Homeless Education
McKinney-Vento - Homeless Education Act
ESEA/ESSA

January 14, 2016

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Accountability and Compliance
AGENDA

• Homeless - Definition

• Barriers/Challenges

• Education Homeless Children and Youth Act (ESEA/ESSA):
  > Access

• Funding – State (LCFF) and Title I (Federal)

• California Statute - Update

• Outreach Strategies
Homeless Facts and Figures

• The number of homeless children and youth enrolled in the 2013–14 school year (SY):

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Homeless Children and Youth Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationwide</td>
<td>1.5 million</td>
</tr>
<tr>
<td>Statewide</td>
<td>310,002</td>
</tr>
</tbody>
</table>

• Over 40 percent of all homeless children are under the age of five.

• Ten percent of all children live in poverty.
Barriers

• Eligibility requirements

• Lack of transportation

• Lack of school supplies, equipment, etc.

• Poor health, fatigue, hunger, anxiety, and/or trauma

• Lack of outreach to homeless families
Barriers (Cont.)

• Lack of identification of homeless children

• Lack of parent or guardian involvement strategies

• Lack of awareness

• Prejudice and misunderstanding
Barriers (Cont.)

• Unaccompanied youth face barriers, such as:
  – Lack of adult, parent, or guardian
  – Need for employment
  – Credit accrual policies
  – Concerns of capture by authorities
Definition

• Homelessness is defined as individuals who lack a fixed, regular, and adequate nighttime residence.

  – A fixed residence is one that is stationary, permanent, and not subject to change.
Definition (Cont.)

- A **regular** residence is one that is used on a normal, standard, and consistent basis.

- An **adequate** residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.
Definition (Cont.)

• Examples of homelessness include children and youth living in:

  – **Shared housing** due to economic hardship

  – **Motels or hotels**

  – Public or private **places not designed for sleeping**
Definition (Cont.)

– Trailer parks or campgrounds

– Cars, parks, and abandoned buildings

– Shelters

– Emergency or transitional shelters
Definition (Cont.)

• Additional examples of homelessness include children and youth who are:
  – **Migratory children** who qualify as homeless
  – **Awaiting foster care placements**
  – **Abandoned** in hospitals
  – **Unaccompanied youth**
Definition (Cont.)

• To determine if a homeless child or youth lives in substandard living conditions consider:
  – Health and safety concerns
  – Number of occupants per square foot
  – Age of occupants
  – State and local building codes
Education for Homeless Children and Youth Act

- Education for Homeless Children and Youth (EHCY) Act:
  - Was originally authorized in 1987.
  - Reauthorized with ESSA – Dec 10, 2015
  - Provides stability, access, and support for academic success for homeless children and youth, including preschool-aged children.
Education for Homeless Children and Youth Act (Cont.)

– All local educational agencies (LEAs) must designate a homeless liaison.

– A list of homeless liaisons can be found on the California Department of Education Homeless Children and Youth Education Web page at http://www.cde.ca.gov/sp/hs/cy/
Education for Homeless Children and Youth Act (Cont.)

• Homeless liaisons must:
  
  – Ensure that homeless children and youth are promptly identified.
  
  – Ensure that access is provided and barriers to enrollment and retention are removed.
Education for Homeless Children and Youth Act (Cont.)

– **Disseminate** public notice of educational rights in areas where homeless families are found.

– **Inform** parents or guardians of educational opportunities.
Education for Homeless Children and Youth Act (Cont.)

- Ensure that homeless families, children, and youth have access to and receive educational services.

- Assist children and youth who do not have immunizations.

- Coordinate and collaborate services for homeless children, youth, and their families.
Collaborate with the state coordinator, community agencies, and school personnel, including special education.

Refer parents or guardians to other public agencies, community service organizations, nonprofit agencies, and faith-based organizations for needed services.
Education for Homeless Children and Youth Act (Cont.)

– **Assist** with the mediation of the dispute resolution process.

– **Assist unaccompanied homeless youth** with enrollment, transportation, services, etc.
Equal Access

• Homeless students should have equal access to all programs including:
  – Gifted and Talented Education
  – Special education
  – Migrant education
Equal Access (Cont.)

– English learner programs

– Vocational education

– Title I

– State Meal Program

– Before and/or after school programs
Segregation/Integration

- LEAs are required to ensure that homeless children and youth are not stigmatized or segregated on the basis of their homeless status.
Immediate Enrollment

- Homeless children must be immediately enrolled in school.

- “Enroll” and “enrollment” means attending classes and participating fully in school activities.
Immediate Enrollment (Cont.)

• No prior records are needed but should be obtained as quickly as possible. Records may include:
  
  – Birth certificates.
  – Social Security number.
  – Immunization.
  – Transcripts.
  – Proof of address.
Immediate Enrollment (Cont.)

• Homeless preschoolers may be given priority enrollment.

• Unaccompanied youth have the right to enroll without a legal guardian.
Data Requirements

• All LEAs are required to report the number of homeless students enrolled through the California Longitudinal Pupil Achievement Data System (CALPADS) annually.

• It is Education Program Code 191 – Homeless Program.
Data Requirements (Cont.)

• In 2014–15, CALPAIDS changed the collection of homeless data.

• It is no longer collected through the Primary Residence Category Code.

• It is now collected in the Student Program File (SPRG).
Data Requirements (Cont.)

• The SPRG requires a program start and end dates.

• Homeless Dwelling Type code:
  – 100 Temporary Shelters.
  – 110 Hotels/Motels.
  – 120 Temporarily Doubled-Up.
  – 130 Temporarily Unsheltered.
Data Requirements (Cont.)

• There are also two new indicators:
  – Unaccompanied Youth Indicator.
  – Runaway Indicator

• Homeless runaways.
Data Requirements (Cont.)

• LEAs should consider:

  – Training staff regarding identification and tracking.

  – Updating and uploading to CALPADS frequently.
Local Control Funding Formula and Data

• Homelessness should be reconfirmed at the beginning and end of each school year to ensure students are appropriately counted for the Local Control Funding Formula (LCFF):
Local Control Funding Formula and Data (Cont.)

– If student is still homeless, no change is necessary.

– If student is no longer homeless, populate program end date.
School of Origin

• “School of origin” is the school the child attended when permanently housed or the school last enrolled.

• Students can stay in their school of origin the entire time they are homeless and until the end of any academic year in which they move into permanent housing.
School of Origin (Cont.)

- If a student is sent to a school other than that requested by a parent or guardian, the district must provide a written explanation to the parent or guardian of its decision and their right to appeal.
School Selection

• Students have the right to stay in the “school of origin:”
  – For the duration of homelessness;
  – If in the best interest of the student; and,
  – Parent or guardian requested.
Best Interest

• To determine the best interest, an LEA should consider the following:
  
  – Continuity of instruction
  – Age of the child or youth
  – Safety of the student
  – Length of stay in shelter
Best Interest (Cont.)

– Student’s need for special instructional programs

– Length and impact of the commute

– School placement of siblings

– Time remaining in the school year
Dispute Resolution

• Whenever there is a disagreement, the school must:

  – **Immediately enroll** the student in school according to the parent’s and/or guardian’s wishes.

  – **Keep the student until the dispute is settled** and provide transportation to the school of origin.

  – **Explain the decision in writing** to the parents or guardians.
Dispute Resolution (Cont.)

– Contact the liaison to assist in settling the dispute with parents, guardian, or youth.

– If dispute is not resolved at the district level, refer case to the county liaison.

– If case is still not resolved, refer to state coordinator.
Transportation

• Provided and/or arranged to and from the school of origin.

• In addition to providing transportation to the school of origin, LEA’s must provide students in homeless situations with transportation services comparable to those provided to other students.
Transportation (Cont.)

• If the student’s temporary residence and the school of origin are in the same LEA, then that LEA must provide and/or arrange transportation to and from the school of origin (keep comparability).
Transportation (Cont.)

• If the student is living outside of the school of origin’s LEA, the LEA of residence and the school of origin’s LEA determine how to divide the responsibility and cost of providing transportation.

• If the two LEAs cannot agree on who will pay the costs, then the two LEAs share the costs.
Title I

• Homeless children by definition are automatically eligible for Title I services.
Title I and Reporting

• LEAs are required to:

  – Reserve Title I, Part A funds for homeless students—to be determined by the LEA.
Title I and Reporting (Cont.)

– Indicate this reservation in the Consolidated Application and Reporting System (CARS) on the “Title I, Part A Reservations, Required” page.

– On the same page in the comment section, describe what Title I services will be provided to homeless children and youth.
Title I and Reporting (Cont.)

– The release of the “Title I, Part A Reservations, Required” page is typically scheduled for mid January with a due date of late February, annually.
Title I and Reporting (Cont.)

• “Homeless Education Policy, Requirements and Implementation” page requires LEAs to:

  – Provide their homeless liaison’s contact information.

  – Indicate if they have a written homeless education policy, and if not, why?
Title I and Reporting (Cont.)

- Indicate if they meet federal requirements listed on the page, and if not, why not.

- Enter the amount of that year’s Title I, Part A funds expended or encumbered for direct or indirect services to homeless children.
Title I and Reporting (Cont.)

– The release of the “Homeless Education Policy, Requirements and Implementation” page is scheduled for May 16, 2016, with a due date of June 30, 2016.
Determining Reservations

• LEAs can:

  – Review needs and in the current year and project for the following year.
  
  – Multiply the number of homeless students by the Title I, Part A per pupil allocation.
Determining Reservations (Cont.)

– Reserve an amount greater than or equal to the McKinney-Vento subgrant funding if the LEA receives a subgrant.

– Reserve a percentage based on the district’s poverty level or total Title I, Part A allocation.

– Collaborate with your LEA’s homeless liaison.
Allowable Reservations Uses

• Title I, Part A reservations may be used for:

  – Meeting **basic needs** such as clothing, school supplies, health costs, dental, and vision services

  – Hiring **special teachers, aides, and tutors** to provide **supplemental instruction**
Allowable Reservations Uses (Cont.)

– Providing outreach to homeless parents and/or guardians

– Providing after-school and/or summer programs

– Collecting data on homeless students

– Providing emergency food while the student is in school, including breakfast, lunch, and snacks
Allowable Reservations Uses (Cont.)

– Obtaining and paying for birth certificates and/or immunizations

– Paying for a General Educational Development (GED®) test

– Paying for a GED® test to improve literacy skills of homeless parents
Allowable Reservations Uses (Cont.)

- Providing the **cost of cap and gown** to wear at graduation

- Paying for **class projects** and/or **field trips**

- Providing academic and non-academic support to homeless students in non-Title I schools
Allowable Reservations Uses (Cont.)

– Providing activities, in addition to direct instruction, that promote student achievement

– Providing transportation to and from the school of origin

– Supporting a homeless liaison position
Prohibited Reservation Uses

• Title I, Part A reservations may not be used to:
  – Provide rental assistance for homeless families.
  – Provide clothing assistance for parents or guardians.
  – Pay for the cost of prom dresses, sports, or yearbooks.
California Legislation

• January 1, 2014
  – Senate Bill (SB) 177
  – Assembly Bill (AB) 1068
  – Assembly Bill (AB) 309
  – Assembly Bill (AB) 652

• January 1, 2015
  – Assembly Bill (AB) 1806
California Legislation (Cont.)

• January 1, 2016
  – Senate Bill (SB) 445
  – Senate Bill (SB) 252
  – Assembly Bill (AB) 982
  – Assembly Bill (AB) 1166
California Legislation (Cont.)

- January 1, 2016
  - Assembly Bill (AB) 379
  - Assembly Bill (AB) 1228
  - Assembly Bill (AB) 104
  - Assembly Bill (AB) 1101
Strategies for Outreach

• Post notice of educational rights in places that homeless families with young children frequent.

• Initiate interagency communication and collaboration.

• Visit homeless shelters in your community.
Strategies for Outreach (Cont.)

• Incorporate questions about housing status on registration forms.

• Enlist the help of school personnel, including secretaries, in identifying children under five years old.

• Reach out to homeless families on a continuous basis.
Strategies for Outreach (Cont.)

- Coordinate and collaborate with the local homeless liaison.

- Be flexible with policies that may serve as a barrier.

- Adjust program schedules to accommodate homeless families, particularly parents or guardians who work.
Invitation to:

• Review and revise enrollment forms.

• Create professional development schedule.

• Meet with the State and Federal Programs Director.

• Meet with the research and evaluation staff.

• Post homeless rights.
Invitation to: (Cont.)

• Networking opportunities:
  – Homeless task forces and coalitions.
  – Local shelters.
  – Community organizations.
  – Faith-based agencies.
  – Social services providers.
  – Housing departments.
Invitation to: (Cont.)

• Find your “customers.”
  – Inform them of their rights.
  – Find out what their needs are.
  – Give them your business cards.

• Do not reinvent the wheel.
  – Use forms from other LEAs.
  – Find resources using Web pages on slide 68.
Talk with your colleagues:

• Get to know someone from each of the following departments:
  – Special education.
  – Migrant education.
  – Neglected and Delinquent.
  – Head Start and Even Start.
  – Foster youth.
Five Things to Remember

Homeless students and their families typically:

– Experience poor nutrition

– Have inadequate health care

– Have higher exposure to violence and emotional stress

– Have increased incidents of health impairments
Resources

• CDE Homeless Children and Youth Education Web page: www.cde.ca.gov/sp/h5

• National Association for the Education of Homeless Children and Youth Web site: www.naehcy.org

• National Center for Homeless Education at the SERVE Center Web site: http://center.serve.org/nche/
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