



FOSTER CARE AND HOMELESS
FC/H01 – FC/H06

FEDERAL TITLE PROGRAMS
MONITORING
2024-2025

Because the Foster Care and Homeless requirements are so similar, we combined Foster Care and Homeless submissions into one file starting with the 2024-2025 academic year.

Submission FC/H01 – Appropriate Assignment, Effort, and Time of District Foster Care and Homeless Liaisons

- ☐ Submit documentation for each of the following requirements:
 - ☐ School board meeting minutes to reflect the designation of the foster care and homeless education liaisons by name(s) and position(s) (i.e. James Smith, Counselor, will serve as the foster care liaison for school year 2024-25 and Jane Doe, Title I Coordinator will serve as the homeless liaison for school year 2024-25). Highlight the portion reflecting designations of the foster care and homeless education liaisons.
 - ☐ The district job description and responsibilities specific to the foster care and homeless education liaison positions. The job descriptions should be on district letterhead.
 - ☐ The schedule/effort and time of the designated foster care and homeless education liaisons to ensure sufficient time and capacity to implement the required mandates of ESSA and McKinney-Vento. The schedule/effort and time should be on district letterhead.

Label as Submission FC/H01.

REQUIREMENT

Every LEA, whether they have a student in foster care or not, is required to have a designated foster care liaison in place. The local liaison must be knowledgeable about implementing the Title I educational stability requirements for children in foster care and have sufficient capacity to fulfill their duties (Section 1111(g)(1)(E) and 1112(c)(5)(A)).

Liaisons provide information on their role to school personnel, service providers, and advocates working with foster care youth. The local liaison provides the following information for all students in foster care:

- Names and addresses of the educational agencies;
- Child's grade level performance;
- Placement and exit date;
- Current class schedule;
- Home language;
- High school exit exam results; and
- Attendance records

Every LEA, whether they have a student experiencing homelessness or receive the McKinney-Vento Education of Homeless Children and Youth subgrant or not, is required to designate a homeless liaison (Section 722(g)(1)(J)(ii)). The liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

The McKinney-Vento Act requires every district to "designate an appropriate staff person" who is *able to carry out their McKinney-Vento duties* to serve as a liaison (42 USC §11432(g)(1)(J)(ii)).

LEA homeless liaisons must ensure that:

- Homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Homeless children and youth are enrolled in, and have full and equal opportunity to succeed in, the school or schools of the district;
- Homeless families, children, and youth have access to and receive educational services for which such families, children, and youth are eligible, including services through Head Start programs (including Early

Head Start programs), early intervention services under Part C of the IDEA, and other preschool programs administered by the district;

- Homeless families, children, and youth receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services;
- Parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youth, and unaccompanied youth, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians and unaccompanied youth;
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act;
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- School personnel receive professional development and other support, and
- Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 USC 1087vv), and their right to receive verification of this status from the local liaison.

Even if the LEA has not identified any students as experiencing homelessness, the liaison needs the capacity to implement and maintain programmatic elements, provide professional development to school personnel, and attend the required professional development.

DOCUMENTATION

- School board meeting minutes naming the district foster care and homeless liaisons by name(s) and position(s) (i.e. James Smith, Counselor, will serve as the foster care liaison for school year 2024-25 and Jane Doe, Title I Coordinator will serve as the homeless liaison for school year 204-25). Highlight the appropriate information.
- District job description for the Foster Care and Homeless Liaisons (on district letterhead).
- A narrative (on district letterhead) outlining:
 - Documentation of the schedule/time and effort of the foster care and homeless liaison positions
 - Other job responsibilities of the foster care and homeless liaisons and corresponding hours allocated
 - Structure of positions

RESOURCES

- [NDDPI Homeless Education Webpage](#) (under Resources and Links, Annual Record-Keeping Assistance)
- [NDDPI Foster Care Webpage](#)

Submission FC/H02 – Enrollment Policies & Procedures, School of Origin, and Best Interest of Determination

- ☐ Submit the district policy, ensuring immediate enrollment in the school regardless of relevant records and documentation.
- ☐ The district's Best Interest of Determination (BID) form. The form should be on district letterhead.
- ☐ The district policy ensuring stability or the Memorandum of Understanding (MOU).
- ☐ Submit a copy of the residency questionnaire given to all students at registration or when a new student is enrolled into the school district. The residency questionnaire should be on district letterhead.
- ☐ Submit a narrative of the district's enrollment process (on district letterhead) that includes:
 - ☐ The district's enrollment process, and
 - ☐ How the district identifies students experiencing homelessness through the enrollment process and residency questionnaire.

Label as Submission FC/H02.

REQUIREMENT

1111(g)(1)(E)(ii)(iii)

LEAs must immediately enroll foster care students in their new school to prevent educational discontinuity. The school of origin is responsible for sending all essential academic records to the receiving school within 48 hours of notice or Best Interest Determination (BID) decision. In addition, enrollment must not be denied or delayed for any population of students, even if the student doesn't have the required documentation. The enrolling school must immediately contact a child's school of origin to obtain relevant records and documentation.

1111(g)(1)(E)(i) and 1112(c)(5)

An LEA, in collaboration with the custodial agency, must determine whether it is in the child's best interest to remain in their school of origin and take into consideration all factors relating to a child's best interest. If the LEA Foster Care Liaison is not immediately notified of a Foster Care student transfer, it is critical to contact the custodial agency and document why the school was not involved.

Transportation costs should NOT be considered when determining a child's best interest.

42 USC §722 (g)(6)(A)(i)

The district must ensure that children and youth in homeless situations are located, identified, and referred by school personnel to the local liaison.

All districts should provide a housing/residency questionnaire to ALL students at the start of each year. The housing/residency questionnaire must also be provided if a new student moves in. The district should have an outlined protocol for identifying students using the questionnaire, indicating the next steps. An example would include:

The answer you give below will help the district determine what services you or your child may be able to receive under the McKinney-Vento Act. Students who are protected under the McKinney-Vento Act are entitled to immediate enrollment in school even if they don't have the documents normally needed, such as proof of residency, school records, immunization records, or birth certificates. Students who are protected under the McKinney-Vento Act may also be entitled to free transportation and other services.

Where is the student currently living? (Please check one box.)

☐ *In a shelter*

☐ *With another family or other person because of loss of housing or as a result of economic hardship (sometimes referred to as "doubled-up")*

☐ *In a hotel/motel In a car, park, bus, train, or campsite*

☐ *Other temporary living situation*

DOCUMENTATION

- District Policy that Ensures Educational Stability for Foster Care and Homeless Youth
- District Best Interest Determination form (BID) (on district letterhead) approved by the school board
- BID documentation of youth with the date of the decision (on district letterhead)
- District protocol for record transfer for youth in foster care (on district letterhead)
- District protocol for enrollment of youth in foster care (on district letterhead)
- Documentation of foster youth who are attending their school of origin (names redacted)
- Documentation of foster youth who have transferred to another district (names redacted)
- Housing/Residency questionnaire (on district letterhead)
- Narrative of the enrollment process for the district that also includes how students experiencing homelessness are identified.

RESOURCES

- [Best Interest Determination](#)
- [Collaborative Roles](#)
- [NDDPI Homeless Education Webpage](#) (under Resources and Links, Annual Record-Keeping Assistance)
- NDSBA Policy
 - [FDB Education of Homeless Students](#)
 - [FDH Student in Foster Care](#)
 - [FDH-E1 Foster Care Student Best Interest Determination Form](#)

Submission FC/H03 – Education Policies, Procedures, and Notice of Rights

- ☐ Submit documentation for each of the following requirements:
 - ☐ A copy of the district's current homeless education policy immediately enrolling students experiencing homelessness and preventing educational discontinuity. The homeless education policy should be on district letterhead AND approved by the school board.
 - ☐ A copy of the district's current dispute resolution policy AND procedure specific to students experiencing homelessness. Dispute resolution documents should be on district letterhead.
 - ☐ Submit a list of locations where the required notice of rights for students experiencing homelessness is displayed in the district AND in the community. Provide two to three photos of hanging notice of rights with correct information for both district and state contacts.

Label as Submission FC/H03.

REQUIREMENT

42 USC §722(g)(1)(I)

42 USC §11432(g)(1)(I)

Districts must ensure that the dispute resolution must not exceed fifteen (15) days at each level of resolution. Stability is critical to families and youth experiencing homelessness, and it is imperative that disputes are promptly resolved.

Districts should review policies at a minimum every three (3) to five (5) school years. The policy should reflect the date adopted and the date revised by the school board.

Districts must review policies or practices every three years that may act as barriers to the identification, enrollment, attendance, and school success of homeless children and youth, including barriers due to outstanding fees, fines, or absences. Policy review should be done in collaboration with homeless parents, youth, and advocates so that new barriers (or barriers the district staff may be unaware of) do not prevent children and youth from receiving the free, appropriate public education to which they are entitled. Districts must continually review and update policies and procedures to ensure there are no barriers to identifying students experiencing homelessness and their full participation in school.

42 USC §722 (g)(6)(A)(vi)

42 USC §11432(g)(6)(A)(v)

Public notice of the educational rights of homeless children and youth is required in locations frequented by parents or guardians of such youth, and unaccompanied homeless youth, including schools, shelters, public libraries, food pantries/soup kitchens, and other community entities, in an understandable manner.

The McKinney-Vento Homeless Education Assistance Act states that school districts shall ensure that public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under this Act, such as schools, family shelters, libraries, food pantries/soup kitchens, and other community entities.

DOCUMENTATION

- District's current homeless education policy on (district letterhead)
- District's current dispute resolution policy for youth experiencing homelessness (on district letterhead)
- Pictures of public notices, with correct district and state contact information, in all school buildings
- List of community locations where public notice of rights are hung

Please Note: Policies may include dispute resolution policy and process, transportation policy, homeless education policy, enrollment policy and process, and unaccompanied homeless youth policy.

RESOURCES

- [NDDPI Homeless Education Webpage](#) (under Resources and Links, Annual Record-Keeping Assistance)
- [Parent and Youth Posters](#) from the National Center for Homeless Education (NCHE)
- NDSBA Policy
 - FDB Education of Homeless Students
 - FDB-BR Education of Homeless Dispute Resolution Procedure
 - FDH Student in Foster Care
 - FDH-E1 Foster Care Student Best Interest Determination Form

Submission FC/H04 – Transportation Policy & District Form

- ☐ Submit a copy of the following two items:
 - ☐ The district's Transportation form, and
 - ☐ The district policy governing how transportation is provided, arranged, and funded or the Memorandum of Understanding (MOU).

Label as Submission FC/H04.

REQUIREMENT

1112 (c)(5)(B) and Social Security Act 475(4)(A)

The LEA must collaborate with local child welfare agencies to ensure that transportation to the school of origin for foster care children is provided, arranged, and funded for the duration of the child's time in foster care.

DOCUMENTATION

- District Transportation Form – displaying district letterhead/logo
- District policy on transportation for youth in foster care
- Documentation of how transportation to the school of origin will be provided, arranged, and funded.
- Copy of Memorandum of Understanding (MOU)

RESOURCES

- [Transportation Plan Guide](#)
- [Transportation Form Template](#)
- Sample Transportation Agreement MOU (see following pages)
- [NDSBA Policy](#)
 - [FDB Education of Homeless Students](#)
 - [FDH Student in Foster Care](#)
 - [FDH-BR1 Foster Care Student Transportation Procedure](#)
 - [FDH-BR2 Foster Care Student Transportation Dispute Resolution](#)
 - [FDH-E2 Foster Care Student Transportation Plan](#)

Sample Documentation – Submission FC/H04 – Transportation Agreement MOU

TRANSPORTATION AGREEMENT MEMORANDUM OF UNDERSTANDING

Between
Local Education Agency (LEA)
and
Custodial Agency (CA)

Transportation Procedures Agreement

*To ensure the educational stability of Foster Care Youth:
Every Student Succeeds Act (ESSA) Requirements*

This Memorandum of Understanding (MOU) addresses transportation-related provisions. Additional policies may be added to address the unique needs of each collaboration between the LEA and CA to ensure foster care youth's educational stability. Note: This MOU is not a local transportation plan; it is an agreement between the LEA and CA to collaboratively design a local transportation plan.

Purpose:

The purpose of this agreement is to establish transportation procedures between _____ (LEA) and _____ (CA) to ensure the provision of transportation for foster care youth enrolled in an LEA (Pre-K – 12) when the best interest determination indicates that the student should remain in the school of origin, and alternative means of transportation to and from school have been fully explored and deemed unavailable.

Joint Responsibilities:

- The LEA and CA agree to collaborate to update or establish formal mechanisms to ensure that the LEA is promptly notified when a child enters foster care or has changes in foster care placement.
- The LEA and CA agree to collaborate to jointly design a comprehensive transportation plan to ensure that transportation for children in foster care is provided, arranged, and funded.
- Both parties agree that under no circumstances shall a transportation dispute between parties delay or interrupt the provision of transportation for a child to the school of origin.
- Both parties agree to communicate regularly and share leadership responsibilities at the local level to ensure that available resources for transportation are utilized most effectively, without duplication.
- Both parties agree that transportation must be provided in a “cost-effective” manner with low-cost/no-cost options explored. (e.g., pre-existing bus stops or public transportation, foster parents provide transportation, transportation by other programs if the child is eligible).
- Both parties agree to maintain the confidentiality of information regarding children and families being served in accordance with the Family Education Rights and Privacy Act (FERPA) and all other State and Federal laws and regulations regarding confidentiality.
- Both parties understand that all federal, state, and local funding sources should be maximized to ensure transportation costs are not unduly burdensome on one agency.

School District Responsibilities:

- Establish a Foster Care Point of Contact (POC), given the importance of transportation to ensure educational stability requirements defined by the Every Student Succeeds Act (ESSA).
- Share the Foster Care POC's contact information with state and local education and child welfare agencies.
- Understand that even if an LEA does not transport other students, it must ensure that transportation is provided to children in foster care, adhering to the collaboratively designed transportation plan.
- Acknowledge that Title I is an allowable funding source for additional transportation costs, although funds reserved for comparable services for homeless children and youth may not be used for transportation.

- Inform CA whether Title I funds are available to support **additional** transportation costs for foster care children to maintain enrollment in their school of origin.
- Agree, if applicable, to support additional transportation costs for eligible foster care youth utilizing funds made available within Title I.
- Understand if there are additional costs to provide transportation for children in foster care to remain in their school of origin, the LEA (school of origin) will provide such transportation if (1) CA agrees to reimburse the LEA for the cost of transportation; (2) the LEA agrees to pay for the additional costs; or (3) the LEA and CA agree to share the costs.
- Agree that a child must remain in their school of origin while any disputes are being resolved. Agree to provide or arrange adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

Custodial Agency Responsibilities:

- Identify all children in foster care enrolled in the LEA for the LEA and CA to fulfill the jointly agreed upon transportation responsibilities.
- Inform LEA of children in foster care who may need transportation to maintain enrollment in their school of origin.
- Agree to immediately inform the school of origin of children in foster care who experience a change of foster care placement.
- Agree, if applicable, to support transportation costs for eligible foster care youth utilizing funds made available within the county's child welfare budget under Section 475(4)(A) of Title IV-E of the Social Security Act.
- Inform the LEA/school of origin whether Title IV-E funds are available to support additional transportation costs for foster care children to maintain enrollment in their school of origin. Agree to assist the LEA/school of origin in exploring the full range of options for providing and funding transportation to maintain a child in their school of origin, consistent with the child's educational stability plan.

Updates and Revisions:

Updates and revisions to this MOU should be made as needed and maintained on file by both entities. The school district and custodial agency agree to update or revise this MOU as needed or every three years to coincide with the contractual timelines.

This agreement will be reviewed and approved by representatives of both agencies:

[Custodial Agency Name]

[Address]

[Address]

[City, State, Zip]

Custodial Agency Printed Name: _____

Custodial Agency Signature: _____ Date: _____

[School District]

[Address]

[Address]

[City, State, Zip]

LEA Printed Name: _____

LEA Signature: _____ Date: _____

Submission FC/H05 – Coordination of Services & Supports

- ☐ Submit documentation for each of the following requirements:
 - ☐ Submit documentation that the Foster Care Liaison coordinates with local social services, agencies, parents/ guardians, custodial, and other school personnel providing services to foster care children. Evidence could include meeting schedules, agency and coalition contacts, coordination with other district programs, and interaction with other district liaisons, including documents illustrating the local partnerships and collaborations in which the liaison is engaged.
 - ☐ The list of agencies that provide community support/services (updated yearly by the foster care and/or homeless education liaison) and a narrative (on district letterhead) ensuring coordination within the school district and community to identify appropriate supports and services for youth in foster care or experiencing homelessness.
 - ☐ The district's detailed ledger to show Title I set-aside funds are being utilized to ensure that students experiencing homelessness have access to and receive the necessary Title I supports/services.

Label as Submission FC/H05.

REQUIREMENT

ESSA Sec. 1111(g)(1)(E) and Social Security Act Sec. 475(1)(G) Fostering Connections to Success Act of 2008

Educational and child welfare agencies collaborate to make informed decisions about children and remove barriers that may hinder the implementation of Title I foster care provisions. Liaisons and custodial agencies should collaborate to ensure that all school staff is sensitive to the complex needs of foster youth, are informed about the impact trauma has on a child's ability to learn, and that the appropriate interventions and strategies are in place to support them.

42 USC §722(g)(6)(C)

The district must collaborate and coordinate with the McKinney-Vento State Coordinator, local community, and school personnel for the education and services provided to homeless students.

Liaisons should have a list of annually updated and relevant contacts for other agencies to support children, youth, and families experiencing homelessness. The liaison should, at minimum, contact each agency every year, identifying themselves and their role as homeless liaison.

Districts must ensure that youth identified as experiencing homelessness receive the necessary supports and services to obtain college and career readiness. A district must show evidence that the Title I set-aside funds address the needs of students experiencing homelessness.

A district must provide services to each homeless child and youth that are comparable to services offered to other students in the district (Section 722(g)(4)). These services include public preschool programs and other educational programs or services for which a homeless student meets the eligibility criteria, such as programs for children with disabilities, programs for English learners, programs in career and technical education, programs for gifted and talented students, before-and after-school programs, school nutrition programs, and transportation. (Section 722(g)(4)).

Collaboration and coordination with other service providers include public and private child welfare and social services agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities.

DOCUMENTATION

- Education and Child Welfare collaboration documentation (agenda, minutes, sign-in sheets, etc.) of meetings, agency and coalition contacts, and coordination with other district Foster care liaisons.

- Education and Child Welfare collaborative trainings and meetings documentation.
- List of community resources/contacts.
- Ledger for Title I Set-Aside.
- A narrative that describes the district's process to ensure that identified youth experiencing homelessness receive necessary support and services within the school district.

RESOURCES

- [Points of Contact](#)
- [Collaborative Roles](#)

Submission FC/H06 – Professional Development

- ☐ Submit documentation for professional development the foster care and homeless education liaisons have attended (a minimum of five (5) hours is strongly encouraged).
- ☐ Submit documentation that the foster care and homeless education liaisons have provided required professional development to district personnel (agenda, presentation materials, AND sign-in sheet).

Label as Submission FC/H06.

REQUIREMENT

111(g)(1)(E) and 1112(c)(5)(A)

Liaisons provide information on their role to school personnel, service providers, and advocates working with foster care youth. Liaisons must attend professional development AND ensure that school personnel receive professional development and other support.

Section 722(g)(1)(J)(ii)

The local liaison serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. Every district, whether or not it receives a McKinney-Vento subgrant, is required to designate a local liaison. (Section 722(g)(1)(J)(ii)). The liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

Liaisons must attend professional development AND ensure that school personnel receive professional development and other support.

Liaisons are strongly encouraged to attend five (5) professional development opportunities. Liaisons should document all professional development with copies of agendas, hand-outs, and/or certificates kept on file for program best practices and monitoring purposes.

Liaisons are required to provide an annual professional development (at a minimum) to district staff on the experience of student homelessness. Professional development and training for district staff should include administrators, teachers, paraprofessionals, and school support staff. The focus of professional development is a local decision made by the liaison based on district needs. The focus of professional development could include the definition of homelessness, signs of homelessness, the impact of homelessness on students, and the steps that should be taken once a potentially homeless student is identified, including how to connect the student with appropriate housing and service providers. Documentation should include an agenda, sign-in sheet, and PowerPoint.

McKinney-Vento Non-Regulatory Guidance

The McKinney-Vento Act highlights the need for SEAs and districts to provide adequate training to State Coordinators and local liaisons and ensure that State Coordinators and liaisons have sufficient capacity to carry out their duties.

DOCUMENTATION

- Documentation of professional development attended could include copies of PowerPoints, agendas, sign-in sheets, etc.
- Documentation of professional development provided to school personnel should include copies of PowerPoints, agendas, and sign-in sheets, etc.

Please contact Jen Withers at jwithers@nd.gov or (701) 328-4612 with questions about Foster Care and

Homeless Program submissions.