

EVERYTHING YOU WANT TO KNOW ABOUT BEING A HOMELESS LIAISON

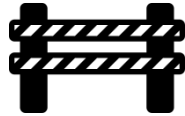
MCKINNEY-VENTO 101



EDUCATION AND HOMELESSNESS

Homelessness

Creates Barriers



- *unable to meet school enrollment requirements
- *move around and change schools a lot
- *be hungry, tired, and stressed
- *lack school supplies or a quiet place to study
- *no access to reliable transportation
- *no parent or guardian to help them

Homelessness

Affects Education

- *chronically absent from school
- *lower grades
- *special education needs
- *score poorly on assessment tests
- *drop out of school



1. THE PREVENTIVE VALUE OF EDUCATION



Children in quality preschool programs are more likely to graduate from high school and own homes



High school graduation is associated with an array of positive life outcomes

- ▼ unemployment
- ▼ criminal justice involvement
- ▲ income
- ▲ health outcomes
- ▲ life span

2. THE PREVENTIVE VALUE OF EDUCATION

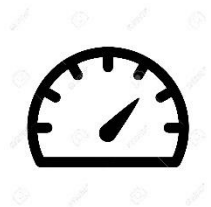
Particular Subpopulations at Higher Risk for Homelessness

Youth with less than a high school diploma or GED had a 346% higher risk

Unmarried Parenting Youth
Had a 200% higher risk

Youth reporting annual household income of less than \$24,000 had a 162% higher risk

LGBT youth
had a 120% higher risk



Black or African American youth
had an 83% higher risk

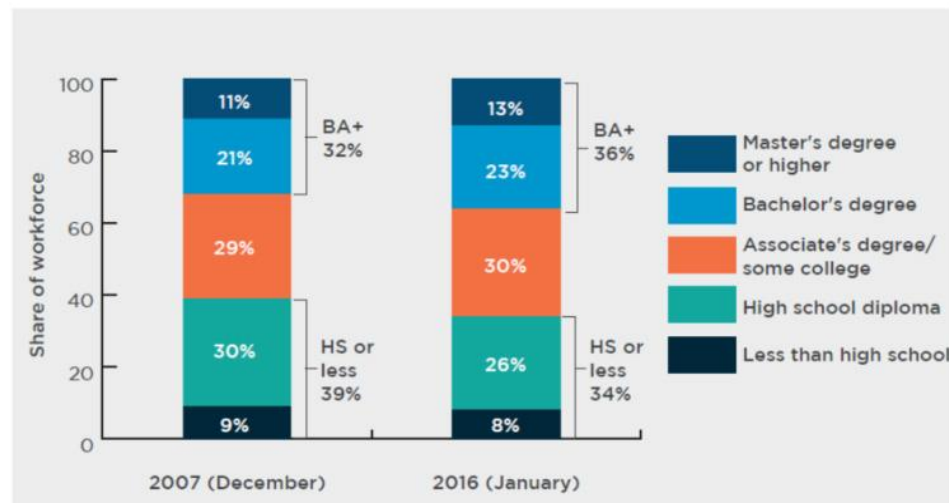


Hispanic, non-White youth
had a 33% higher risk

3. THE PREVENTIVE VALUE OF EDUCATION

HAVES AND HAVE-NOTS: 99% of Jobs Created Since the Great Recession Have Gone to Workers with at Least Some College, Says New Georgetown University Report

Workers with a Bachelor's degree or higher now make up a larger share of the workforce (36%) than workers with a high school diploma or less (34%).



As shown in the graph below from the report, workers with at least some postsecondary education now represent 2/3 of the workforce, compared to workers with a high school diploma or less who represent just 34% of the labor force—a % that has declined steadily during the last decade.

MCKINNEY-VENTO DEFINITION OF HOMELESS




Children or youth who **lack a fixed, regular, and adequate nighttime residence**, including children and youth:

🔑 **Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;**

🔑 **Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate housing;**

🔑 **Living in emergency or transitional shelters, or are abandoned in hospitals;**

MCKINNEY-VENTO DEFINITION OF HOMELESS

 **Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;**

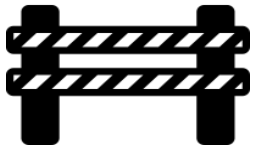
 **Living in cars, parks, public places, abandoned buildings, substandard housing, bus or train stations, or similar settings;**

 **Migratory children living in the above circumstances**

 **The term unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian**

MCKINNEY-VENTO BASICS:

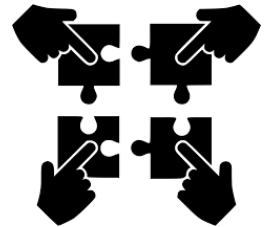
Guarantees educational rights and services for homeless children and youth



Requires schools and districts to remove barriers to education

Requires a designated homeless liaison in every public school district

Requires collaboration among school programs and community agencies



HOMELESS LIAISON BASIC DUTIES:



Ensure that homeless students (including LEA preschool children and unaccompanied youth) are identified



Ensure that they are immediately enrolled, even if they are unable to provide normal records and documents, and have full and equal opportunity to succeed



Establish a referral process with school staff and community agencies and that the students and families receive referrals to appropriate services

HOMELESS LIAISON BASIC DUTIES continued:



Inform parents/students of their educational rights, i.e. school choice



Inform parents/students of their transportation rights, including transportation to the school of origin



Guarantee that students receive free school meals, school supplies, and fee waivers when applicable

HOMELESS LIAISON BASIC DUTIES continued:



Confidentially alert the appropriate school staff of a student's living situation and make sure everyone is following FERPA guidelines



Collaborate with community service providers, school personnel, regional homeless coordinator and staff to provide homeless students' education and related services

HOMELESS LIAISON BASIC DUTIES continued:

- ✓ **Ensure that public notice of the educational rights of students experiencing homelessness is disseminated and displayed in locations frequented by families and students experiencing homelessness**
- ✓ **Ensure that enrollment disputes are mediated in accordance with PA's dispute resolution process**
- ✓ **Provide school personnel with professional development and other supports**



INTRODUCTION FOR NEW LIAISONS:



Understand the responsibilities of the position/role



Become familiar with procedures and resources for serving homeless students in your district



Determine where to target your time and effort



Identify resources and supports for becoming an effective homeless liaison

HOMELESS LIAISON 1st STEPS:



Connect with your ECYEH Regional Office !!

Each region is different, but here are things we all do

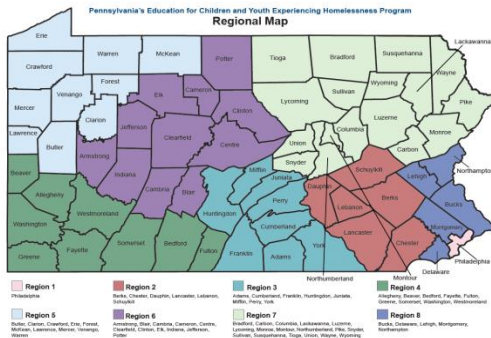
One on one meetings

Regional or county meetings

Provide brochures and other tools

Provide posters, school supplies, etc...

Provide training and ongoing support



***PA ECYEH Regional Map in conference folder**

HOMELESS LIAISON 1st STEPS continued:

Learn about the McKinney-Vento Act and good implementation practices

Review and have on hand:

**Education for Homeless Children and Youths Program
Non-Regulatory Guidance – Updated March 2017 by U.S.
Department of Education**



**The Most Frequently Asked Questions on the Educational
Rights of Children & Youth in Homeless Situations – October
2017 by NAEHCY & National Law Center on Homelessness &
Poverty**

Quick Access to:

National Center for Homeless Education (NCHE) -

<https://nche.ed.gov/>

**- has multiple resources and publications, including The
Homeless Liaison Toolkit**



HOMELESS LIAISON 1st STEPS continued:

Become familiar with your district's homeless education program



learn as much as possible about the homeless services that are provided within your district and your community



review district records and documents with information on homeless students, monitoring reports, yearly ECYEH database reports, Title 1A expense reports for homeless set aside funds and understand what are allowable uses of the funds, etc.

HOMELESS LIAISON 1st STEPS continued:



Key Questions to Ask:



- 1. How many homeless students did we identify last year? What is the level of poverty in the district? Does the number of homeless students identified seem appropriate for the level of poverty?**
- 2. How much money is set aside for services to homeless students through Title 1, Part A? How was the amount of funds determined? On what items/activities were the funds spent last year? How are the funds accessed?**
- 3. What are the current processes and protocols for identifying and enrolling homeless students, linking them to services, and collecting data?**

HOMELESS LIAISON 1st STEPS continued:



Key Questions to Ask...



4. What are the challenges to implementing the MV program in the district? What are barriers noted by students, parents, school staff, and administrators?
5. How many disputes have taken place, and what was the nature of the disputes? How were the disputes resolved? How many went to the regional, and/or the state level? Were any practices put in place to prevent disputes in the future?
6. Who are the key district contacts for pupil transportation, child nutrition, pupil services, Title 1 and special education?
7. What are the key community agencies that the district collaborates with to provide services for the homeless students and their families?

HOMELESS LIAISON 1st STEPS continued:

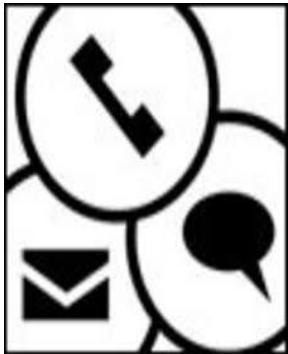


Become familiar with existing processes and protocols

Initiate conversations with school administrators, and enrollment staff; review records, or other written documents, to determine what processes and protocols are in place for the following areas:



- * **conducting outreach and identification...**
- * **facilitating immediate enrollment...**
- * **guiding the discussion on school selection with parents and unaccompanied youth...**
- * **arranging transportation to and from the school of origin...**
- * **facilitating the dispute process...**
- * **linking homeless students to programs and services...**
- * **providing school supplies, basic clothing, and hygiene items...**
- * **coordinating with community services...**
- * **serving unaccompanied homeless youth...**



HOMELESS LIAISON 1st STEPS continued:



Plan your work and keep organized:

Keep documents such as, handbooks, emails from Regional Office, Non-Regulatory Guidance, and other key documents readily available;



Store most frequently used documents on your computer's desktop for quick reference;



Keep records of phone calls and emails in order to be able to identify persistent barriers and note trends to guide you in planning trainings and technical assistance;



HOMELESS LIAISON

1st STEPS continued:



Plan Your Work and Keep Organized, continued:

Create a calendar that notes county, regional & state trainings, data submission deadlines, and monitoring visits;



Develop written procedures and protocols for identifying, enrolling, and serving homeless students;



Document student information, services and outcomes;

Create a filing system for sign in sheets for trainings, PowerPoints, staff orientations, etc.



HOMELESS LIAISON 1st STEPS continued:

Participate in professional development opportunities
Attend the annual ECYEH State Conference!

Participate in online Trainings offered by:

**Center for Schools and Communities/ECYEH –
Education for Children & Youth Experiencing
Homelessness Program -**

<https://homeless.center-school.org/>

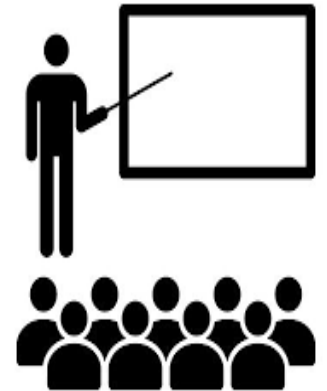
NCHE/National Center for Homeless Education -

<https://nche.ed.gov/>

**NAEH CY/National Association for the Education of
Homeless Children & Youth - <https://naehcy.org/>**

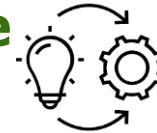
SchoolHouse Connection -

<https://www.schoolhouseconnection.org/>



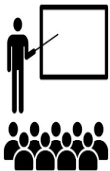
HOMELESS LIAISON STRATEGIES:

Participate in all professional development and technical assistance offered by your Regional Office



Remember - you don't need to do everything at once. Plan your activities over time and prioritize what is needed most to support your students who are experiencing homelessness

Develop written procedures and protocols for identifying, enrolling, and serving homeless students



Train district personnel on the McKinney-Vento Act, and related policies and procedures, to generate district wide awareness and effective implementation

HOMELESS LIAISON STRATEGIES continued:

Network with other LEA liaisons by sharing best practices and inter-district agreements



Develop relationships and/or partnerships with local service providers, faith-based organizations, food banks, housing agencies, public preschool programs and local businesses



Use a trauma-informed approach when communicating with parents, guardians, and students about their needs



15/16 and 16/17 PA ECYEH DATA



REGION	15/16	16/17	+/- %
1	5,518	6,583	+1,065/19%
2	6,041	6,500	+459/8%
3	1,954	2,242	+288/15%
4	4,716	5,004	+288/6%
5	2,798	2,790	-8
6	1,290	1,327	+37/3%
7	1,802	1,943	+141/8%
8	3,605	3,875	+270/8%
TOTAL	27,724	30,264	+2,540/9%

Education for Children and Youth Experiencing Homelessness (ECYEH) 2016-17

30,264

children and youth experiencing homelessness in Pennsylvania July 1, 2016 through June 30, 2017

Of the 30,264 children and youth who experienced homelessness in 2016-17:

- 83% were enrolled in school
- 19% of identified children age 0-5, not yet enrolled in kindergarten
- 14% were unaccompanied youth

Enrolled children and youth experiencing homelessness made up approximately

1%

of PA's public school population

98% & 75%

percentages of school districts and charter schools having one or more children who experienced homelessness

Nighttime status determines an individual's homeless status.

- 63% Doubled up
- 28% Shelters, transitional housing, awaiting foster care placement*
- 8% Hotels or motels
- 1% Unsheltered

23%, 7%, & 3% of children and youth experiencing homelessness identified as having a disability, being an English Learner, or migrant, respectively

55% of students enrolled in school for 60+ days had a 90%+ attendance rate

5% of students in Grades 7-12 dropped out of school

66% / 10%
Grade 12 student
Graduation / Dropout rates

Program Outcomes and Impact



10% of enrolled students experienced barriers related to school enrollment, attendance, or academic success



34% of students assessed scored at proficient or advanced levels on state literacy assessments in 2017



85% of LEAs, shelters, pre-K programs, and agencies received direct ECYEH services



65% of enrolled students remained in their school of origin



18% of students assessed scored at proficient or advanced levels on state math assessments in 2017



90% of identified children and youth received services at the individual level



pennsylvania
DEPARTMENT OF EDUCATION

Bureau of School Support

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Phone: 717.772.2066
scamara@pa.gov | www.education.pa.gov

All results based on students included in analysis. All students may not have data for all areas. Source: 2016-17 Pennsylvania Education for Children and Youth Experiencing Homelessness State Evaluation Report

*Awaiting foster care placement was no longer an eligibility criterion after December 1, 2016.

IMPORTANCE OF DATA



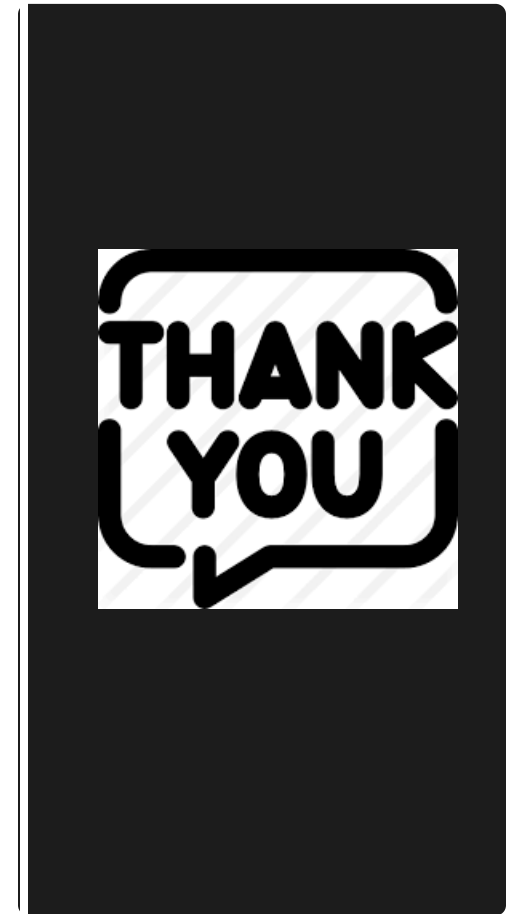
Accurate identification efforts in schools shed light on the true extent of youth homelessness, which can empower communities to respond

Schools' proactive identification brings in more community stakeholders

<https://www.schoolhouseconnection.org/more-homeless-students-2015/> for full report

ECYEH DATABASE DISCUSSION

PLEASE SEE HANDOUTS



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