What You Need (and Want) to Know About Homeless Education

Florida Coalition for the Homeless Annual Conference

October 2019

Today's Session:

1. Session Goal

2. Introductions

3. Homeless Education Data

4. Homeless Education Basics

5. Funding Homeless Education Activities

6. Title IX, Part A Reporting

7. Additional Resources

8. Questions

Session Goal

To provide a general overview of the statutory requirements of the **McKinney-Vento Homeless Education Assistance Improvements Act (MVA)** and provide resources to local school districts to assist in its proper implementation.

The Crew

Lashun Mitchell
Program Assistant

Lorraine Allen
Program Specialist

Courtney Walker
Program Specialist

Skip Forsyth
Program Director

RALPH D. TURLINGTON
FLORIDA EDUCATION CENTER

Florida Homeless Education Program
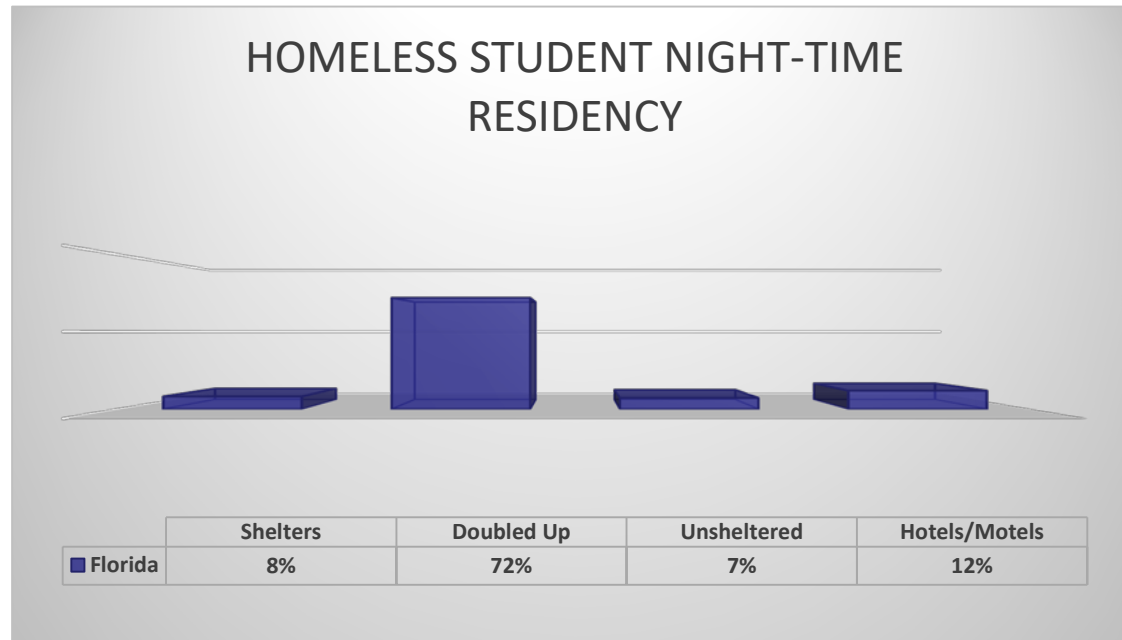
RALPH D. TURLINGTON
FLORIDA EDUCATION CENTER

Let's Talk Data

FDOE Data

www.FLDOE.org

2018-2019 Residency @ Enrollment Data*

FLORIDA	Shelters	Doubled Up	Unsheltered	Hotels/Motels	Total
	7,647	65,685	6,768	11,109	91,209

HOMELESS STUDENT NIGHT-TIME RESIDENCY

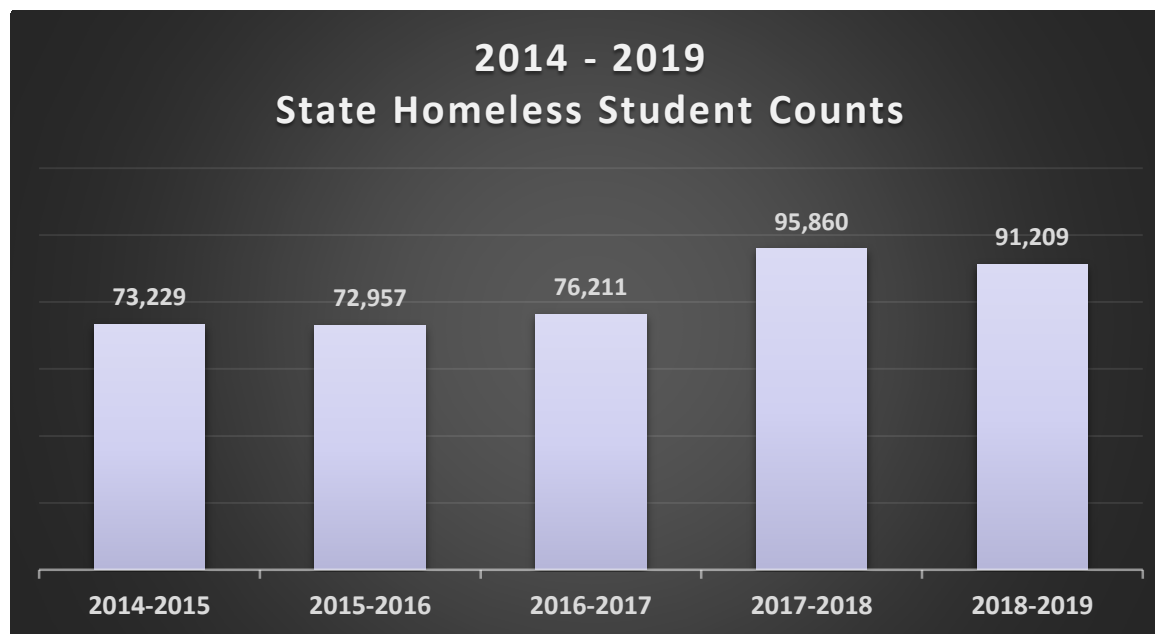|	Shelters	Doubled Up	Unsheltered	Hotels/Motels
■ Florida	8%	72%	7%	12%

*2018-2019 Preliminary Survey 5 as of 09/2019

2019 New Liaison Orientation

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5-year State Homeless Student Count Data

STATE	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019*
	73,229	72,957	76,211	95,860	91,209

2014 - 2019
State Homeless Student Counts

			95,860	91,209
73,229	72,957	76,211		
2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

*2018-2019 Preliminary Survey 5 as of 09/2019

# Data Collection

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Survey 5

- Data used for:
  - Consolidated State Performance Report (CSPR) – Federal Reporting
  - Project Applications (Title I, Part A and Title IX, Part A)
  - End of Year Title IX, Part A Sub-grantee Reports
  - Title IX, Part A District Data Profiles

- Covers data between July 1 and June 30 of the previous fiscal year

- Data clean up/processing: August – September

- Snapshot Data: End of October

State Homeless Education Program Goals

All Florida LEAs will:

- consistently identify at least 5% of their FRL enrollment as homeless in a school year

- consistently achieve at least a 90% school attendance rate for students identified as homeless in a school year

- consistently promote at least 90% of students identified as homeless in a school year to the next grade at the end of each year
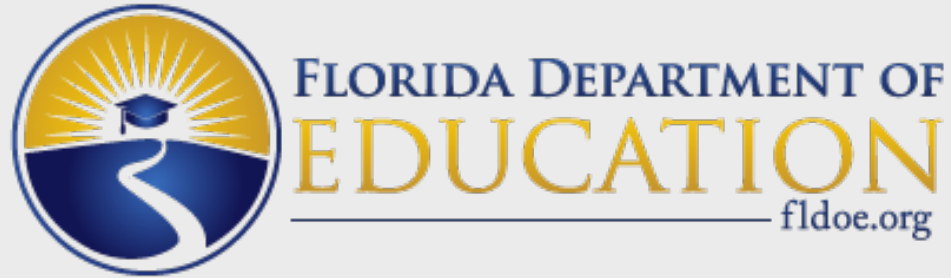
Shimberg Report
on
Homelessness and Education

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Study results: on all factors measured, homeless students struggled more than their housed peers.
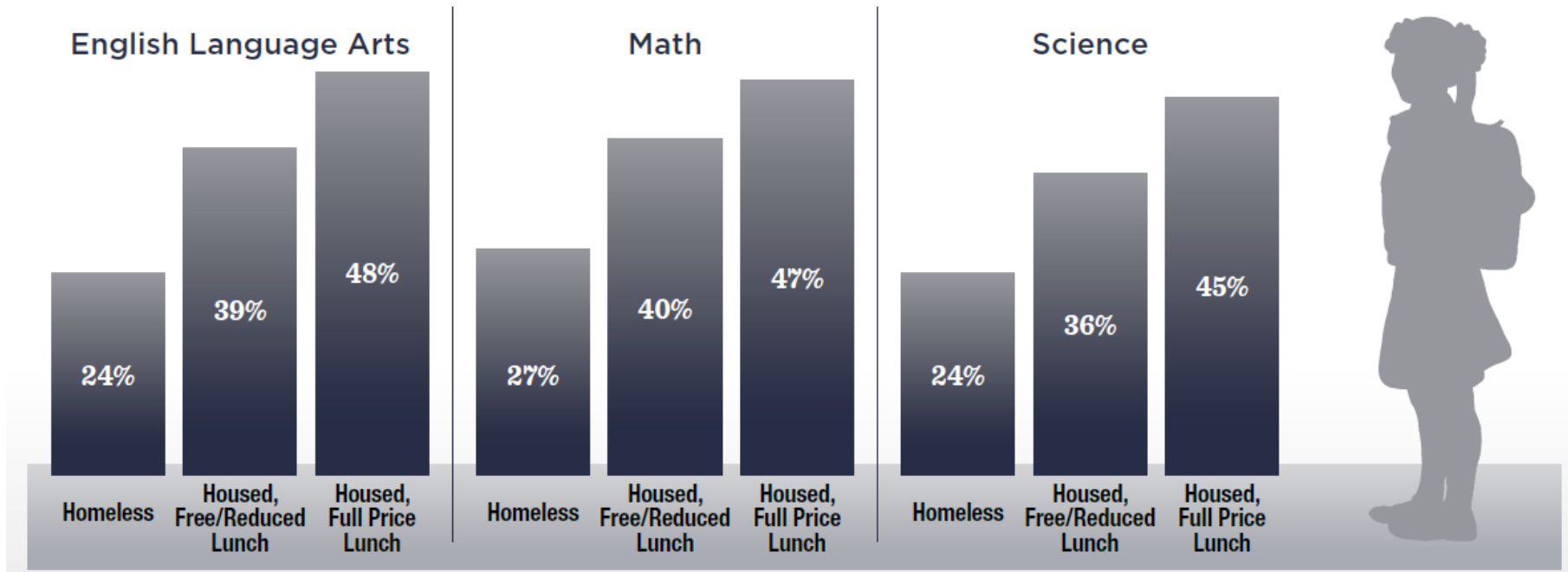

- Florida Department of Education data from 2015-2016 school year

- Compared homeless, housed/receiving free or reduced price lunch, housed/full price lunch

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2017)

Fewer homeless students received passing scores on state tests.

Students Passing FSA and SSA as Percentage of Grade-Eligible Students, 2015-16 School Year

English Language Arts

Homeless	Housed, Free/Reduced Lunch	Housed, Full Price Lunch
24%	39%	48%

Math

Homeless	Housed, Free/Reduced Lunch	Housed, Full Price Lunch
27%	40%	47%

Science

| Homeless	Housed, Free/Reduced Lunch	Housed, Full Price Lunch
24%	36%	45%

Because of data availability, percentages refer to the number of students passing the test as a percentage of total students in the relevant grades, rather than as a percentage of students taking the test. Since some students did not take the tests, the percentages for all groups are lower than the actual passing rates of test takers.

Source: Florida Department of Education.

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2017)

FLORIDA STANDARDIZED TEST SCORES OF 3 OR HIGHER
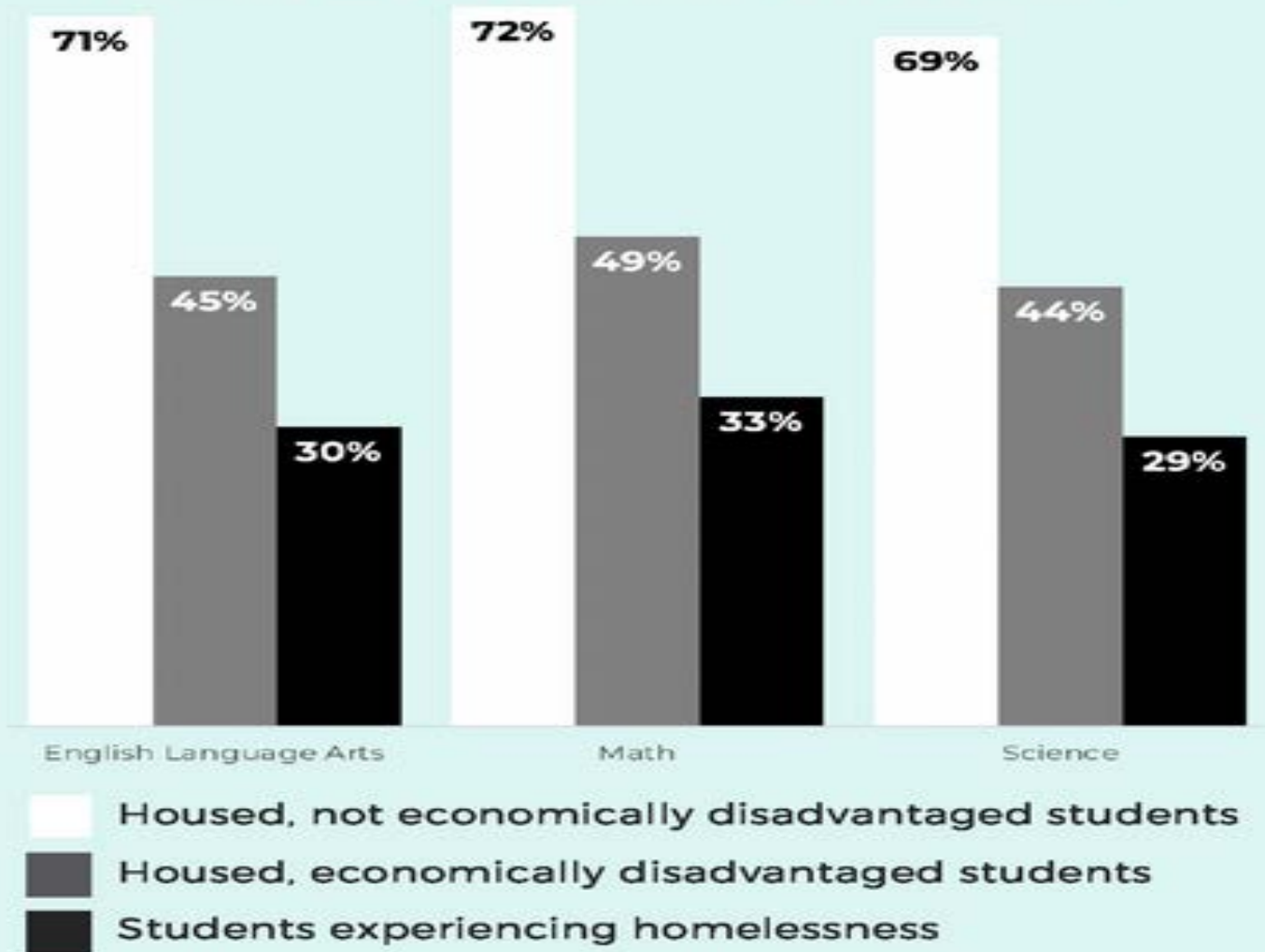
English Language Arts: 71% / 45% / 30%
Math: 72% / 49% / 33%
Science: 69% / 44% / 29%

Legend:
- Housed, not economically disadvantaged students
- Housed, economically disadvantaged students
- Students experiencing homelessness

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2019)

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17

HIGH SCHOOL GRADUATION RATES

74% Students experiencing homelessness

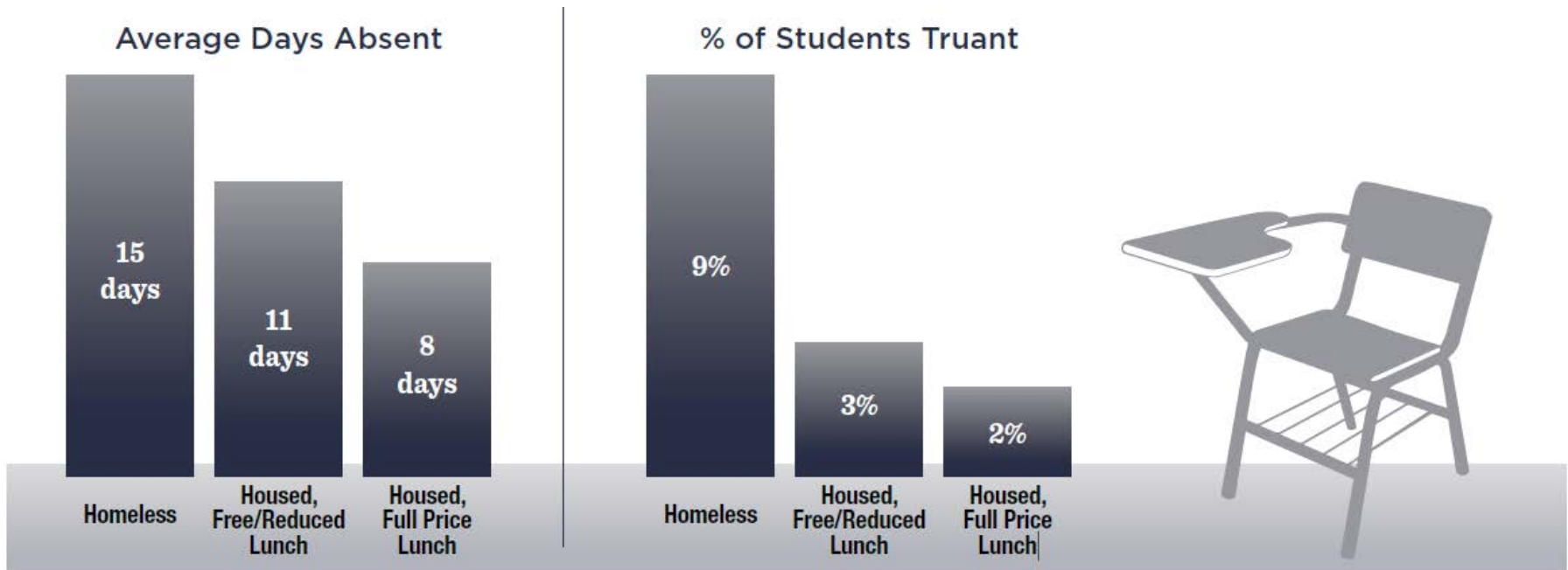**82%** Housed, economically disadvantaged students

91% Housed, not economically disadvantaged students

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2019)

Homeless students had higher rates of absenteeism and truancy.

Absenteeism and Truancy, 2015-16 School Year

Average Days Absent

- Homeless: 15 days
- Housed, Free/Reduced Lunch: 11 days
- Housed, Full Price Lunch: 8 days

% of Students Truant

- Homeless: 9%
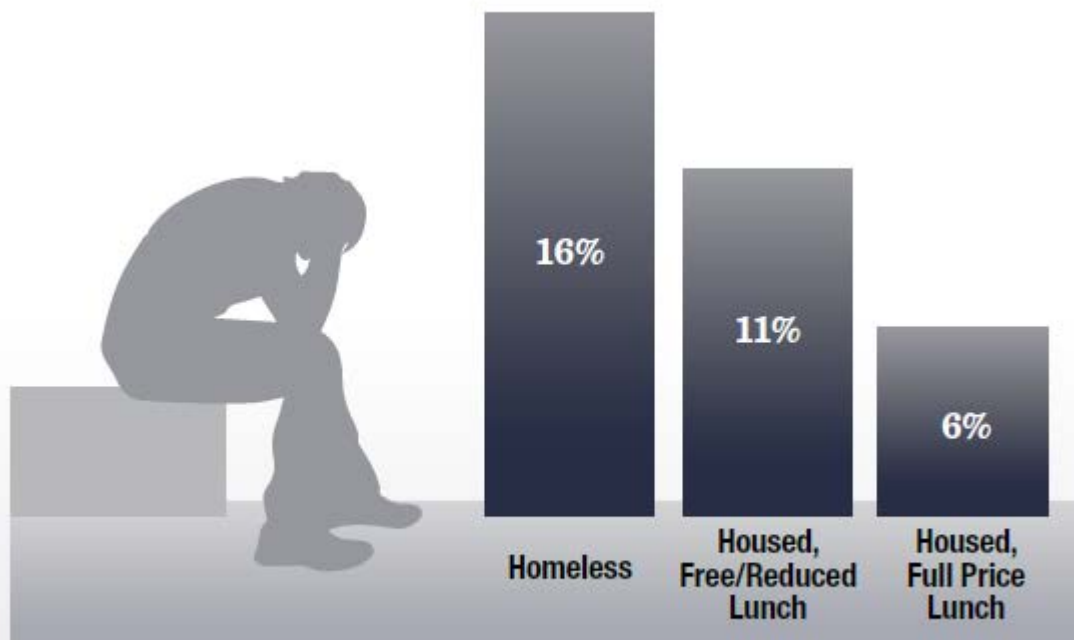- Housed, Free/Reduced Lunch: 3%
- Housed, Full Price Lunch: 2%

Source: Florida Department of Education

- Truancy: at least 15 unexcused absences within 90 days.

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2017)

Suspension rates were higher for homeless students.

% of Students Suspended At Least Once, 2015-16 School Year

Source: Florida Department of Education.

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2017)

These gaps might be significantly wider without the services that school districts provide to homeless students.

- Enrollment
- Transportation
- Tutoring
- Basic needs: hygiene kits, uniforms, school supplies
- Financial assistance for field trips and extracurricular activities
- Seniors: graduation costs, FAFSA/college tours
- Housing and service referrals

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2017)

Liaisons were asked what would help youth and families become permanently housed.

- **Top response: affordable housing**

- Temporary shelter (esp. in rural areas) so families can save money for housing

- Homelessness prevention and rapid re-housing services

- Services to help parents work: afterschool care, education for work skills, transportation

- Case management and life/financial skills training for parents

- Safe housing options for unaccompanied youth

Source: Homelessness and Education in Florida: Impacts on Children and Youth – Shimberg Center (2017)

Down to McKinney-Vento Basics

Purpose: McKinney-Vento Act (Title IX, Part A)

- *To ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.*

- *To review and revise policies and practices to remove barriers to the education of homeless children and youth.*

- *To keep homeless children and youth in the mainstream of education.*

- *To assure the homeless children and youth have access to the same education and services as other children and youth.*

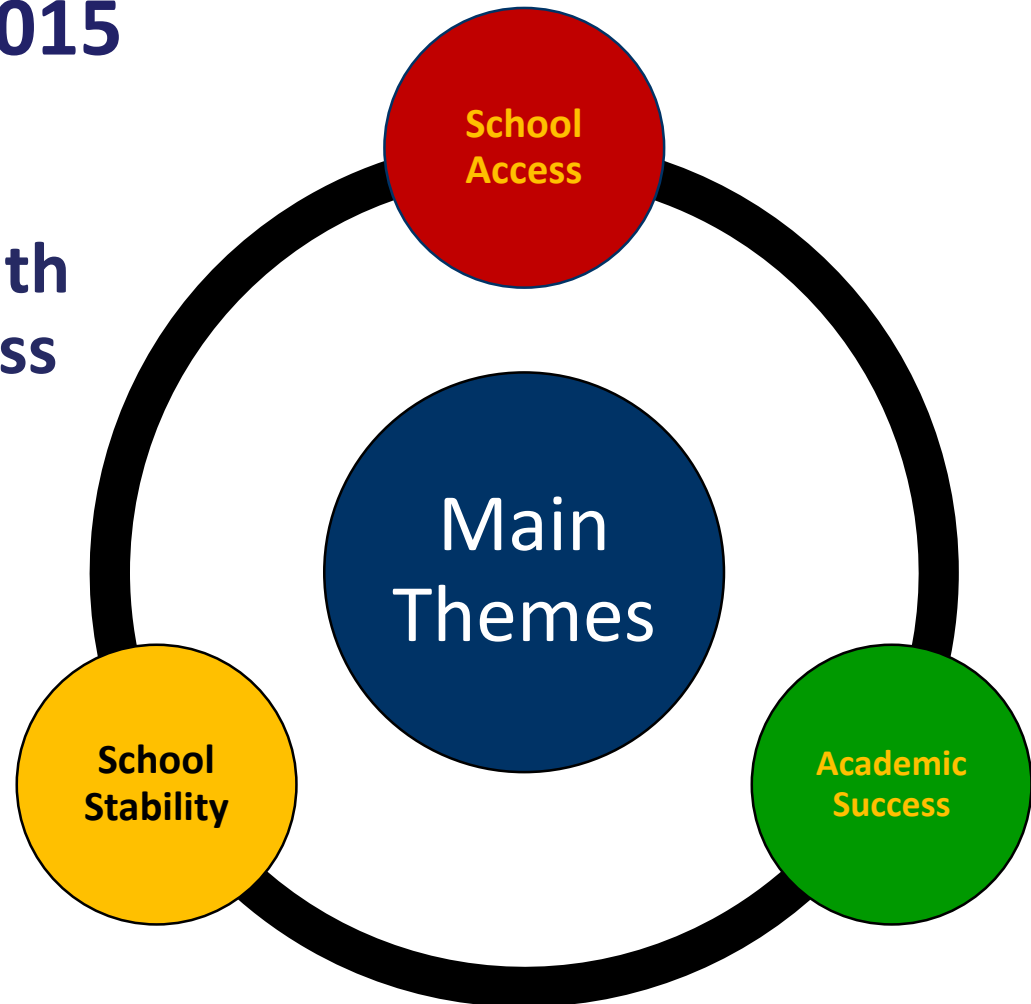# Homeless Education Liaison Responsibilities [sec.722(g)(6)(A)]

Ensure that:

- ✓ Homeless children and youth are identified and immediately enrolled and fully participating in their school's educational program
- ✓ Homeless families, children, and youth have access to educational services for which they are eligible, including Head Start and ESE services
- ✓ Homeless families, children, and youth are referred to health, dental, mental health, substance abuse, housing, and other indicated services
- ✓ Parents or guardians and unaccompanied homeless youth are informed of the educational rights of homeless children and youth, including transportation to their school of origin and other comparable transportation services
- ✓ Public notices of the educational rights of homeless children and youth are posted in key locations in schools and the community
- ✓ Enrollment disputes are resolved promptly
- ✓ Homeless education staff receive professional development and other support
- ✓ Unaccompanied homeless youth are enrolled and fully participating in school, receive appropriate credit for full or partial coursework satisfactorily completed, and informed of their status as independent students for federal financial aid and receive assistance to enroll in postsecondary education
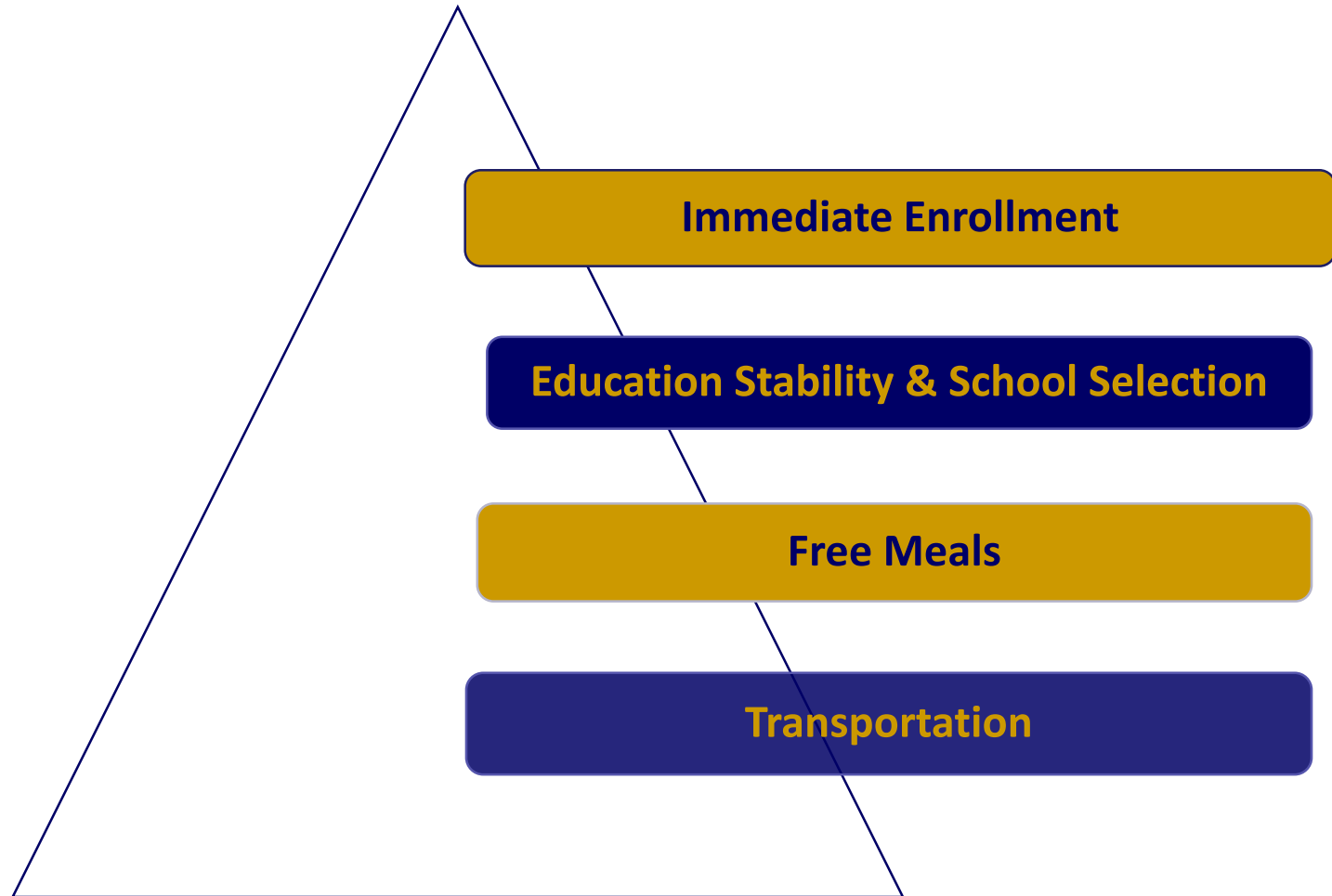
The McKinney-Vento Homeless Assistance Improvements Act of 2015

Protects the educational rights of children and youth experiencing homelessness

- Federal law
- First enacted in 1987
- Reauthorized in 2015 as a part of the Every Student Succeeds Act (ESSA)
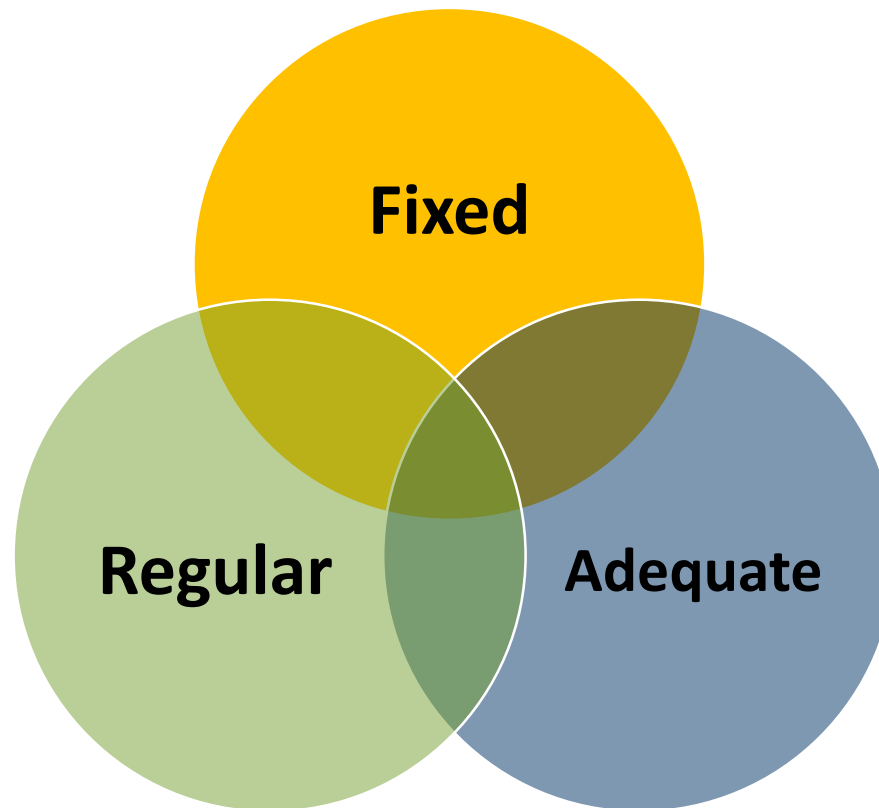
School Access

Main Themes

School Stability

Academic Success

What Rights are provided under McKinney-Vento?

Immediate Enrollment

Education Stability & School Selection

Free Meals

Transportation

Who is covered under McKinney-Vento? [Sec. 725(2)(A)]

All students who lack a nighttime residence that is:

Fixed

Regular

Adequate

Definitions of Homelessness: Terms

– **FIXED:** A fixed residence is one that is stationary, permanent, and not subject to change.

– **REGULAR:** A regular residence is one which is used on a predictable, routine basis, or consistent basis.

– **ADEQUATE:** An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in the home.

- *Federal Student Aid Handbook: Application & Verification Guide*, March 2012, Chapter 5.

Examples of Homelessness - [Sec. 725(2)(B)]

Living in:

- Housing of others due to loss of housing, economic hardship or other similar reason
- An emergency or transitional shelter
- Motels, hotels, (travel) trailer parks, camping grounds
- Cars, parks, abandoned buildings, bus or train stations, or a public or private place not designed for sleeping
- Migratory and living in a circumstance described above
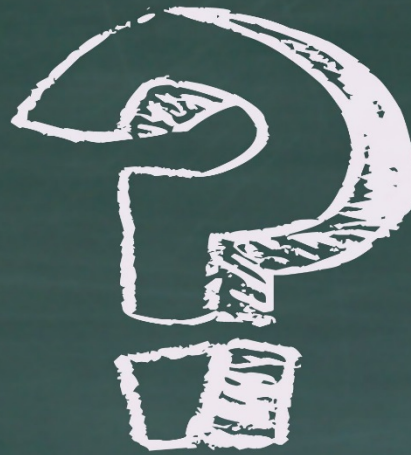
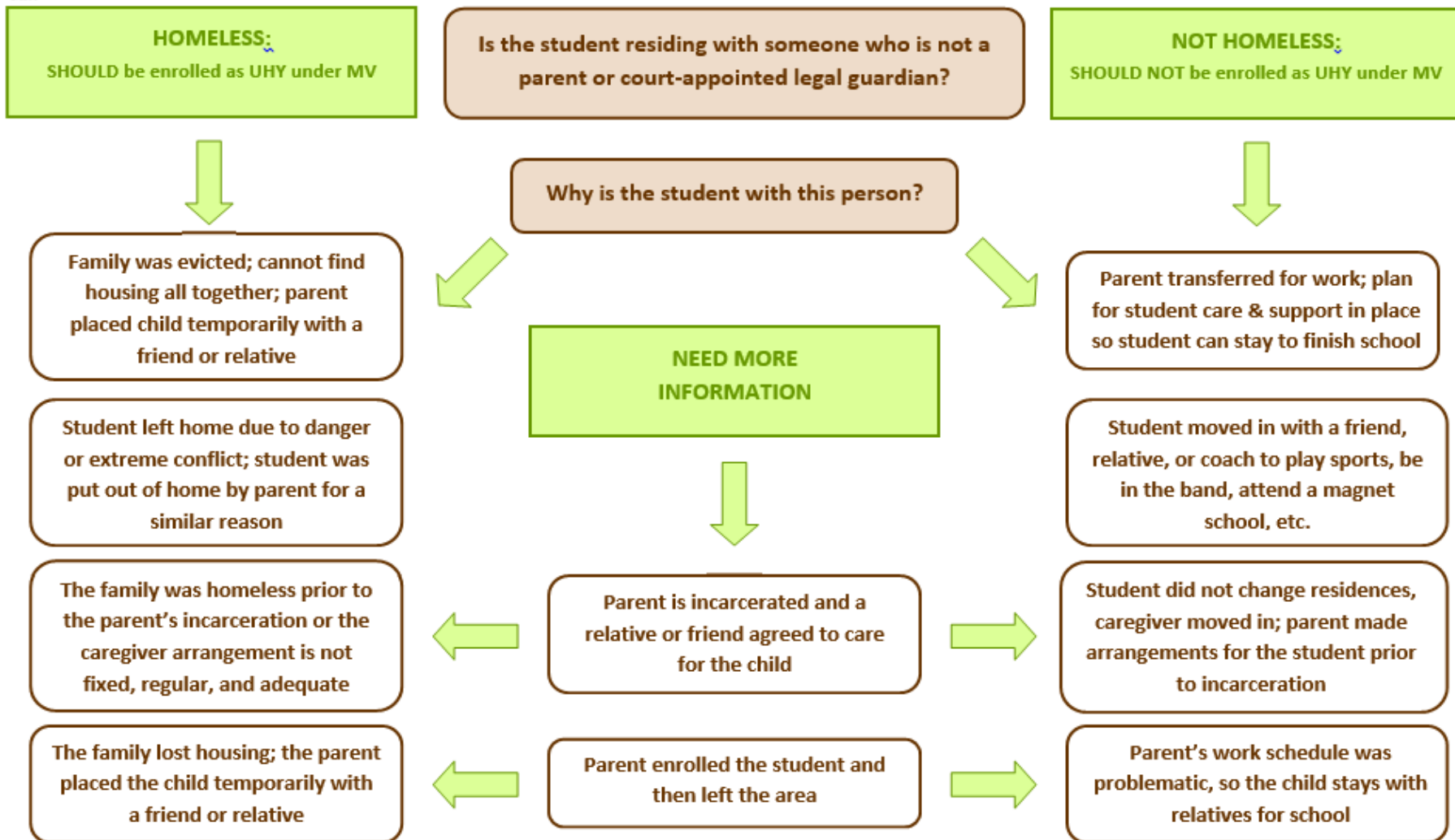# Homeless Unaccompanied Children and Youth [Sec. 725(6)]

Definition

- A child or youth who:
  - meets the definition of homeless and
  - is not in the physical custody of a parent or guardian.

- Of those identified as homeless students in 2018-2019, 7,006 Florida students were Homeless Unaccompanied Children and Youth.

*2018-2019 Preliminary Survey 5 as of 09/2019

Unaccompanied Youth Eligibility Flowchart

HOMELESS:
SHOULD be enrolled as UHY under MV

Is the student residing with someone who is not a parent or court-appointed legal guardian?

NOT HOMELESS:
SHOULD NOT be enrolled as UHY under MV

Why is the student with this person?

Family was evicted; cannot find housing all together; parent placed child temporarily with a friend or relative

NEED MORE INFORMATION

Parent transferred for work; plan for student care & support in place so student can stay to finish school

Student left home due to danger or extreme conflict; student was put out of home by parent for a similar reason

Student moved in with a friend, relative, or coach to play sports, be in the band, attend a magnet school, etc.

The family was homeless prior to the parent's incarceration or the caregiver arrangement is not fixed, regular, and adequate

Parent is incarcerated and a relative or friend agreed to care for the child

Student did not change residences, caregiver moved in; parent made arrangements for the student prior to incarceration

The family lost housing; the parent placed the child temporarily with a friend or relative

Parent enrolled the student and then left the area

Parent's work schedule was problematic, so the child stays with relatives for school

NOTE: The information contained in this flowchart is intended to serve as a general guide. All McKinney-Vento eligibility determinations should be made on a case-by-case basis weighing the individual circumstances of each student. To be eligible for McKinney-Vento services as an unaccompanied homeless student, the student must meet the criteria of both homeless and unaccompanied.

Is There an Age Range? [Sec. 721(1)]

- McKinney Vento (MV) Act does not provide an age range.
  - Includes Preschool-aged children (Head Start, PreK, etc.)
  - MV applies to all school-aged children and youth (as defined by state law)

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Determining Eligibility

- Case-by-case determination based on the circumstances of each child

- Understand that some cases will be clear-cut; others will require further inquiry and a more nuanced analysis

- Get as much information as possible (without intimidating the parent or youth)

- Use fixed, regular, and adequate as guiding principles

- Remember that the list of living arrangements included in Sec. 725(2)(B) describes common homeless situations, but is not exhaustive

National Center for Homeless Education's (NCHE) *Determining Eligibility* brief is available at*:* https://nche.ed.gov/downloads/briefs/det_elig.pdf

Confirming Eligibility: Do's and Don'ts

- DON'T contact people or agencies outside of the school system to seek information about a family's or youth's situation.

- DON'T conduct invasive surveillance of families or youth (e.g., follow them, observe them outside residence, talk to neighbors, etc.)
    - Note: Trained staff may conduct home visits, if needed

- DON'T use police officers to conduct home visits

- DON'T insist families or youth provide documents like eviction notices, utility bills, occupancy permits, or notarized letters from party who house they are sharing

Source: NCHE Confirming Eligibility Brief

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Source: NCHE Confirming Eligibility Brief

Confirming Eligibility: Do's and Don'ts

- DO request bus drivers notify the local liaison if a student receiving MVA services does not appear to live near the pick-up location

- DO contact the student's prior school to determine if identified as MVA eligible

- DO collaborate with nearby school districts to share information about children and youth in homeless situations who have transferred districts enroll the students immediately

- DO request assistance from local shelters and housing providers, hotels/motels with identification and confirmation living situation, when appropriate

- DO focus on basic questions when speaking with parents or youth

- DO discuss UHY's living situation with care and sensitivity

Source: NCHE Confirming Eligibility Brief

Scenarios

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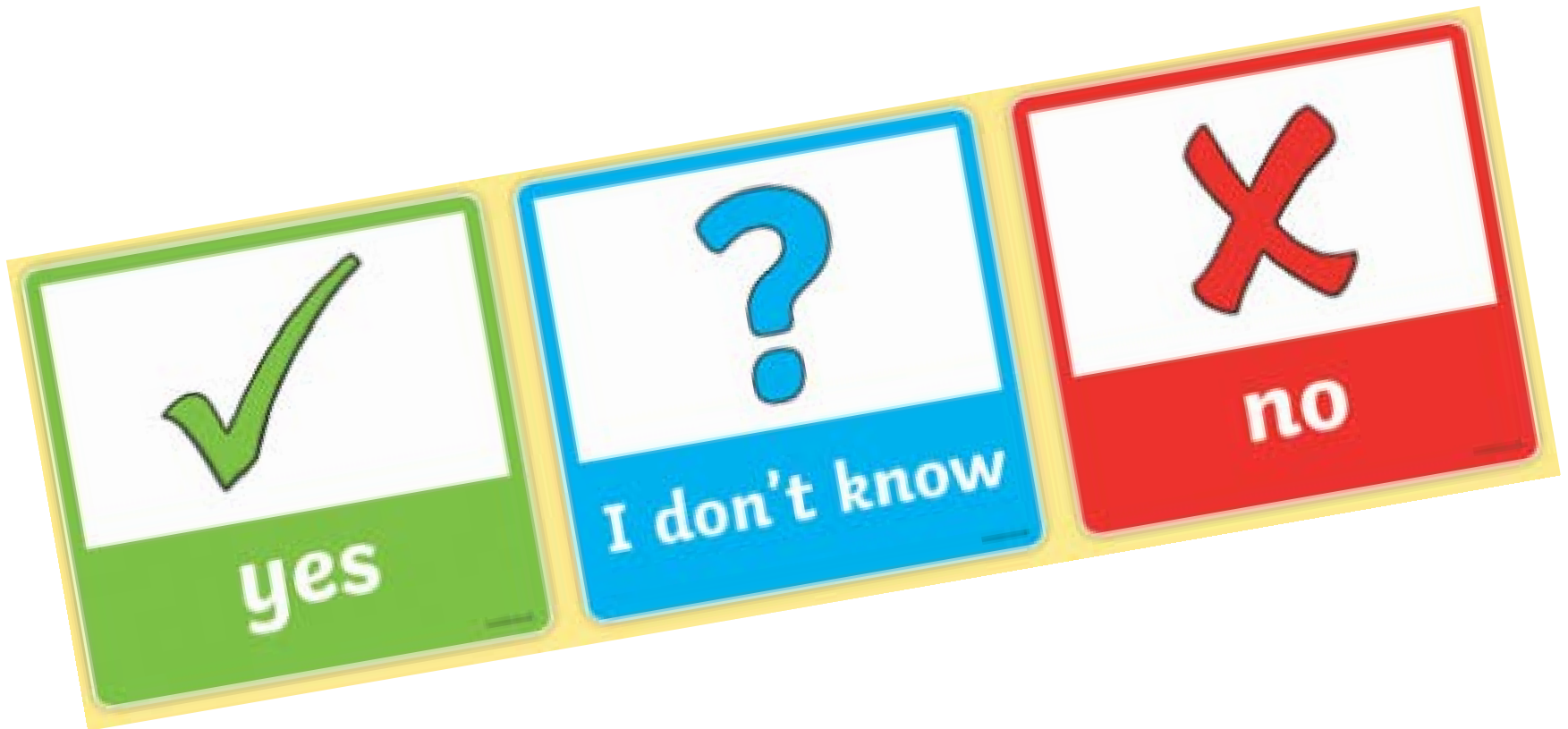
Eligible or Not?

Scenario 1
Josh and Jack are living in a hotel with their parents. They moved to Florida because their father got a new job. Their hotel is in Forsyth County, but they are planning to live in Walker County once they find permanent housing. Josh and Jack's mother wants them to go to school in Walker County.

- Are they homeless? If yes, what's the nighttime residence?

- Not sure? What additional information would you like to have?

Scenario 1 - Eligible or Not?

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41

Eligible or Not?

Scenario 2
Emily is living with her family at her uncle's house. Emily's family is waiting for their house to be rebuilt as it caught on fire a few months ago.

- Is she homeless? If yes, what's the nighttime residence?

- Not sure? What additional information would you like to have?

Scenario 2 - Eligible or Not?

Nighttime Residency =

DOUBLED-UP!

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Orientation

Eligible or Not? Unaccompanied or Not?

Scenario 3
Javier, a Kindergartner, went to visit his grandparents with his mother. His mother left and hasn't returned. The grandparents are working to get him into a local school.

- Is he homeless? Not sure? What additional information would you like to have?

- Is he unaccompanied? Not sure? What additional information would you like to have?

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Scenario 3: Eligible or Not? Unaccompanied or Not?

Questions that need answers:

1) Were Mom and son homeless before visiting the grandparents?

2) Did Mom and son lose their housing? eviction? foreclosure?

3) Did Mom leave to find work and make living arrangements?

Eligible or Not? Unaccompanied or Not?

Scenario 4
Sara's dad is a professor at a local college. He will be teaching in another state for one semester as a visiting professor.
Because Sara is going into her senior year of high school, she plans to stay with a neighborhood friend while her dad is away.

- Is she homeless? Not sure? What additional information would you like to have?

- Is she unaccompanied? Not sure? What additional information would you like to have?

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Scenario 4 - Eligible or Not?

1) This situation is an example of adults making a temporary arrangement for child care.

2) The student did not lose her home.

TIXPA Year at a Glance

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	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020
1.0 Technical Assistance												
1.1 Prepare for Beginning of School Year												
• Send e-mail describing homeless liaison's duties to school staff and community partners		X	X				X	X				
• Provide schools and community partners with posters and brochures – ensure updated Liaison's and State Coordinator's contact information is on both		X	X				X	X				
• Connect with the homeless contact at each school		X	X									
• Secure or order supplies as needed		X		X		X		X		X	X	
• Ensure Residency Questionnaire is part of the enrollment process	X	X	X				X					X
• Review district's homeless policy to ensure it meets requirements of McKinney-Vento • Use FDOE Policy Checklist during review • If revisions needed, send copy of policy for feedback to FDOE HEP staff, prior to revision • If revisions needed, after FDOE HEP feedback, follow school board's process for approval of policies (e.g., on school board agenda for approval)		X										X
• Work with transportation, pupil assignment, student services, Title I, guidance counselors, school and other staff to ensure policies, procedures, and practices are in place to enroll and provide services to homeless students • Update as needed		X	X				X				X	X

2019 New Liaison Orientation

Work Plan for Title IX, Part A – Homeless Education Program
July 1, 2019 – June 30, 2020

	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020
1.2 Provide technical assistance via telephone and email to district and school staff, community partners, parents and unaccompanied youth												
• Provide technical assistance via telephone and email to to district and school staff, community partners, parents and unaccompanied youth	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Participate in FDOE conference calls												
• Schedule FDOE BFEP conference calls on your calendar and participate		28 @ 2PM										
2.0 Conferences and Meetings												
2 1 Coordinate district workshops or meetings with district and school staff												
• Coordinate and schedule 2019-2020 District and Staff Workshops or Meeting (list each)	X	X	X									
2.2 Present and provide technical assistance at schools												
• Provide Technical Assistance to schools	X	X	X	X	X	X	X	X	X	X	X	
2.3 Attend regional, state and national conferences or meetings												
• Attend Florida Institute on Homelessness and Supportive Housing – Homeless Education Track • If non-subgrantee LEA, apply for conference scholarship			X	9-11								
• Attend National Association for the Education of Homeless Children and Youth Conference					2-5							
• Schedule and participate in on-site FDOE Technical Assistance Visits (new liaisons)	X	X	X	X	X	X						
• Attend Spring HEP Technical Assistance Forum – Homeless Education Track											X	

Work Plan for Title IX, Part A – Homeless Education Program
July 1, 2019 – June 30, 2020

	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020
3.0 Collaboration												
3.1 Collaborate with other District Programs												
• Collaborate with other district programs serving the needs of homeless students (e.g., transportation, ELL, ESE, food services	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Serve on or participate with local coalitions for the homeless, other boards, councils, task forces, work groups to improve coordination between District and other partners												
• Serve on, present, or participate at meetings (list each)	X	X	X	X	X	X	X	X	X	X	X	X
3.3 Collaborate with other Community Partners												
• Send e-mail describing homeless liaison's duties to community partners		X	X				X	X				
• Collaborate with other community partners serving the needs of homeless students	X	X	X	X	X	X	X	X	X	X	X	X
4.0 Monitoring 2019-2020												
4.1 Review monitoring work papers												
• Set up computer monitoring tree with folders and file evidence in folders throughout the school year		X	X	X								
• Review monitoring work papers		X	X									
• Participate in FDOE Training on Monitoring			X									
• Submit monitoring work papers			X									
• If onsite or desktop review, prepare to upload documentation in the FDOE Online Monitoring System			X									
• If onsite or desktop review, schedule interview dates with FDOE HEP staff					X	X	X	X	X			

	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020
4.2 Review Title X, Part C Monitoring Preparation Tool Kit												
• Review Title X, Part C Monitoring Preparation Tool Kit (available in 2020-2021 school year)												
5.0 Data Collection and Reporting												
5.1 Follow FDOE Data Quality Control Process												
• Follow Survey 5 Homeless Student Counts Data Quality Control Process for 2018-2019 Data	X	X	X									
• Work with MIS staff to send 2018-2019 Survey 5 Homeless Students Counts Data to FDOE through the automated student database	X	X	X									
• Follow Survey 3 Homeless Student Counts Data Quality Control Process for 2019-2020 Data								X	X	X		
• Work with MIS staff to send 2019-2020 Survey 3 Homeless Students Counts Data to FDOE through the automated student database								X	X	X		
6.0 Application Process and Reporting												
6.1 Three-year LEA Application 2018-2021 – Group 1 - Application and Reporting Deadlines and Review												
• Submit 2018-2019 End-of-Year Report by Deadline for Year 1						X						
• Submit 2019-2020 Progress Report by Deadline for Year 2								X				
• Monitor Expenditure Reports							X			X		
• Submit Budget Amendments as needed			X	X	X	X	X	X	X	X		
• Submit 2020-2021 Online Application by Deadline for Year 3										X		

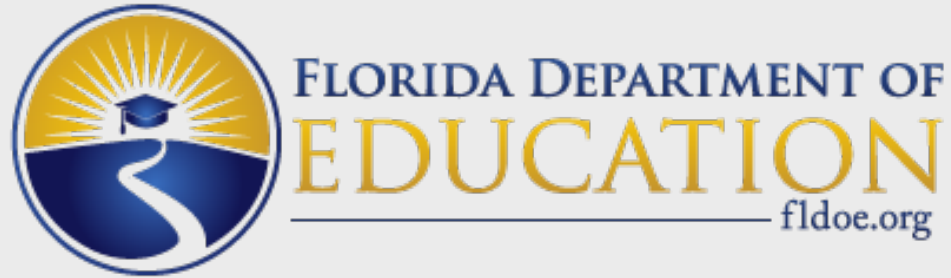2019 New Liaison Orientation

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Work Plan for Title IX, Part A – Homeless Education Program
July 1, 2019 – June 30, 2020

	July 2019	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020
6.2 Two-year LEA Application 2019-2021 – Group 2 - Application and Reporting Deadlines and Review												
• Submit 2019-2020 Progress Report by Deadline for Year 1								X				
• Monitor Expenditure Reports / Follow up with Finance Department for report of expenditures submitted to FDOE							X			X		
• Submit Budget Amendments as needed	X	X	X	X	X	X	X	X	X			
• Submit 2020-2021 Online Application by Deadline for Year 2										X		
6.3 LEA AHCY (Hurricane) Application 2018-2020 – Application and Reporting Deadlines and Review												
• Submit Budget Amendments as needed	X	X	X	X	X	X	X	X				
• Monitor Expenditure Reports							X		X			
• Submit FDOE Semi-annual Fiscal and Service Reports by Deadline			30						31			
7.0 Title I, Part A (TIPA) Homeless Reservation (Set-Aside)Collaboration												
7.1 2020-2021 TIPA Homeless Set-Aside												
• Set up planning meeting with TIPA staff to determine the needs of students experiencing homelessness and the homeless reservation (set-aside) for the 2020-2021 TIPA grant application.							X	X	X	X		
• If TIXPA EHCY grantee, ensure TIPA Set-Aside section aligns with the TIPA grant application homeless set-aside.							X	X	X	X		

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Funding Homeless Education Services and Activities

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Homeless Education Resources

- LEA funds and leveraged services

- Local donations and leveraged community services

- Title I, Part A, Homeless Reservation (section 1113(c)(3))
  - Comparable services to HCY including HCY in non-Title I schools
  - Services where HCY may live
  - Homeless Liaison up to 100%
  - Excess cost of school of origin transportation

- EHCY Sub-grant (55 districts)
  - Expand and enhance a program that complies with MVA

- AHCY (Hurricane) Grant (28 districts)

Title I, Part A Homeless Reservation

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Title I, Part A (TIPA) Homeless Reservation

- Adjust the TIPA Homeless Set-Aside amount based on need.

- Review the educational rights and needs of homeless children and youth under the McKinney-Vento Act with your Title I, Part A Coordinator and/or Director of Federal Programs.

- Homeless set-aside funds may be used for services not ordinarily provided to other students, including transportation to the school of origin and other educationally related support services.

- Use of TIPA Homeless Set-Aside funds must be:
  - found by the FL Department of Education to be allowable, reasonable, and necessary, and approved in the project budget
  - used as a source of last resort when funds or services are not available from other public or private sources

Title I, Part A (TIPA) Homeless Reservation

Districts have discretion to use set-aside funds to provide homeless students with services that are needed for them to participate fully in the academic life of their school:

- tutoring, which may be provided in shelters or other temporary housing; counseling services

- afterschool programs

- health and social services, such as counseling or eyeglasses,

- case management and social work services

Title I, Part A (TIPA) Homeless Reservation

- An LEA may pay the salary of its district liaison with Title I funds.

- The set-aside may be used to "coordinate or supplement" services required by McKinney-Vento, such as providing support staff for the homeless liaison, or to provide services authorized but not required under McKinney-Vento, such as referrals for medical services, afterschool programming, mentoring, school supplies . . . (see s.723)

- A district may use the Title I set-aside to provide transportation for a homeless student to her school of origin.
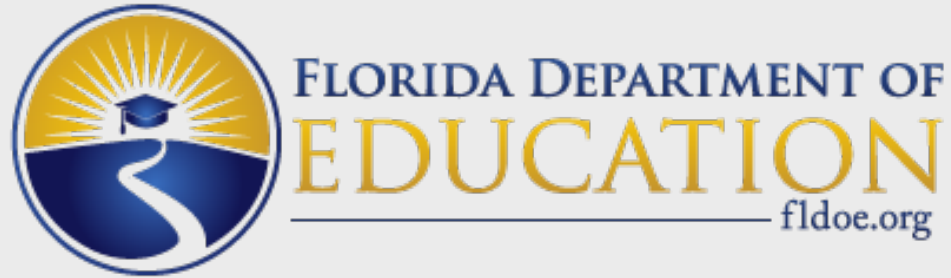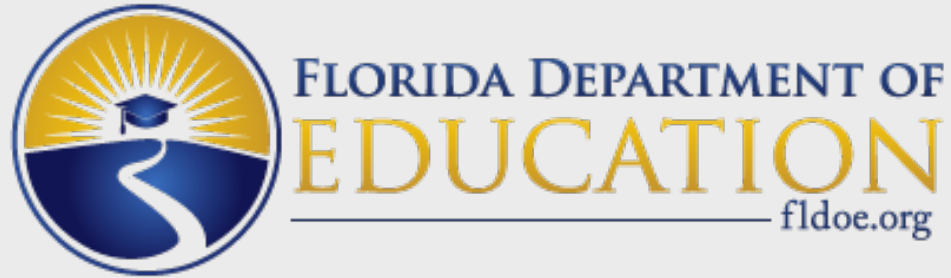
Title IX, Part A Homeless Sub-grants

Title IX, Part A: EHCY Sub-grant Application

- Competitive, Three-Year Cycle (2018-2021)

- Planning Period: October through March

- Application Period: March through Mid April

- Title IX Sub-grant Application Components:
  - Needs Assessment
    - Trend and snapshot data
    - Program Operations
  - Project Design
  - Project Implementation Plan
  - Project Evaluation
  - Budget

- Eligibility: minimum of 100 identified homeless students based Survey 5 counts for the year prior to the application

Hurricane Recovery Grant: AHCY Sub-grant Application

- Non-Competitive

- Application Period: February 2019 through March 31, 2020

- Eligible LEAs: Those who identified 40 or more students affected by hurricanes in 2017.

- Project extensions

Title IX, Part A Sub-grantee Reports

Title IX, Part A: Reporting

What information am I required to report?

If your district receives an EHCY Sub-Grant, keep records on the following:

Short-term Progress Indicators, Homeless Education Activities, Successes and Barriers, Program Operations, Use of TIPA Set Aside funds, Capacity to Implement Activities, Summary of planned adjustments to program, Actual Rates for Identification, Attendance, and Promotion, and Update of Evaluation Plan

When do I report it?

• *Project Progress Report – annually in January (current year to date); Years 1 and 2*

• *End of Year Report – annually in October (previous year)*

Pop Quiz!

Question 1

- A student in your district identified as homeless is moving to Putnam County to live with relatives. Based on the conversation with the parent, they will still be homeless, but does not want to continue education their child's school of origin in your district. You decide to contact the homeless liaison in Putnam as a heads up. Where can you find this information?

Answer 1

- [Federal Programs Online Directory](#)

- Bonus Question: Who is the district contact for Putnam County?

- Bonus Answer: Courtney Carter

Question 2

- Who can enroll an unaccompanied homeless youth in school?

Answer 2

- Unaccompanied youth, adult with whom they live, or the homeless liaison

www.FLDOE.org

Question 3

- Name your state-level contact: Skip, Lorraine, or Courtney.

Answer 3

- Refer to Florida Homeless Education Staff Assignments list

Staff Assignments for Technical Assistance and Support

Lorraine Allen lorraine.allen@fldoe.org 850-245-0651	Courtney Walker courtney.walker@fldoe.org 850-245-9946	Skip Forsyth skip.forsyth@fldoe.org 850-245-0089
Baker	Alachua	Brevard
Calhoun	Bay	Broward
Dixie	Bradford	Charlotte
FAMU DRS	Clay	Citrus
FAU DRS	Columbia	Collier
FSDB	Duval	Dade
FSU DRS	Escambia	DeSoto
Gilchrist	Flagler	FL Virtual School
Glades	Franklin	Hendry
Gulf	Gadsden	Hernando
Hardee	Hamilton	Highlands
Holmes	Jackson	Hillsborough
Indian River	Lafayette	Lake
Jefferson	Leon	Lee
Lake Wales Charter (Polk)	Madison	Martin

Question 4

- Who participates in Title IX, Part A Program monitoring?

Answer 4

- Everyone!

- Bonus Question: Name the three types of monitoring.

- Bonus Answer: Self, desktop, and onsite

Question 5

- When a school of origin's administration feels that it is not in the best interest for a homeless student to attend their school who files the dispute?

Answer 5

- The school or district will need to make the determination that the parent or youth's selection is not in the best interest of the student and the district will take action accordingly on a date certain and inform the parent/youth of the right to appeal this decision. This decision must be based on relevant factors. Using a best interest checklist or similar process is a best practice.

- Once the parent/guardian/unaccompanied youth utilizes the right to file an appeal, the LEA's dispute process begins.

- At any point in the discussion, you can contact your state contact about the potential dispute.

Question 6

- Every school district is required to have a Homeless Student Policy that aligns with McKinney-Vento. The purpose of the policy to identify and remove barriers to the identification of homeless children and youth and their regular school attendance and full participation in school activities, and their academic success. In addition, it must be approved by the school board.

  Question: How often should an LEA's Homeless Students Policy be reviewed?

Answer 6

- At least once a year

- Bonus Question: What can you use to assist in reviewing the policy?

- Bonus Answer: Homeless Student Policy checklist provided by the Florida Homeless Education Program.

Question 7

- Are students identified as homeless eligible for McKinney-Vento services once permanently housed?

Answer 7

- Yes.

- Bonus Question: Does this include transportation to school of origin?

- Bonus Answer: Yes.

Section 722(g)(3)(A) LOCAL EDUCATIONAL AGENCY REQUIREMENTS-

(A) IN GENERAL- The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest--

(i) continue the child's or youth's education in the school of origin for the duration of homelessness--

(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year

Source: McKinney-Vento Homeless Assistance Act, VII-B

Additional Resources

www.FLDOE.org

# Title IX, Part A: State Resources

- Print materials
  - *Homeless Education Planning Guide*
  - *Dispute Resolution Planning Guide*

- District Data Profiles
  - Identification
  - Attendance/Threats to Attendance
  - Academic Progress
  - Trends (previous three years)
  - Snapshots (previous year)

Title IX, Part A: State Resources

Training, TA, and Communications

- Fall conference (FL Coalition for the Homeless)
- Spring conference (FASFEPA Spring Forum)/Regional Technical Assistance Workshops
- Periodic LEA-led regional meetings (peer collaboration)
- Statewide conference calls and webinars
- Monthly Homeless Education Program Update Email
- Telephone and email Q&A (weekdays, 8 AM to 5 PM)

For Your Viewing
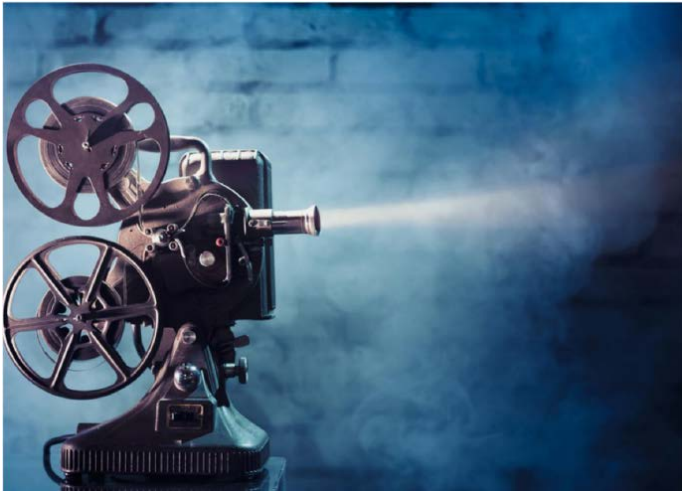
60 Minutes Feature on Homeless Children in Seminole County (2011)

https://www.youtube.com/watch?v=L2hzRPLVSm4

"Touching Lives" Video Presentation,
St. Johns Public Schools (2013)

http://www.schooltube.com/video/4aba3e92a02646e9aba3/

National Resources
Helpful Websites

U.S. Department of Education (USED), Education of Homeless Children and Youth Program

http://www.ed.gov/programs/homeless/index.html

National Association for the Education of Homeless Children and Youth (NAEHCY)

http://www.naehcy.org

National Center on Homeless Education (NCHE)

http://www.serve.org/nche

SchoolHouse Connection

https://www.schoolhouseconnection.org/

National Law Center on Homelessness & Poverty

http://www.nlchp.org

National Network for Youth

http://www.nn4youth.org

My Own Four Walls - DVD

www.hearus.us

www.FLDOE.org

Session Survey
Please be sure to complete the evaluation
for today's session!

Contact Information

Homeless Education Program
325 West Gaines Street
Tallahassee, FL 32399-0400
Fax: (850) 245-0697

http://fldoe.org/policy/federal-edu-programs/title-x-homeless-edu-program-hep.stml

Skip Forsyth
Director
Phone: (850) 245-0089
Skip.Forsyth@fldoe.org

Lorraine Allen
Program Specialist
Phone: (850) 245-0723
Lorraine.Allen@fldoe.org

Lashun Mitchell
Program Assistant
Phone: (850) 245-9964
Lashun.Mitchell@fldoe.org

Courtney Walker
Program Specialist
Phone: (850) 245-9946
Courtney.Walker@fldoe.org

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