



Serving Students in Temporary Housing through District and Community Collaborations



2016-17

Presented by the New York State Technical and Education Assistance Center for Homeless Students (NYS-TEACHS)

About Us

- NYS-TEACHS
 - New York State Technical and Education Assistance Center for Homeless Students
 - Funded by the New York State Education Department and housed at Advocates for Children of New York
 - Provide technical assistance on homeless education issues. Our services include:
 - Hotline (800-388-2014)
 - Website (www.nysteachs.org)
 - Webinars, Annual Workshops, and On-Site Trainings
 - Outreach Materials

What do we already know?

Liaisons must ensure that students in temporary housing can fully participate in school.

True or False?

- A. True
- B. False

What do we already know?

Title I, Part A funds can be used to support students in temporary housing, even if they do not attend a Title I school.

True or False?

- A. True
- B. False

What do we already know?

Schools are prohibited from partnering with outside organizations to serve students in temporary housing.

True or False?

- A. True
- B. False

Agenda

Background & Context

School/District Programs and Collaborations

Cultivating Community Partnerships and Collaborations

Students' Experiences

- 54 percent of the students interviewed for this report say concrete supports (housing, food, transportation) and emotional supports are equally important.
- When students were asked what they needed, they cited as very or fairly important having someone to talk to or check in with for emotional support (86 percent), connecting with peers or maintaining friendships (86 percent), participating in school activities including sports, music, art, and clubs (82 percent).
- 58 percent say their schools did only a fair or poor job or should have done more to help them stay in and succeed in school. Just 25 percent say their schools did a good job helping them find them housing.
- 61 percent say they were never connected with any outside organization while homeless; 87 percent of those who were connected found the help valuable.

Hidden in Plain Sight (June 2016) was written by a team of researchers at Civic Enterprises, a public policy and strategy firm, in association with Hart Research Associates. The study was released by America's Promise Alliance, a leader of the GradNation campaign.

Of Students Experiencing Homelessness...

25% Children with Disabilities

19% Limited English Proficient

7% Unaccompanied Youth



2014-15 School Year, Ed Data Express

Background & Context

Students have a wide variety of needs resulting from homelessness.



It takes a team approach and inter-organizational collaboration to provide the supports and services necessary to meet ALL of these needs.

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School/District Programs and Collaborations



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Poll

In your district, how frequently does the Liaison meet with key administrators to discuss coordination of services for students experiencing homelessness?

About...

- a. Once a month or more
- b. Every quarter/semester
- c. Annually
- d. Less than annually/Very infrequently

McKinney-Vento Liaison Responsibilities

42 U.S.C. § 11432[g][6][A]; Non-Regulatory Guidance, Section F & Questions L-3, Q-2

Liaisons must ensure that:

1. Children and youths who are homeless are identified by school personnel through outreach and coordination activities with other entities and agencies;
2. Children and youths who are homeless are enrolled in, and have full and equal opportunity to succeed in, the school or schools of the LEA;
3. Families, children and youths who are homeless have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, and other preschool programs administered by the LEA;
4. Families, children, and youths who are homeless receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services;
5. Parents or guardians of children and youths who are homeless are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
6. Public notice of the educational rights of students who are homeless is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians and unaccompanied youths;
7. Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act;
8. Parents and guardians and unaccompanied youths are fully informed of all transportation services, including transportation to and from the school of origin and are assisted in accessing transportation services;
9. School personnel receive professional development and other support; and
10. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youths, including identifying and removing barriers to receiving credit for full or partial coursework completed; are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C. 1087vv), and their right to receive verification of this status from the local liaison.

School and District Collaborations



Springing into Action



What is Title I?



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- Part of the Elementary and Secondary Education Act, a federal law. Reauthorized by the Every Student Succeeds Act.
- Set of programs set up by US DOE to distribute funding to schools/LEAs with high percentage of low-income students.
- Provides funding to states to improve the academic achievement of disadvantaged students, including students experiencing homelessness.

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What is the Title I, Part A *Set-Aside*?

- Requires Local Education Agencies (LEAs) to designate funds for extraordinary needs of homeless students. Students experiencing homelessness are:
 - Automatically eligible, even if they don't attend a Title I school or meet the academic standards required of other children for eligibility;
 - Entitled to educationally-related comparable support services and services not ordinarily provided to permanently housed students
 - Eligible to receive services for rest of academic year in which they become permanently housed.
- Starting in 2017-18, ***all LEAs that receive Title I funds must do a set-aside for students experiencing homelessness.***
 - Currently, districts that receive Title I funds and have at least one non-participating school must do Title I, Part A set-aside.

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Collaboration between McKinney-Vento & Title I

- Invite Title I administrators to Homeless Education trainings and vice versa
- Work together to develop local plans for serving students experiencing homelessness
- Encourage regular interaction between district Title I Administrators and Local Liaisons
- Share information, materials, and relevant data



Examples of Permissible Uses of Title I, Part A Set-Aside Funds

- Academic programs and educational support services
- Basic/emergency supplies
- Extended library hours/after school programs
- Counseling services
- Parental involvement
- Intervention programs
- Excess transportation costs (Cannot also submit for State Transportation Aid from NYSED)
- Outreach efforts to identify the students in temporary housing and help them
- The work of the liaison
- Research based programs that benefit highly mobile students
- Data collection to assess the needs/progress of students in temporary housing

Special Education

- The **McKinney-Vento Act**, together with the **Individuals with Disabilities Education Act (IDEA)** work to ensure that the needs of homeless students with disabilities are met.
- LEAs **must coordinate** McKinney-Vento and special education services within the LEA.
- Be aware of potential barriers that children and youth experiencing homelessness may face:
 - Not being identified as needing special education services;
 - Difficulty with diagnosis due to mobility and other stressors;
 - Lack of timely assessment, diagnosis, and service provision;
 - Lack of continuity of services due to school transfers;
 - Lack of timely or efficient records transfer when enrolling in a new school;
 - Lack of an available parent or surrogate to represent the child or unaccompanied youth.

Barriers are from the National Center for Homeless Education's Brief: [Navigating the Intersections of the McKinney-Vento Act and Individuals with Disabilities Education Act](#)

USDA National School Lunch Program and School Breakfast Program

McKinney-Vento eligibility

Free Meals

No paperwork



Early Care and Education Programs

What types of programs are available for young children?

- Program types determine whether children experiencing homelessness are categorically eligible for services, prioritized for enrollment, and/or covered under the McKinney-Vento Act, Head Start regulations, or other relevant regulations.

Types of Programs:

- **Pre-K:** children 4 years old (born in 2012 for 2016-17 school year)
- **Head Start:** children ages 3 to 5 years old
- **Early Head Start:** children under 3 years old
- **Child Care:** children under 13 years old
- *Early intervention and preschool special education services may be provided at any of these programs. There are also separate preschool special education schools.*



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College Readiness and Higher Education

- Districts must assist with **credit accrual and recovery** by ensuring that students get credit for full or partial coursework satisfactorily completed while attending a prior school.

U.S.C. § 11432[g][1][F][ii]; U.S. Department of Education McKinney-Vento Non-Regulatory Guidance ("McKinney-Vento Guidance"), Q-2

- Districts must provide youth who are homeless with **assistance from counselors to advise youth and improve their readiness for college.**

42 U.S.C. § 11432[g][1][K]; McKinney-Vento Guidance, Section Q

- All high school students experiencing homelessness should receive information and individualized **counseling regarding college selection, the application process, financial aid, and on-campus supports.**

McKinney-Vento Guidance, Question Q-1

- Liaisons **must inform homeless unaccompanied youths of their status as independent students** under the Higher Education Act of 1965 and provide to receive verification of Independent Student Status when applying for federal Student Aid.

42 U.S.C. § 11432[g][6][A]; 20 U.S.C. 1087w



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Extra-Curricular Activities

- Enrollment = Attending classes and **participating fully in school activities**.
- Work with school program directors (e.g. arts instructors, club advisors) to ensure that students can participate if they enter mid-year
- Waive fees
- Create local policies that facilitate participation of students experiencing homelessness.
- Remove transportation barriers (see [U.S. DOE Non-Regulatory Guidance](#))



Cultivating External Partnerships and Collaborations



Poll

Does your school or district have formal relationships with any local non-profits or CBOs serving students in temporary housing?

- a. Yes
- b. No
- c. Working on it
- d. Not sure

Housing and Homelessness Referrals

- Under the reauthorized McKinney-Vento Act, Liaison **must provide housing referrals** to families and youth. *42 U.S.C. § 11432[g][6][A]*
 - Coordinate with and connect families and youth with:
 - the Local Department of Social Services housing or temporary assistance office
 - Runaway and Homeless Youth service providers <http://ocfs.ny.gov/main/Youth/rhydirectory.asp>
 - Local Continuum of Care: <https://www.hudexchange.info/grantees/>
 - McKinney-Vento liaisons who have received training on the Department of Housing and Urban Development's (HUD) definition of homeless may affirm eligibility for students and their families for homeless assistance programs funded by HUD if the liaison has determined that they are homeless under HUD's definition. *42 U.S.C. § 11432[g][6][D]*

HUD's Continuums of Care

- The *Continuum of Care Program* at HUD gives state and regional grants to promote collective responsibility for homeless services.
- A CoC typically has a lead organization (or group of people) and membership organizations. The lead organization is tasked with coordination and oversight of the CoC planning efforts as well as funding priorities.
- As a best practice, you should:
 - Find out who your local CoC leaders are (<https://www.hudexchange.info/grantees/>)
 - Attend meetings and/or collaborate with those leaders to make them aware of how homeless services (or gaps in service) are impacting education.

CONTINUUM OF CARE RESOURCES

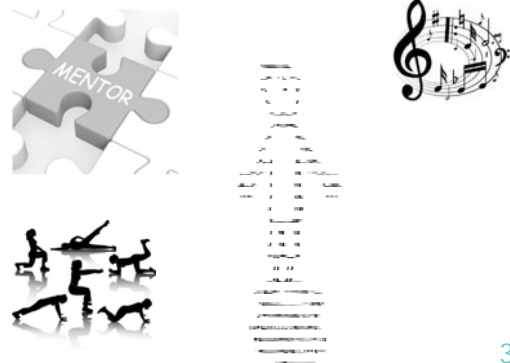
- [NCHE Report on Cross-System Collaborations](#)
- [NCHE Brief: Best Practices in Interagency Collaboration](#)
- [HUD Website for CoC Program](#)

Cultivating Partnerships and Collaborations

Tangible (Immediate) Needs



Social-Emotional Needs



Tangible (Immediate) Needs

WHAT

- **Supply Closet**
(a.k.a. Teen Closet, Caring Closet, etc.)



- **Backpack Program**



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HOW

Donations of food and/or hygiene supplies from PTA, local businesses, or hotels. Events that require food or supply items for entry rather than tickets.

** [News story on Poughkeepsie H.S. "Teen Closet"](#)*

Non-profit organizations such as Volunteers for America (Operation Backpack NYC), provide backpacks filled with school supplies each year.

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Tangible (Immediate) Needs

WHAT

- **Weekend Food Programs**



- **Student (or) Family Friendly Spaces**



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HOW

Collaborations with churches, local food pantries, local restaurants or grocery stores who may donate "left-overs."

** Ex: The Food Bank for Westchester's "backpack program"*

Collaborate with local shelters and CBOs to create technology rooms, play spaces, homework rooms, etc.

** Ex: Check out Bright Horizons Foundation and their "Bright Spaces Program" for more examples.*



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Social-Emotional Needs

WHAT

Afterschool & Summer Programs



HOW

Thoughtful/deliberate partnerships with local non-profits. Some programs will hold spaces and/or provide scholarships for students in temporary housing to attend.

Mentoring Programs



Develop a mentoring program in collaboration with local volunteers. Consider partnering with Social Work students, retired teachers, and/or established organizations such as Big Brothers, Big Sisters.

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Key Takeaways

- Liaisons must ensure students experiencing homelessness have full access to appropriate school services.
- Liaisons should assess the individual needs of students experiencing homelessness and facilitate a connection with programs, including extra-curricular activities.
- District programs must be coordinated with McKinney-Vento programs.
- Liaisons should enlist community partners to meet students' short-term needs (tangible) **and** long-term needs (social-emotional).
- To be effective, community partnerships should be thoughtful, communicative, and explicitly outline the needs of students temporary housing.

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Springing into Action



What questions might you ask James and/or his family in order to support his success in school?

Type your answers into the "Questions" pod.

Resources & Links

- Briefs from the National Center for Homeless Education (*note that briefs were published prior to reauthorization of the McKinney-Vento Act*)
 - Supporting Homeless Children and Youth with Disabilities: Legislative Provisions in the McKinney-Vento Act and the Individuals with Disabilities Education Act
<http://center.serve.org/nche/downloads/briefs/idea.pdf>
 - Serving Students Experiencing Homelessness under Title I, Part A
www.serve.org/nche/downloads/briefs/titlei.pdf
 - Ensuring Full Participation in Extra-Curricular Activities for Students Experiencing Homelessness
http://center.serve.org/nche/downloads/briefs/extra_curr.pdf
- Title I Program Narrative: a description of what LEAs must include in their Title I Plan related to students who are homeless,
<http://www.p12.nysed.gov/accountability/consolidatedappupdate/requiredforms.html>

Resources from NYS-TEACHS

- Free **brochures** are available in English and in Spanish
- Free **posters** in 10 languages
- Toll-free **hotline** 800-388-2014
- **Website**, www.nysteachs.org

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