

Kentucky Department of Education
Awarding Credit and Partial Credit to Homeless Children and Youth
Procedures Checklist

The McKinney-Vento Act (42 U.S.C. §11432(g)(1)(F)(ii)) requires local education agencies (LEAs) to have clear procedures in place to award full or partial credit for work completed for students experiencing homelessness. Kentucky Administrative Regulation (KAR) [704 KAR 7:090](#) includes specific requirements that Kentucky LEAs must include in the development and implementation of their local procedures ensuring credit, including partial credit, is awarded for all coursework satisfactorily completed by homeless children and unaccompanied youth.

While many LEAs have a policy in place, often the policy does not include procedures for implementation. For example, the procedures must include a tool or methodology for how credit, including partial credit, will be awarded for all coursework satisfactorily completed by students experiencing homelessness and unaccompanied youth. The methodology for awarding credit, and other topics that are required to be discussed in the procedures, are district decisions and will likely differ between districts. Therefore, LEAs must create local procedures that meet the needs of their students and satisfy the requirements of 704 KAR 7:090. This checklist can assist LEAs in the development of local procedures to ensure the required elements are accounted for and that students experiencing homelessness are awarded partial and full credits to the extent possible.

Required Elements from McKinney-Vento Act and 704 KAR 7:090

The below elements **must** be included in each district's clear and **written** procedures:

- The tool or methodology the LEA uses to calculate credit, including partial credit, that is to be awarded for all coursework satisfactorily completed by homeless children and unaccompanied youth.
- The consolidation of partial credit, where appropriate, to provide opportunities for credit accrual eliminates academic and nonacademic barriers for homeless children and unaccompanied youth.
- How the LEA provides students experiencing homelessness access to extracurricular and summer programs, credit transfer and electronic course services, and after-school tutoring and other extended school services available in the district to the fullest extent practicable and at nominal or no costs.
- The ways in which the LEA lessens the impact of school transfers for homeless children and unaccompanied youth, including the following:
 1. Identifying systems that are in place to ease the transition of students experiencing homelessness, particularly during the first two weeks at a new school;
 2. Requiring counselors to provide timely assistance and advice to improve college and career readiness for students experiencing homelessness; and

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3. Granting priority placement in classes offered by the LEA that meet state minimum graduation requirements for students who change schools at least once during a school year because of homelessness.

- How and in what circumstances the LEA allows a student experiencing homelessness who was previously enrolled in a course required for high school graduation to complete that course at no cost before the beginning of the next school year as required by KRS 156.160(1)(p)2.
- The required review of credit accrual and the personal graduation plan for each homeless student and unaccompanied youth that is not on track to receive a high school diploma before the fifth year of high school enrollment.
- The procedures address all homeless and unaccompanied youth students, from **Required Elements** from 704 KAR 7:090.

The following items may be beneficial to homeless children and youth regarding earning credit, partial credit and acknowledgment of previous coursework completed and may be included in a district's written procedures:

- The procedures allow for timely placement into similar elective courses compared to a prior school.
- The procedures engage students by offering courses connecting to college and/or careers.
- The procedures allow for flexibility, such as flexible scheduling, open entry and exit, extended year or self-paced learning.
- The procedures allow for small or personalized learning environments.
- The procedures allow blended learning opportunities (computer-based or digital learning).
- The procedures allow for work-based learning, apprenticeships or alternative education to allow students to recover credits or earn income while completing credits.
- The procedures allow for the integration of content standards into one course where they can earn simultaneous credit.

Resources

The following resources may be consulted when developing and/or refining procedures for ensuring partial and full credit for students experiencing homelessness.

1. [Maximizing Credit Accrual and High School Completion for Homeless Students](#): This resource from the National Center for Homeless Education (NCHE) includes best practices for LEAs to consider when maximizing credit accrual and high school completion for students experiencing homelessness. This brief provides information pertaining to the academic support and success of homeless students, addresses barriers that homeless students may face in obtaining academic credit and includes interventions and supports available under Title I.

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2. [Awarding and Accepting Partial Credits for Students Experiencing Homelessness](#): This resource from SchoolHouse Connection provides a three-step outline that might guide LEAs during the process of awarding credits and accepting partial for homeless students. Step one suggests immediate enrollment based on available information and follow-up with adjustments. Step two provides multiple tools and suggestions for calculating credits in differing scenarios. Step three offers suggestions to guide the credit acceptance process from outside LEAs in various contexts. Please note that the Kentucky Department of Education does not endorse the services or products offered by SchoolHouse Connection.
3. [Kentucky Department of Education/SchoolHouse Connection Webinar](#): This session provides an overview of the requirements under McKinney-Vento to accept and award partial credits, including a discussion of best practices, transcript audit practices and the role of the counselor in supporting students experiencing homelessness.