MONTANA OFFICE OF PUBLIC INSTRUCTION – EDUCATION OF HOMELESS CHILDREN AND YOUTH PROGRAM
MCKINNEY-VENTO TITLE I SET-ASIDE NEEDS ASSESSMENT

Each school district should complete a Needs Assessment as part of the process to determine the amount of funds from the Title I, Part A allocation that should be set-aside to meet the needs of students experiencing homelessness.

All districts must set-aside Title I, Part A, funds in an amount necessary to serve homeless students in Title I and non-Title I schools and/or shelters and other locations where homeless children and youth may live. [ESEA Section 1113(c)(3)(A) and U.S.C. 6313(c)(3)(A)]. The OPI requests that the Title I Director work collaboratively with the Homeless Liaison to complete this needs assessment form as a way to determine the appropriate amount of Title I funds to set-aside to meet the needs of students who are experiencing homelessness. This form assists districts in documenting the following:

A. Dollar amount of set-aside.
B. Evidence of a needs assessment or other written documentation of how the set-aside amount was determined.
C. Evidence that the set-aside amount is sufficient to meet the unique needs of students who have been identified as homeless, and/or to improve identification efforts.
D. Description/documentation explaining how Title I set-aside dollars for eligible students are spent.

DISTRICT NAME	DATE ASSESSMENT COMPLETED	
DISTRICT HOMELESS LIAISON		
DISTRICT HOMELESS LIAISON (Provide name, email and telephone number)	HOURS PER WEEK – HOMELESS PROGRAM ONLY	NUMBER OF STUDENTS IDENTIFIED AS HOMELESS IN THE PREVIOUS SCHOOL YEAR
NEEDS ASSESSMENT TEAM		
DISTRICT TITLE I DIRECTOR – Include name (required to assist with needs assessment) 1.		
OTHER TEAM MEMBERS (To ensure all homeless student needs are identified, building level staff should be included in the completion of the needs assessment whenever possible.)		
TEAM MEMBER NAME, TITLE, AND SCHOOL BUILDING 2. Homeless Liaison 3. Transportation Director 4. School Nurse 5. School Counselor 6.	7. 8. 9. 10. 11. 12. Indian Ed/Tribal Ed	

The following tables will assist you in gathering data and information on student populations, planning, and services that may impact funding needs.

Fill in the tables using information from the prior school year for all grade levels served by the district. If the district participates in a consortium each member must complete a separate needs assessment. Incomplete or blank fields may indicate a need for professional development, improvement planning, or collaboration with the district homeless liaison.

IDENTIFIED NEED	NUMBER OF STUDENTS SERVED
Total district enrollment	
Students receiving free/reduced lunch. (Approximately 10% of these students experience an episode of homelessness during the school year.)	
Total number of students identified as homeless	
Unaccompanied homeless youth (UHY)	
Pre-school students served through Special Education identified as homeless (in district, local Head Start, private daycare)	
High school seniors identified as homeless	
Students identified as homeless who did not score proficient or higher on the state assessment	
High School students identified as homeless who are not on track to graduate in four years (deficient in credits)	
Students identified as homeless who dropped out (all grades)	
Students identified as homeless participating in Career and Technical Education (CTE) courses	
Students identified as homeless participating in CTE related extra-curricular activities	

Students identified as homeless participating in Fine Arts courses (music, theater, art)	
Students identified as homeless participating in Fine Arts extra-curricular activities (band, choir, drama, etc.)	
Students identified as homeless participating in extra-curricular athletics	
Students identified as homeless who required special transportation arrangements (individual contract, gas cards, alternative methods, new routes, etc.)	

PROGRAM PARTICIPATION AND COLLABORATION	**NUMBER OF STUDENTS IMPACTED**
Students identified as homeless served by Title I, Part A – Reading (may be served through intensive supports in a schoolwide program)	
Students identified as homeless served by Title I, Part A – Math (may be served through intensive supports in a schoolwide program)	
Students identified as homeless served by Title I, Part A – All other instructional or support services (Other Content Area Support, School Counseling, etc.)	
Students identified as homeless receiving Title I, Part A-funded services of any type in a non-Title I school	
Students identified as homeless who are also identified as English Learners	
Students identified as homeless receiving services in an after-school or summer program funded through 21st Century Learning Community grant funds	
Students identified as homeless participating in Gifted and Talented programs	
Students identified as homeless receiving services through Special Education	

RELATED QUESTIONS:

1. Describe the district's process for identifying children or youth who may be homeless.

2. Describe the process for ensuring that students who are identified as homeless have access to all education programs once they are identified (school meals, transportation, Title I services or additional tutoring, etc.).

3. List the other federal, state, and locally funded programs that actively collaborate with the homeless liaison. (Active collaboration means that the homeless liaison and the staff person providing services for that program share information regarding specific student needs and supports.)

4. Are there programs that currently do not actively collaborate with the homeless liaison? Is the lack of collaboration due to the limited capacity of the homeless liaison?

LIAISON CAPACITY	ASSOCIATED COSTS	FUNDING SOURCE
Liaison Salary		
Professional Development (registration, airfare, hotel, per diem, etc.)		
Mileage/Vehicle Rental		
Cell phone		
Printing/Mailing		
Office/Food Pantry/Clothing Closet – Space to maintain supplies		
Other		

RELATED QUESTIONS:

1. List all of the duties of the homeless liaison in the district.

2. Does the liaison have the assistance of support staff to maintain program data as required by the OPI and the USED?

3. Does the homeless liaison have the capacity to fulfill all required duties during their allotted hours?

4. Does the homeless liaison currently perform any duties without pay? How many additional hours is the liaison working?

5. Does the homeless liaison participate in the required seven (7) hours of professional development? If not, is funding a factor in this decision?

BASIC STUDENT NEEDS	ASSOCIATED COSTS	FUNDING SOURCE
School Supplies (backpacks, notebooks, pens, paper, calculators, etc.)		
Clothing for participation in physical education classes (shorts, sweatpants, t-shirts, gym shoes, etc.)		
Clothing required for participation in recess (coats, snowpants, boots, hats, gloves, etc.)		
Transportation – additional costs to transport students not covered by the regular transportation budget (gas cards, taxis, etc.)		
Other		

ADDITIONAL ASSISTANCE TO REMOVE BARRIERS	ASSOCIATED COSTS	FUNDING SOURCE
Extracurricular participation fees		
Test fees (IB/AP/ACT/SAT)		
Dual or Concurrent Enrollment Tuition and Fees		
Equipment or Uniform costs to participate in extracurricular activities (including instrument rental, athletic shoes, athletic gear, cheer uniforms)		
Equipment or Uniform costs related to participate in CTE activities (including jackets/uniforms, tools, protective clothing, required footwear, etc.)		
Fees for materials to participate in coursework (study guides, textbooks not provided by the district, required reading materials, sheet music, etc.)		

Costs associated with expedited evaluations for Special Education services		
Other		

RELATED QUESTIONS:

1. Does the district waive participation fees for students identified as homeless?

2. Do school-related booster clubs and associations offer scholarships or fee waivers for students identified as homeless?

ADDITIONAL PROGRAM REQUIREMENTS		ASSOCIATED COSTS	FUNDING SOURCE
OUTREACH TO:	Community Awareness and Collaboration Activities		
	Parents and Families of Students Identified as Homeless		
	Unaccompanied Homeless Youth		
	Students who have dropped out		
	Parents and Families of Preschool-aged Children		
TRANSITION ASSISTANCE (assist parents, families, and students in the transfer of records, IEPs, arrangement of transportation, etc.)	Head Start/Pre-K to Kindergarten (including SPED services)		
	Elementary to Middle School		
	Middle School to High School		
	K-6 or K-8 districts feeding into a regional high school district		
Professional Development (homeless liaisons MUST provide training to all staff)	Administrators, teachers, school counselors, etc.		
	Support staff – Secretaries, clerks, cafeteria staff, bus drivers, etc.		
	Staff in consortia partner schools or feeder school districts		
	Community agencies serving homeless families and children		
	Local or county governmental agencies		
	Tribal governments or agencies		

FUNDING SOURCES	AMOUNT
Total Cost of McKinney-Vento Program (add all costs from above)	
Title I, Part A, Homeless Set-Aside	
McKinney-Vento Grant (if applicable)	
Other Funding Sources (Donations, other grants, etc.)	
Remaining unmet funding needs (subtract all grant funds from Total Cost of Program)	

RELATED QUESTIONS:

1. Are total program costs increasing or decreasing? Why?

2. If the district receives the McKinney-Vento grant, has the amount of the grant changed over time? Does the district anticipate further changes to the grant funding?

3. Is the current Title I, Part A, set-aside sufficient to meet all outstanding program costs after other funding sources (McKinney-Vento grant, other grants, donations, etc.) have been expended?

4. Are donations a reliable source of income to support the homeless program?

5. How many total hours does the liaison spend soliciting donations for the program?

6. How will the district cover any unmet costs related to providing services to students identified as homeless?

7. Are there other student needs that cannot be met due to funding issues?