

Identifying and Meeting the Needs of Students Experiencing Homelessness



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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



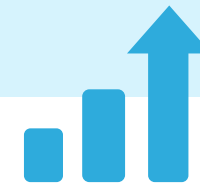
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Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



Agenda

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- Overview and Purpose
- Importance of Proper Identification
- Common Signs
- Tips and Identification Strategies

Title IX, Part A – McKinney-Vento

The purpose of Title IX, Part A is to:

- ✓ ensure that each child experiencing homelessness has equal access to a free, appropriate public education, including a public preschool education;
- ✓ revise policies and remove barriers that impede the identification, enrollment, attendance, or school success of children experiencing homelessness; and
- ✓ ensure access to an education and other services to meet the Mississippi College and Career Readiness Standards.

42 U.S.C. 11431

McKinney-Vento Definition of Homelessness

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

*Living in motels, hotels, trailer parks or camping grounds due to lack of adequate alternative accommodations

Living in emergency or transitional shelters

* Review cases individually to determine eligibility.

Homeless Definition (continued)

- 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
- Utilities, infestation, mold and danger should be considered when determining substandard housing
- Unaccompanied youth in **one of the above situations** would be homeless

Being homeless doesn't just mean living in shelters...



of formerly homeless students surveyed say homelessness was something they experienced more than once.



say they were homeless both with a parent or guardian and alone.



stayed with other people rather than in one consistent place they called home.



slept in a car, park, abandoned building, bus station or other public place.

Learn what matters. Get involved.
[GradNation.org/Homeless](https://gradnation.org/homeless)

HIDDEN IN PLAIN SIGHT

#UnseenStudents

HOMELESS STUDENTS IN AMERICA'S PUBLIC SCHOOLS

Importance of Identification

Why is identification important?

- It's the law.
- It affects the funding available to our state and districts.
- We cannot serve children and youth if we don't know who they are.

Federal Law Requirements

- **Every LEA** must designate a McKinney-Vento liaison who is able to carry out his/her legal duties.
- LEA administrators should review:
 - The legal requirements for the position
 - Data on prevalence and needs of homeless students
 - Efforts that may be necessary to improve identification
 - Monitoring findings

McKinney-Vento Act Sec. 722(g)(1)(J)(ii)

Liaison Responsibilities

Liaison Responsibilities

- Ensure homeless students enroll in and have an equal opportunity to succeed in school
- Help schools identify homeless students through outreach and coordination with other entities and agencies
- Disseminate public notices of rights of homeless students

McKinney-Vento Act Sec. 722(g)(6)(A)

Liaison Responsibilities

- Liaisons must ensure:
 - School personnel providing McKinney-Vento services receive professional development and other support
 - Children, youth and families have access to and receive educational services for which they are eligible, including Head Start, early intervention and other preschool programs
 - Children and families receive referrals to health care, dental, mental health, substance abuse, housing and other services.

McKinney-Vento Act Sec. 722(g)(6)(A)

Liaison Responsibilities

- Liaisons must ensure:
 - Disputes are resolved and assistance to access transportation is provided
 - Participation in professional development and request technical assistance in identified areas of need

McKinney-Vento Act Sec. 722(g)(6)(A)

Common Signs

Common Signs: Academic

- Attendance at many different schools
- Absence of personal records needed to enroll
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize

Common Signs: Attendance

- Erratic attendance and excessive tardiness
- Numerous absences
- Lack of participation in after-school activities
- Absences on days when students bring treats or special projects are due

Common Signs: Space Issues

- Lack of shower facilities, washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming
- Consistent lack of preparation for school
- Incomplete or missing homework
- Unable to complete special projects that require resources or family support and stability

Common Signs: Behavioral

- Refuse invitations from classmates
- Constantly lose supplies, homework
- Worry about safety of possessions
- Parents avoid school
- Parentification
- Anxiety late in the school day or year or before holiday breaks or weekends
- Marked change in behavior
- Difficulty trusting

Tips and Strategies

Tips: Beyond Enrollment

- Assist with attendance reviews
- Engage youth in awareness activities
- Review mailing labels and transportation logs
- Use the district website to share information

Tips: Youth

- Administer surveys to youth
- Accept referrals from other students
- Provide outreach to areas where students might congregate
- Incorporate homelessness into lessons
- Hold a school convocation on homelessness

Identification Strategies

- Avoid using the word homeless with families or youth.
- Alternatives might include “between homes,” “not currently housed” or “living at X location.”
- Coordinate with community service agencies including shelters, food pantries, law enforcement, legal aid, public assistance, housing. mental/public health departments, and homeless Continuums of Care (CoC).
- Provide training and awareness activities on the definition and signs of homelessness.

Identification Strategies

- Coordinate with youth-serving agencies, child welfare, juvenile courts, teen parent programs, etc.
- Make efforts to identify preschool children, including asking about siblings of school-aged homeless children.
- Use enrollment and withdrawal forms to ask about living situations.

LEA Responsibilities

LEA Responsibilities

LEAs must:

- Include identification as a part of all needs assessments
- Reserve a homeless set-aside
- Provide comparable transportation to and from the school/preschool of origin
- Review and revise any policies that may act as a barrier to the identification, enrollment, attendance or success

McKinney-Vento Act Sec. 722(g)(3) and (6)

McKinney-Vento Act Sec. 723

Funding

Homeless Funding Streams

- Required set-aside for homeless students
(for ALL districts whether or not a homeless population has been identified)
- McKinney-Vento Subgrant
(based on a demonstrated need)

Homeless Set-Aside

- Based upon a needs assessment (can be the same one used for McKinney-Vento Homeless Assistance Act)
- Proportional to the needs of the identified homeless population
- For all homeless students in the district (Title I schools and Non-Title I schools) Section 11113(c)(3)(A)(i)
- Based on a review of the district's poverty rate and prior school year's MSIS data

ESEA Sec. 1113(c)(3)(A)(i) and Sec. 1113(c)(3)(C)

Determining the Homeless Set-Aside

Conduct a needs assessment which includes the district homeless student population to determine the set-aside amount.

Prior year's expenditures

Percentage of the total allocation

Grade span

Determining the Homeless Set-Aside

Grade Span

Example:

Consider the needs of elementary, middle and high school students who are homeless.

Prior Year's Expenditures

Example:

In reviewing last year's expenditures for homeless students, \$200 was spent to meet their needs.

Percentage of the total allocation

Example:

It may be determined that a specific percentage of the district's total allocation is used to meet the needs of homeless students.

Homeless Set-Aside **Prohibited** Uses of Funds

- **CANNOT** be used for:
 - Rent/motel/hotel (any housing expenses)
 - Driver's licensing fees
 - Cost of extracurricular activities, such as for sports equipment or sports uniforms
 - Physical for sports participation
 - Clothing for family members
 - Yearbook fees
 - Prom dresses or tuxedos

Supplement, Not Supplant Requirement

Services provided shall not replace the regular academic program and shall be designed to expand upon or improve as part of the school's regular academic program.

McKinney-Vento Act Sec. 723(a)(3)

Federal Cost Principles

NECESSARY

ALLOWABLE

ALLOCABLE

REASONABLE

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