



Welcome
SD Department of Education
Title I Director's Call
September 13, 2011

Be sure your phone is muted, unless you wish to speak to everyone.

*6 Mute

#6 Unmute



McKinney-Vento Education of Homeless Children and Youth Act

- ✓ HUD Act - Subtitle VII-B of the McKinney-Vento Homeless Assistance Act; reauthorized as Title X, Part C of ESEA 2001 (NCLB)



Topics

Interpretation of this statute can be complex. Each individual family's situation must be evaluated. For the purposes of this presentation we will cover some highlights.

- Who Qualifies
- Rights of children/family
- Transportation
- Title I and McKinney-Vento collaboration



Requirements

- Pertains to students in public and BIE schools.
- Each district and BIE school must have a liaison. The liaison must be a district employee; designated and listed on the consolidated application. Liaison makes the final determination. Liaison will rely on other district employees to assist in locating families.
List of District Liaisons has been posted in the handouts
- All districts must comply with M-V whether or not the district receives funds.
- Establishes duties of the liaison
- Establishes rights of students
- Establishes responsibility for transportation



District must actively seek out families

- Provide a districtwide residency questionnaire to all students upon enrollment. Add a question on the enrollment form asking if the address is temporary.
- Provide awareness activities at districtwide professional development training sessions.
- Avoid using the word “homeless” in initial contacts with school personnel, families, or youth.
- Compile addresses of shelters, motels, transitional living programs, and campgrounds frequently used by families and youth who are homeless, and provide these addresses to district registrars and school secretaries.
- Develop relationships with truancy officials and/or other attendance officers. Train truancy officers on how to recognize school absences that may be the result of homelessness.
- Identify and work with community service agencies, such as shelters, soup kitchens, food banks, transitional living programs, street outreach teams, drop-in centers, community action agencies (especially in rural areas, where there may be no shelters), welfare departments, housing departments, public health departments, and faith-based organizations.
- Contact managers of low-cost motels and campgrounds.
- Become familiar with low-income neighborhoods, areas where young people who are out of school might congregate during the day, locations of public laundry facilities, Head Start centers, migrant housing developments, and public housing complexes.
- Provide outreach materials and posters .
- Engage the local homeless task force, homeless coalition, and homeless assistance Continuum of Care as partners.

A List of Potential Signs of Homelessness has been uploaded as a handout.



Who qualifies?



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

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason (“doubling up”)
- Living in motels, hotels, trailer parks, camping grounds due to the lack of adequate alternative accommodations
- Living in emergency or transitional shelters
- 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 a similar setting
- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances

Determining Eligibility for Services Document
http://center.serve.org/nche/downloads/briefs/det_elig.pdf



Rights of children/family



EDUCATIONAL RIGHTS FOR CHILDREN AND YOUTH LACKING FIXED, REGULAR AND ADEQUATE HOUSING

Your child has the same rights to school programs and services as all children, including:

- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education provided to other students.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Continue in the school attended before you became homeless, if that is your choice, it is feasible, and in the best interest of the child. The school district's education liaison must assist you, if needed, and offer you the right to appeal a decision regarding the choice of school should it go against your wishes.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you try to resolve a dispute over enrollment. The district must provide you with a written explanation if a placement dispute occurs and inform you that you have the right to appeal.



Educational Rights (continued)

- Receive the same special programs and services, if needed, as provided to all other students. These programs could be before and after school programs, pre-school programs, special education, gifted and talented programs, career and technology education, etc.
- Automatically participate in free breakfast and lunch programs.
- Receive transportation to the school and school programs you attended before you became homeless (or the school you last attended).
- Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- Unaccompanied youth lacking fixed, regular, and adequate housing have these same rights.

Each parent/guardian/unaccompanied youth must be given a copy of the rights brochure, if there is the possibility the family/unaccompanied youth is M-V eligible.

Know Your Rights Brochure

http://doe.sd.gov/oess/documents/TitleX_KnowYourRights.pdf



School Selection

Students experiencing homelessness have the right to attend one of two schools:

Local Attendance Area School

Any public school that students living in the same attendance area are eligible to attend

School of Origin

The school attended when permanently housed; or
The school in which the student was last enrolled – based on the best interest of child and feasibility will be determined by the parents/unaccompanied youth and the M-V liaison



Transportation



Transportation issues are complex

M-V Liaisons need additional training. Below are some highlights.

- Districts must transport homeless students to and from the school of origin, at a parent's or guardian's request; this is true even if the district does not provide transportation to non-homeless students (Guidance, Question H-6)
- If the student's temporary residence and the school of origin are in the same district, that district must arrange transportation
- If the student is living outside the district of the school of origin, the district where the student is living and the district of the school of origin must determine how to divide the responsibility and cost, or they must share the responsibility and cost equally
- McKinney-Vento mandates that transportation to the school of origin be provided for the duration of the student's homelessness
- Providing transportation to the school of origin once the student becomes permanently housed is not addressed specifically in the law and, therefore, is a matter of state or local policy/practice
- Title IA funds can be used to transport formerly homeless students to/from their school of origin once they become permanently housed (Guidance, Question M-2)



Title I and McKinney-Vento Collaboration



Homelessness is associated with lower standardized test scores and a higher likelihood of missing school and/or experiencing multiple school transfers.

Many challenges faced by homeless students are addressed

- Children and youth who are homeless are automatically eligible for Title I, Part A, services, whether or not they attend a Title I school or meet the academic standards required of other children for eligibility.
- Guidance from the U.S. Department of Education states that LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources.
- Title I Part A Set-asides also can be used to provide services to homeless students who *are* attending Title I schools. In determining the set-aside amount, LEAs should allow for the provision of services to homeless students who attend Title I schools that will meet the unique needs of these children above and beyond the regular Title I programs at those schools.



Consolidated Application

Six questions pertaining to homelessness are included in the Consolidated Application. All districts must answer these questions.

14.01 Describe how the district homeless liaison and the Title I coordinator communicate and collaborate.

14.02 List the number of identified homeless students in Title I schools for the past school year.

14.03 List the number of identified homeless students in non-Title I schools for the past school year.

14.04 Describe Title I Part A set-aside funds for homeless. – explain how the dollar amount was determined; List the Title I comparable services provided; Include how educationally related support services are provided to children in shelters and other locations where homeless children live; there is no minimum requirement for the set-aside; however, if a need were to arise the district will have to be prepared to cover any costs.

14.05 Explain what efforts the district makes to identify homeless children.

14.06 Has the district adopted a policy that assures the rights of homeless students (This is not the complaint/dispute policy.)



Title I Set-Aside Funds

Federal Regulation states that all school districts must set aside Title I funds to provide comparable services for students in non-Title I schools and Title I schools.

- ✓ US ED will provide an exception for school districts that are wall-to-wall Title I schoolwide provided the needs assessment for the district and each schoolwide plan addresses these students.
- ✓ US will provide an exception for districts that have not identified a student experiencing homelessness.

Approximately 50 SD school districts identified students during 2010-2011.



Guidance on How to Calculate Set-Aside

- **Method #1: Identify homeless students' needs and fund accordingly.**
- **Method #2: Obtain count of homeless students and multiply by Title I, Part A per-pupil allocation.**
- **Method #3: Reserve an amount of funds greater than or equal to the amount of your McKinney-Vento subgrant request. Only 2 districts receive M-V funds.**
- **Method #4: Reserve a specific percentage based on your district's poverty level or total Title I, Part A allocation.**

Unused Title I Part A set-aside dollars revert back to regular Title I funds at the end of school year.



14.04 Describe Title I Part A set-aside funds for homeless. – explain how the dollar amount was determined;

List the Title I comparable services provided;

Include how educationally related support services are provided to children in shelters and other locations where homeless children live;

There is no minimum requirement for the set-aside; however, if a need were to arise the district will have to be prepared to cover any costs.

The district must provide a complete explanation of how the district arrived at the set-aside amount. You must show how you calculated the funds. The amount must be based on the number of students and the necessary services.

Questions to Consider:

Is my district required to do a set-aside? Is my district wall-to-wall Title I? Do we have unmet needs and should we set aside funds even though we are not required? How many qualifying students did we have last year? In looking at the data for our homeless students in previous school years, do I know their needs and the cost of those needs?



Allowable Uses of Title I Part A Set-Aside

In many cases, the services homeless children receive are similar to those provided to any at-risk student, such as intensive reading instruction. However, according to ED guidance, non-traditional services, such as food or health services, also may be provided if regular sources – child nutrition programs, health clinics and similar agencies that offer services to disadvantaged children – are not “reasonably available” and the services meet the standard “reasonable and necessary” test applicable to all federal expenditures. These services might include:

- Clothing, particularly if necessary to meet a school’s dress or uniform requirement;
- Clothing and shoes necessary to participate in gym classes;
- School fees associated with general education;
- School supplies such as back packs and notebooks;
- Birth certificates necessary to enroll in school;
- Immunizations;
- Food;
- Medical and dental services; eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness;
- Outreach services to students living in shelters, motels and other temporary residences;
- Extended learning time (before-and after-school programs, Saturday classes or summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or locations where homeless students live;
- Parental involvement;
- Fees for Advanced Placement and International Baccalaureate testing;
- Fees for SAT or ACT testing; or
- General Education Development (GED) testing for school-age students.



Additional Requirements

- All Districts must have a complaint policy that addresses complaints arising out of district decisions pertaining to M-V students rights.
- All districts must have a policy addressing the rights of students.
- All districts are monitored for compliance with the M-V law.
- Data on qualifying students is required on the annual Title I Report and the information must be recorded in Infinite Campus – includes housing situation at the time of identification. Data is reported to US ED and includes Dakota STEP scores for this subgroup – math, reading, science.



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National Center for Homeless Education
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