement of decision to the parent, guardian or UHY
- Next level of process
- Timeline to request a dispute
- Notify the State Coordinator Office

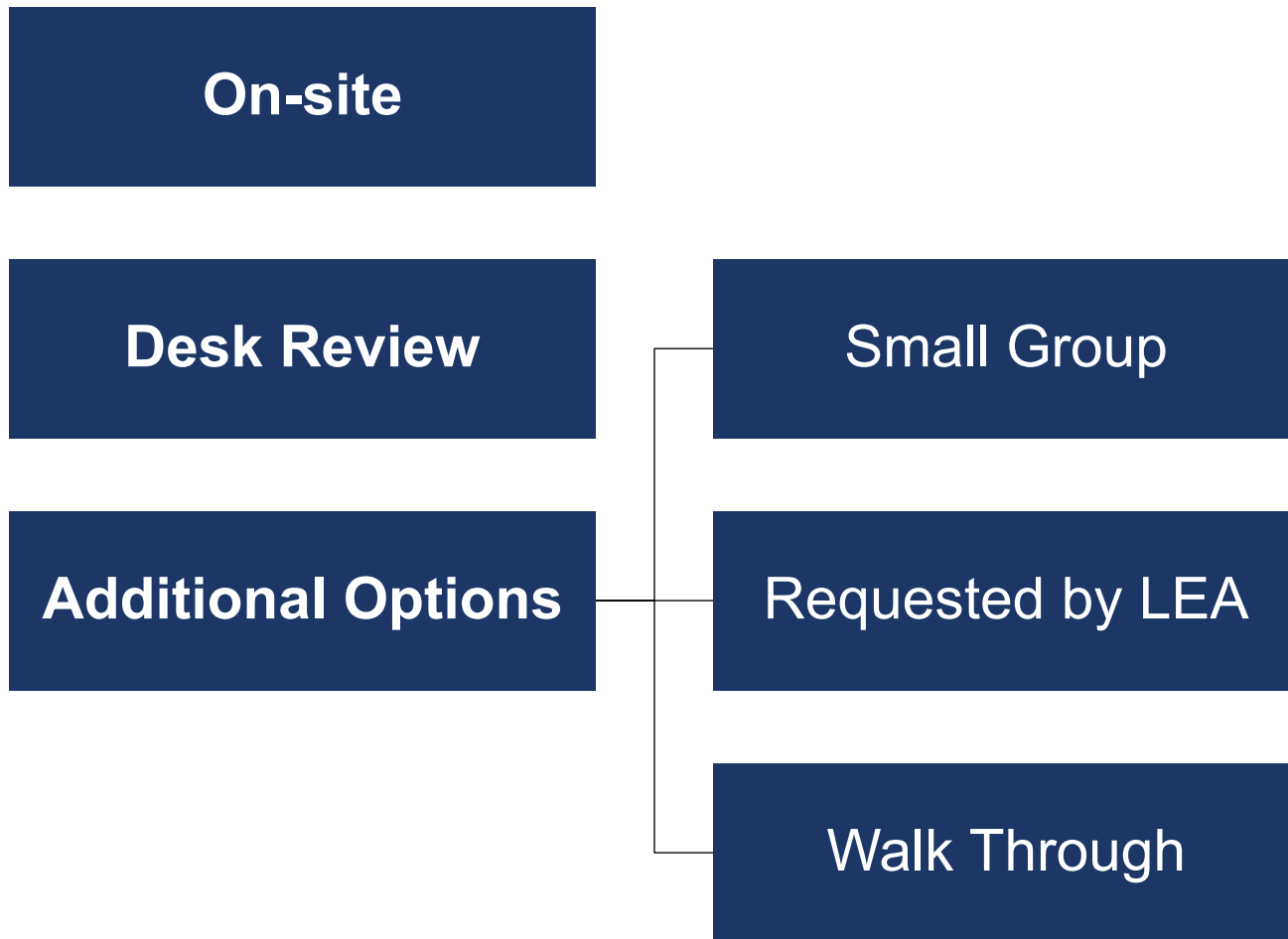
If parent, guardian or UHY **request** a formal dispute:

- Immediate Enrollment
- Allow access to educational services
- Provide deadline for collected evidence
- Notify the State Coordinator Office



Program Quality Reviews

Program Quality Review





Professional Development

NCHEP Professional Development

Mandatory



New Homeless
Liaison Training

Compliance
Forums

Data Collection
Monitoring

Requested



District Training
Support

Internal Partner
Rounds

Mock Monitoring

Supplementary



Regional Rounds
Learning Institute

Subgrant Meetings
Needs Assessment
Workshop

Other Professional Development



- National Center for Homeless Education (NCHE)
- US Department of Education (USDE)
- SchoolHouse Connection (SHC)
- National Association for the Homeless Education for Children and Youth (NAEHCY)

Resources

**North Carolina Homeless
Education Program
(NCHEP)**

<https://hepnc.uncg.edu/>

**North Carolina's Technical
Assistance Center**

**National Center for
Homeless Education
(NCHE)**

<https://nche.ed.gov/>

**US Department of Education's
Technical Assistance**

Education for Homeless Children and Youths Program Non-Regulatory Guidance

**Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by
the Every Student Succeeds Act**



**July 27, 2016
Updated August 2018**

Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable. |

U. S. Department of Education: Non-Regulatory Guidance