

Ensuring Educational Success for Children and
Youth Without Homes:
Title I and McKinney-Vento in Partnership

Maryland 2010 Title I Administrative Meeting


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Status of Child and Youth Homelessness: National

- Over 937,000 homeless children in public schools in 2008-2009; more than after Katrina/Rita
 - 38% increase in number of homeless students in public schools in two years (2006-2007 to 2008-2009).
 - Of the 2,200 school districts who responded to NAEHCY survey, 39% had enrolled more homeless students by March 5, 2010 than the entire previous school year
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Status of Child and Youth Homelessness: Maryland

- 10,676 homeless children in Maryland public schools in 2008-2009; 24% increase over two year period
 - 13 Maryland LEAs responded to NAEHCY survey; 7 of the 13 had surpassed 2008-2009 homeless enrollment by March 5, 2010
 - Greatest challenges: lack of affordable housing, basic needs, transportation to school of origin, identification of homeless students
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Barriers to Educational Access and Success

- Enrollment requirements (school records, health records, proof of residence and guardianship)
 - High mobility resulting in lack of school stability and educational continuity
 - Lack of awareness; under-identification
 - Lack of transportation
 - Lack of school supplies, clothing, etc.
 - Poor health, fatigue, hunger
 - Prejudice and misunderstanding
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Definition of “Homeless”

- Children who **lack a fixed, regular, and adequate nighttime residence**—
 - Sharing the housing of others due to loss of housing, economic hardship, or similar reason
[67% of identified homeless students nationally, in 2008-2009; 76% in Maryland]
 - Living in motels, hotels, trailer parks, camping grounds due to lack of adequate alternative accommodations
[Motels: 7% of identified homeless students nationally in 2008-2009; less than 1% in Maryland]
 - Living in emergency or transitional shelters
[22% of identified homeless students nationally in 2008-2009; 13% in Maryland]
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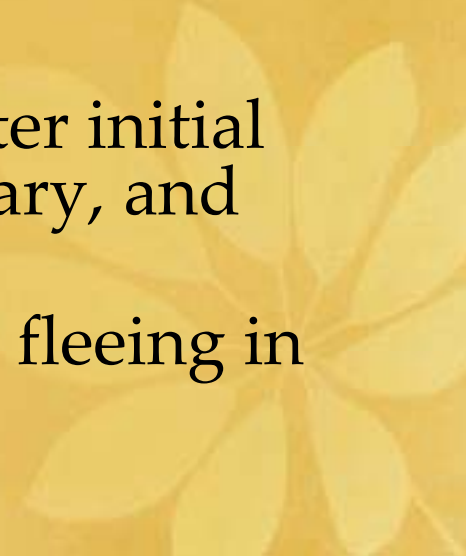


Definition of “Homeless,” Continued

- Awaiting foster care placement
 - Living in a public or private place not designed for humans to live
 - Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
 - Migratory children living in above circumstances
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Homeless Definition: Why so Broad?

- Shelters are often full; shelters may turn families away, or put families on waiting lists
 - Shelters do not exist in many suburban and rural areas
 - Eligibility conditions of shelters often exclude families with boys over the age of 12
 - Shelters often have 30, 60, or 90 day time limits
 - Motels may not be available, or may be too expensive
 - Families may turn to friends or family after initial eviction, living in over-crowded, temporary, and sometimes unsafe environments
 - Families may be unaware of alternatives, fleeing in crisis
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McKinney-Vento at a Glance

- Liaisons in every school district with responsibilities to identify homeless children, assist with enrollment and participation, ensure families receive Head Start and other services
 - School Stability
 - Transportation to school of origin
 - Immediate Enrollment
 - Enrolled During Disputes
 - Comparable Services
 - Ensure access to preschool programs administered by LEAs
 - Special considerations for unaccompanied homeless youth
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Collaboration Between Title I and Homeless Education

Law, Policy, and Practice




Eligibility

All children and youth experiencing homelessness are eligible for Title I services in Title I schools, non-Title I schools, and in settings, such as shelters and hotels, where they may reside. [NCLB, Section 1113(c)(3)(A)]






Why Are Homeless Children Categorically Eligible for Title I?

- Children and youth who are homeless are among the most educationally at risk:
 - Repeat grades at higher rates than other students
 - Poorer results on academic assessments
 - More social, emotional, health challenges that impact learning
 - Therefore, serving homeless children and youth is an integral part of Title I, Part A
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How Does Title I Help Homeless Students?

- Title I is a primary resource for homeless students in both districts with and without McKinney-Vento subgrants
 - In school districts with McKinney-Vento subgrants, Title I enables the homeless education program to provide a broader range of services
 - Title I has many academic support programs in place in which homeless students participate
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LEA Requirements for Coordination

- LEAs consolidated applications must describe how services for homeless children will be coordinated and integrated with the Title I-A program “in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program” [NCLB, Section 1112(b)(E)(ii)]
 - Services to be provided through the LEA reservation to homeless students in non-Title I schools should be described in the LEA plan [NCLB, Section 1112(b)(O)]
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The LEA Reservation

The LEA reservation for homeless students has two specific purposes:

- To provide comparable services to homeless students enrolled in non-Title I schools
- To provide educationally-related support services to children in shelters and other locations where homeless children may live.

[NCLB, Section 1113(c)(3)(A)]



Methods to Determine the LEA Reservation

- Base amounts on an annual needs assessment for homeless students
- Project costs involved in serving homeless students based on current needs
- Multiply the number of homeless students by the Title I-A per pupil allocation
- For districts with subgrants, reserve an amount equal to or greater than the MV funding request
- Reserve a percentage based on the district's poverty level or total Title I-A allocation



Uses of Title I Funds


- LEAs may use Title I set asides for homeless students to provide services that are not ordinarily provided to other Title I students and that are not available from other sources

M-4 in ED's EHCY Program Guidance at
<http://www.ed.gov/programs/homeless/guidance.pdf>





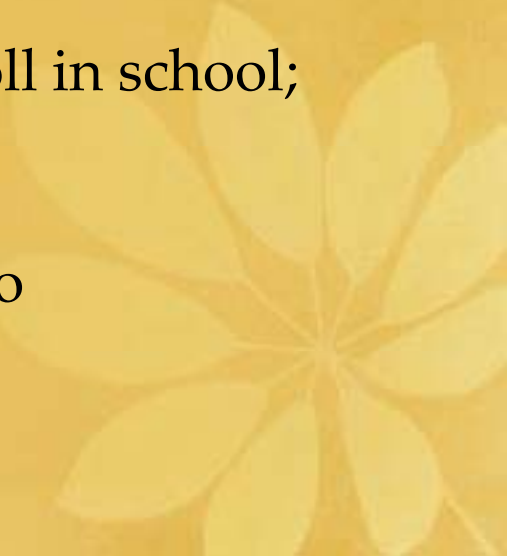
Permissible Uses of Title I Set Aside Funds

- Parent Involvement
 - Basic Needs
 - Outreach services
 - Counseling Services
 - Professional Development
 - Coordination with other programs to serve homeless children
 - Support a homeless liaison
 - *Reasoning: McKinney-Vento requires each LEA to designate a liaison who may also be a coordinator for other Federal programs. Because another Federally funded coordinator may perform these duties, an individual paid, in whole or in part, with Title I, Part A funds, may serve as a homeless liaison.*
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Permissible Uses of Title I Funds

Examples of services reasonable and necessary to assist homeless students to take advantage of educational opportunities:

- Clothing/shoes necessary to participate in physical education
 - Student fees necessary to participate in the general ed program
 - Fees for AP and IB testing
 - Fees for SAT/ACT testing
 - GED testing for school-age students
 - Birth certificates, immunizations needed to enroll in school;
 - Food, medical and dental services
 - Eyeglasses and hearing aids
 - Counseling services to address anxiety related to homelessness that is impeding learning;
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Spotlight: St. Paul, MN

- Setaside amount determined by multiplying number of homeless students by Title I Part A per pupil allocation. 2009-2010: \$800,000
 - Setaside used for:
 - Part of liaison's salary
 - Four educational assistants (assist with enrollment)
 - 1.5 social workers
 - Transportation coordinator
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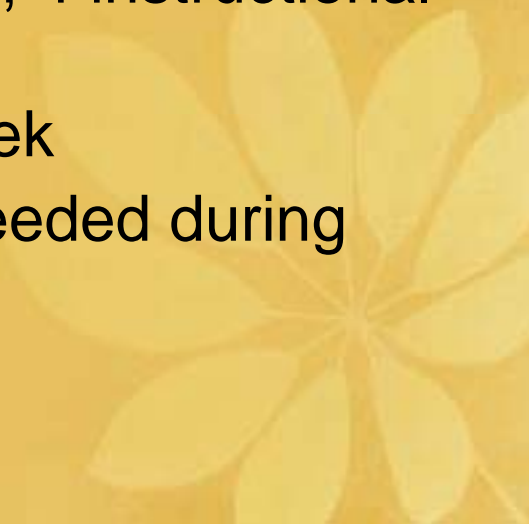


Spotlight: Hillsborough County, FL

- The homeless liaison works with the General Director of Title I services to access Title I funds for homeless students. Amount: \$551,991
 - Funds used for:
 - Tutoring at shelters and schools
 - Field trips
 - School supplies
 - Social work services - referrals and support
 - Professional development
 - Evaluation services
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Spotlight: Cincinnati, OH

- District multiplies homeless students in non-Title I schools by Title I per pupil: \$457,864
 - Funds used for:
 - 2 K-8 advocates
 - 1 preK-8 advocates
 - 1 adolescent advocate
 - Summer program - 4 certified teachers, 4 instructional assistants, 2 university students
 - School psychologist for two days a week
 - Supply line item for special supplies needed during the year
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Strategies for Collaboration

- Cross training for Title I Directors and Homeless Liaisons.
 - Frequent meetings between Title I Director and Homeless Liaison to determine how Title I will serve children and youth experiencing homelessness.
 - Collect and share within and across school districts concrete data on the needs of children and youth in homeless situations.
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Strategies for Collaboration, 2

- Ensure that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue.
 - Establish and widely disseminate information on district-wide policies, procedures, and guidelines to identify and serve eligible students.
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Strategies for Collaboration, 3

- Consider local homeless education liaison representation on the State Committee of Practitioners.
 - Articulate clearly how the local liaison will be able to access Title I-A set aside funds.
 - Include homeless parents in Title I parental involvement policies and create opportunities for homeless parents to be involved.
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Additional Resources

- Online Training Video: “Homeless Education and Title I: Collaboration and Compliance Training Video” - <http://servepres.serve.org/p79332226/>
 - USDE Guidance – www.ed.gov
 - www.serve.org/nche
 - www.naehcy.org
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