

School District of Philadelphia

Educating Children and Youth Experiencing Homelessness

Evaluation Report SY 2013-14

Office of Research and Evaluation



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The School District of Philadelphia
Educating Children and Youth Experiencing Homelessness
Evaluation Report SY 2013-14

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Executive Summary

Introduction

The Pennsylvania Department of Education (PDE) provides support in the form of grant funding to school districts in Pennsylvania that have a significant homeless student population through the Education of Children and Youth Experiencing Homelessness (ECYEH) program (PDE, 2013).

The School District of Philadelphia's (SDP) ECYEH office established three priorities for the implementation of this grant:

- (1) Improving and maintaining the computerized tracking of homeless students
- (2) Ensuring continued school enrollment for homeless students as they await placement in permanent housing
- (3) Increasing outreach to homeless and displaced teenagers and families who are living in doubled-up arrangements

The ECYEH program works to educate staff and community members within SDP about the rights of homeless students through McKinney-Vento training workshops.

Methods

The Office of Research and Evaluation (ORE) conducted a school year (SY) 2014 program evaluation of the ECYEH Program that took place from July 1, 2013 to June 30, 2014. Various elements of the ECYEH program were analyzed for compliance and impact, including identified homeless students' academic and behavior data, workshops and trainings, school visits, and direct services provided to homeless students.

ORE extracted school performance data from the SDP's Enterprise Data Warehouse (EDW) to evaluate program outcomes. ORE organized and convened quarterly evaluation meetings to share findings from the data collections with the ECYEH office.

Below is a summary of findings from the 2013-2014 school year (SY) evaluation:

Evaluation Findings

- A total of 4,314 youth were identified as homeless in Philadelphia in 2013-2014.¹
 - Of youth identified, 78% (n=3,345) were students and 22% (n=954) were children (i.e., not yet school-aged, 0-5 year olds)
 - Of youth identified, 18% (n=601) were high school students
 - Homeless high school students tend to be the most difficult to identify.

¹ 15 youths were not located in SDP's centralized repository of student information, the Enterprise Data Warehouse (EDW)

- Fifty percent of homeless students identified were classified as “doubled-up.”² In 2012-2013, 41% of homeless students identified were considered to be “doubled-up.”
- Of school-aged youths identified as homeless, 74% (n=2,495) received at least one service from the ECYEH office.
 - There were 294 parents and students (9%) who received help from the ECYEH office with enrolling in school, accounting for a 58% increase since the 2012-2013 SY.
 - ECYEH program coordinators visited 36 SDP and four Philadelphia Charter high schools to meet with students, principals, secretaries, and counselors and to present information about ECYEH services.
 - A new after school tutoring program was implemented by the ECYEH office. The program held 60 tutoring sessions for students living in four Philadelphia shelters.
 - Throughout the year, the ECYEH coordinators reached out to six different groups in the Philadelphia community to educate community leaders and members about the program.
 - There were 602 individuals reached through McKinney-Vento workshop trainings.
 - The Teen Evolution Experience Network (TEEN) program held 26 workshops, averaging seven attendees per workshop. The program also organized two outings for TEEN members in the spring of 2014.
- Compared to all District students, homeless students in Philadelphia attend school less often, are tardy more often, and are less likely to be classified as Advanced or Proficient on standardized math and reading standardized assessments.

Recommendations

- Due to staffing shortages within SDP, many schools did not have a regular counselor in 2013-2014. Because counselors are a primary source for identifying homeless students within schools, this shortage impacted the number of students identified. It is recommended that teachers be educated about the signs of homelessness and homeless students’ rights and instructed to refer homeless students to the ECYEH office for services.
- Create arrangements with Philadelphia shelters to gather data on homeless youth, increasing identification.
- Directly contact homeless students via phone or email to inform students of the assistance they are eligible to receive from the ECYEH office.
- Begin the tutoring program sooner in the school year so there is more time to recruit teachers with secondary certification to tutor high school students and to provide on-going support to all students throughout the school year.
- Create a dichotomous variable in the ECYEH Student Data File so ORE can better report information on students participating in the tutoring program.

² Those who are sharing housing with another family

Introduction

The Pennsylvania Department of Education (PDE) provides support, in the form of grant funding, to school districts in Pennsylvania that have a significant homeless student population through the Education of Children and Youth Experiencing Homelessness (ECYEH) program (PDE, 2013).

The School District of Philadelphia's (SDP) ECYEH office established three priorities for the implementation of this grant. These were:

- (1) Improving and maintaining the computerized tracking of homeless students
- (2) Ensuring continued school enrollment for homeless students as they await placement in permanent housing
- (3) Increasing outreach to homeless and displaced families who are living in doubled-up arrangements.

The McKinney-Vento Homeless Assistance Act defines homelessness as a lack of a fixed, regular, and adequate nighttime residence.³ This definition includes individuals whose nighttime residence is a public or private place not designed for humans to sleep (cars, abandoned buildings, buses or train stations) and individuals who are doubled-up, sharing housing with another family (NCHE, 2008). Doubled-up families are the most difficult to identify because this living arrangement is often not addressed as a type of homelessness. In accordance with the third priority identified, the ECYEH office has increased its outreach to schools via counselors, secretaries, and principals, in an effort to raise awareness about this type of homelessness.

Students in transitional housing are at risk of moving from school to school. Even when accounting for school mobility, homeless students have significantly lower reading and math achievement scores as compared to housed peers (Fantuzzo et al, 2012). For this reason, it is crucial that homeless students be allowed to remain in their school of origin. The ECYEH office educates families about these rights and assists with the paperwork required for students to stay enrolled at their original school, fulfilling the second priority.

The activities performed by the ECYEH office to fulfill these priorities are reported for the 2013-14 school year (SY).

³ To see a brief report describing the McKinney-Vento Act assembled by the National Center for Homeless Education, see APPENDIX A.

Methods

Evaluation of the 2013-2014 SY ECYEH program was based on the identified three priorities for grant implementation. The ECYEH program was evaluated based on the following four research questions:

1. Was the integrated computerized tracking system of homeless students maintained and improved? Did the ECYEH office work to identifying displaced teens and students living in doubled-up situations?
2. Did the ECYEH program ensure continued enrollment for homeless students awaiting permanent housing?
3. Did the ECYEH program increase outreach to homeless and displaced teens and families?
4. To what extent is there a performance gap between ECYEH identified students and their housed peers?

ECYEH program activities were assessed using the following methods:

Document Analysis

The ECYEH office provided ORE with agendas and sign in sheets for program activities including the after school tutoring program, McKinney-Vento workshops, Teen Evolution Experience Network (TEEN) workshops, and school visits. The frequency of these activities and participation rates were assessed and reported. A data file of student information (i.e., student identification number, housing arrangement, and ECYEH services provided) was reviewed for accuracy and to determine the frequency of services delivered.

Surveys

Surveys gauging the quality of McKinney-Vento related workshops were administered to parents and counselors. The surveys were reviewed by both the ECYEH office and ORE to ensure that items were relevant, comprehensible, and reflected the material covered in the workshops. An additional survey was distributed to parents living in shelters to determine their awareness of ECYEH office services.

School Performance Data

Outcome data, including attendance and PSSA performance, were pulled from SDP's Enterprise Data Warehouse (EDW) with the intention of analyzing the impact of ECYEH services on homeless youths' school performance.

Observation Data

An evaluator from ORE attended a Teen Evolution Experience Network workshop on December 18, 2013 to observe how information was delivered to homeless high school students participating in the program. An after-school tutoring program at the Families Forward shelter was observed on June 11, 2014 to review the scope and quality of activities offered.

Evaluation Findings

Was the integrated computerized tracking system of homeless students maintained and did it continue to improve? Did the ECYEH office work to identifying displaced teens and students living in doubled-up situations?

In the School District of Philadelphia (SDP) homeless students are identified in a number of ways. Methods of identification include students self-identifying as homeless by requesting services from the ECYEH office, data from Philadelphia shelters, and teachers, counselors, and administrators providing homeless student information to the ECYEH office. The ECYEH office receives shelter reports from Philadelphia's Office of Supportive Housing (OSH). These reports provide information that is used to identify homeless students in need of supportive services and are designed to reduce the impact of homelessness on students' education.

The ECYEH office maintains records of each identified student's information and the types of services provided. This data file was shared with ORE as a report of ECYEH office activities. Additional data on children who are not yet school-aged (ages 0-5) is included in the data file. The data on 0-5 year olds was provided mainly by Philadelphia's Office of Supportive Housing to the ECYEH office. Two shelters, Trevor's Place and People's Emergency Center also provided information on 0-5 year olds, but with less frequency.

The ECYEH office is situated within SDP's Central Office and works in tandem with the Office of Student Placement and Enrollment. This partnership increases the identification of homeless students by assisting homeless parents with enrolling their children in school. ORE performed address searches within the EDW to assist in the identification of homeless students attending SDP. Shelter addresses located in Philadelphia were entered into the EDW and matched with students. ORE cross-checked the students identified through address searches with the ECYEH Student Data File and excluded students that had already been identified by the ECYEH office. Data on newly identified students, including student ID, current grade level, and current school, were provided to the ECYEH office. In April 2014, one address search identified 237 homeless students, while another, in May 2014, identified an additional 14 students. As the end of the school year approaches, fewer students tend to be identified.⁴

⁴ The ECYEH office provides a student data file to ORE each month during the school year. Around March each year, the growth of the data file decreases.

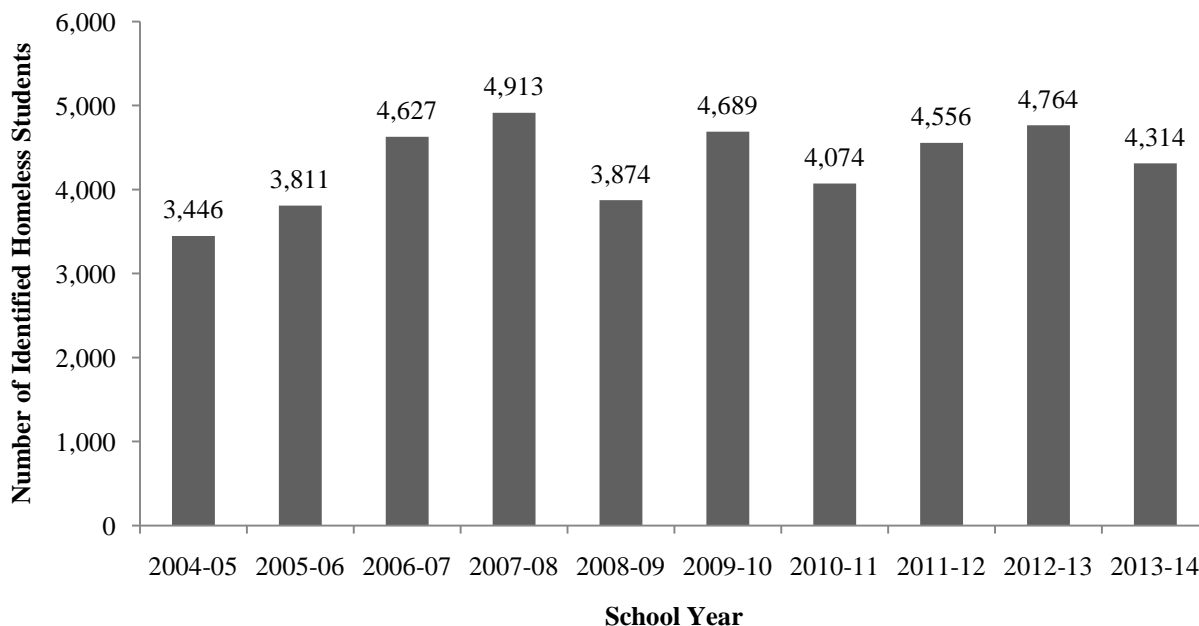
It is important to note the various ways of identifying homeless students do not fully capture this population. Homeless students do not necessarily seek refuge in shelters; many stay with friends (i.e., double-up), or simply have no place to stay at night (Quarles et al, 2012). Table 1 includes the number of youth identified as homeless. Figure 1 displays the number of youth identified as experiencing homelessness by school year.

Table 1. Number of Identified Youth By Category

Category	Identified Students, N
SDP Students	2,815
Charter Students	530
Not yet school-aged (0-5 year olds)	954
Total	4,299⁵

Source: ECYEH Student Data File (July 2014); Enterprise Data Warehouse (July 2014)

Figure 1. Number of Identified Youth Experiencing Homelessness by School Year



Source: ECYEH Student Data File (July 2014); ECYEH Evaluation Report (2013)

Charter schools. Charter schools are not under SDP management; however some student data is provided by charter schools to SDP and is available to ORE through the EDW. Since their data is less accessible, charter school students have been separated from SDP students in certain students-level analyses. Tables include a note indicating whether student data from charter schools is presented separately or included.

⁵ There were 15 students who received services from the ECYEH office during the 2013-14 SY, but were unidentified by the EDW. Their data is included only in Figure 1 and Table 4, but tables that required information accessible in the EDW exclude students whose data was not available in EDW.

Of the 192,136 students enrolled in SDP and charter schools, 1.7% (n=3,345) were identified as homeless. Table 2 presents data about the proportion of students identified in SY 2012-2013 as compared to SY 2013-2014.

Table 2. Proportion Of Identified Homeless Students Compared To Philadelphia Students Overall

Population	N 2012-2013	N 2013-2014
Identified SDP & Charter Homeless Enrollment	3,595	3,345
Total SDP & Charter Enrollment	205,160	192,136
Percent of Total Enrollment Represented by Homeless Students	1.8%	1.7%

Source: ECYEH Student Data File (July 2014); Enterprise Data Warehouse (July 2014); SDP Website (August 2014)

Overall, there were 451 fewer youths who were identified and tracked during the 2013-2014 SY as compared to the 2012-2013 SY. Despite the number of students identified and receiving services, the number of homeless youth in Philadelphia remains high (“Project Home,” 2014). Further, due to budgetary constraints, in SY 2013-2014 there was less capacity to identify and provide services to homeless children.

There are 17 schools in Philadelphia that have more than 30 identified homeless students within their population, as shown in Table 3. Eleven of the schools, excluding charter schools, are elementary schools. Even with the underreporting of homeless students identified, Alain Locke School’s population included almost 20% homeless students.

Table 3. Schools with a Population Of More Than 30 Homeless Students

School Name	School Reporting Category	N (%)**
George W. Childs School	Public	30 (5%)
Young Scholars Kenderton	Charter	30 (8%)
Southwark School	Public	33 (6%)
Benjamin Franklin High School	Public	34 (4%)
Horace Furness High School	Public	37 (5%)
Martin Luther King High School	Public	40 (4%)
Morton McMichael School	Public	43 (10%)
Tanner Duckrey School	Public	45 (8%)
Laura W. Waring School	Public	48 (14%)
Samuel B. Huey School	Public	50 (9%)
James Rhoads School	Public	50 (8%)
Young Scholars Frederick Douglass	Charter	51 (7%)
Mary Bethune School	Public	52 (7%)
John Barry School	Public	53 (6%)
Belmont School	Charter	56 (11%)
Anna B. Day School	Public	76 (16%)

Alain Locke School	Public	90 (18%)
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***Percentage calculated from the particular school's total enrollment during 2013-14 Source: ECYEH Student Data File (July 2014); EDW (July 2014); SDP website (July 2014); paschoolperformance.org (August 2014)*

Funding cuts may have contributed to the slight reduction in the number of homeless youth identified. From SY 2012-2013 SY to SY 2013-2014, the program received about \$95,000 less in grant funding for the ECYEH program.

In the 2012-2013 SY the ECYEH office contracted with 11 shelters, enabling those shelters to provide data on homeless youths, thus aiding the ECYEH office in identification. Contracts included educational programming through an after-school program and a summer program. However, in SY 2013-2014, due to funding cuts, the ECYEH program managers were forced to remove educational programming from the agenda in order to keep other essential program activities in place.

Previously, school counselors were a primary source for identifying homeless students within schools. In 2013, due to a funding gap, many counselors were laid off from Philadelphia public schools. Those counselors that remained alternated from school to school and were therefore less able to develop connections with students. It is possible that without the presence of a regular school counselor, homeless students were less willing to reach out for support.

If provided adequate funding, the identification rate of homeless youth would likely increase.

Homeless youth by age level. In the 2012-2013 SY, there were 633 SDP and charter school students identified as homeless in grades 9-12, accounting for 17% of the total identified population last year. As reported by previous evaluations of the ECYEH program, homeless high school students have been consistently difficult to identify (Evans et al., 2012; Evans et al., 2013). During the 2013-2014 SY, 601 homeless students in grades 9-12 were identified, accounting for 18% of the total identified student population. Although the proportion of students identified as homeless is higher for elementary grades than in high school, this may not truly reflect trends in the homeless youth population. Table 4 and Table 5 present data about the proportion of homeless youth enrolled in SDP and charter schools by grade.

Table 4. Grade Distributions of Homeless SDP Students Compared To Overall SDP Students

Grade Level	Homeless Student Enrollment	Total SDP Enrollment*	% of Homeless Students Enrolled Per Grade
K	278	11,852	2.3%
1	356	12,869	2.8%
2	309	11,764	2.6%
3	288	11,330	2.5%
4	252	11,079	2.3%
5	287	10,264	2.8%
6	219	9,169	2.4%
7	165	8,881	1.9%
8	166	8,672	1.9%
9	155	10,172	1.5%
10	133	9,088	1.5%
11	95	8,394	1.1%
12	112	7,828	1.4%

**Students attending charter schools were excluded, see Table 5*

Source: ECYEH Student Data File (July 2014); Enterprise Data Warehouse (July 2014);

<http://www.philasd.org/about/#schools>

Unaccompanied/displaced teens. In the 2013-2014 SY, the ECYEH program identified 45 “unaccompanied” youth in Philadelphia; this corresponds to seven more students identified than in the 2012-2013 SY. Research shows that homeless high school students are more likely than younger homeless students to be “unaccompanied,” or living without their family (Mizerek & Hinz, 2004). Fearing the return to unsafe home environments, these students may attempt to remain undetected as homeless (NCHE, 2008).

Table 5. Grade Distributions of Homeless Charter Students Compared To Overall Charter Students

Grade Level	Homeless Student Enrollment	Total Charter Enrollment	% of Homeless Students Enrolled Per Grade
K	49	4,423	1.1%
1	54	4,683	1.2%
2	48	4,355	1.1%
3	46	4,342	1.1%
4	48	4,136	1.2%
5	44	4,691	0.9%
6	55	5,349	1.0%
7	43	5,375	0.8%
8	37	5,142	0.7%
9	38	5,417	0.7%
10	28	4,769	0.6%
11	22	4,282	0.5%
12	18	3,810	0.5%

Source: ECYEH Student Data File (July 2014); Enterprise Data Warehouse (July 2014); <http://www.philasd.org/about/#charter-schools>

Although there were less individual homeless high school students identified (n=22 fewer students) from the 2012-2013 SY to the 2013-2014 SY, the percentage of high school students increased by one point, meaning the program maintained a consistent level of student identification.

Doubled-up families. Individuals identified as living “doubled-up” reside in the household of a family or friend. These students are the most difficult to identify because it is not often acknowledged as a type of homelessness. The number of students living in each types of housing situation is displayed in Table 6.

Table 6. Identified Homeless Students by Living Arrangement

Living Arrangement	Total Students (N=3,360)	Total 0-5 Children (N=954)
Shelter	1,573 (47%)	903 (95%)
Doubled Up	1,696 (50%)	40 (4%)
Transitional	58 (2%)	10 (~1%)
Other/Hotel	33 (1%)	1 (<1%)

Source: ECYEH Student Data File (July 2014)

The amount of students identified as living in a doubled-up arrangement surpassed the amount of students identified as living in a shelter by three percentage points during the 2013-2014 SY. In previous years, most students were identified to ECYEH by shelters (Evans et al, 2012; Evans et al, 2013). Since shelter contracts were not renewed in the 2013-2014 SY, more limited identification data were provided. The ECYEH program also

visited 40 high schools, which may have contributed to the increase of identified doubled-up families. There were 216 more students identified in doubled-up living arrangements in the 2013-2014 SY compared to the 2012-2013 SY, accounting for an increase of nine percentage points.

New efforts to identify homeless youth. Each school must now identify a McKinney-Vento liaison to assist with identifying homeless students and addressing their needs. Many SDP schools are short-staffed and therefore experience challenges in addressing students' basic educational needs. As a result, the identification of homeless students is an added challenge. By SY 2014-2015, many schools will have identified their McKinney-Vento liaison and will have streamlined the process of reporting homeless students to the ECYEH office.

Philadelphia's ECYEH program coordinators are required to gather information on all students attending schools within the Philadelphia region, including SDP and charter schools. Considering the size of SDP, including 131,362 students enrolled in 214 schools, the ECYEH program mainly engages SDP students. Of identified homeless youths in Philadelphia, 16% (n=530) were enrolled in charter schools, with the remainder enrolled in SDP schools (n=2,815, 84%). The purpose of ECYEH funding is to ensure that all homeless students receive an equitable public education. Therefore, a new effort in the 2014-2015 SY will be to identify more homeless students attending charter schools. To do so, the ECYEH office recruited a liaison that will specifically monitor homeless students attending charter schools.

Did the program ensure continued enrollment for homeless students awaiting permanent housing?

To enroll children in a SDP school, a verified address must typically be provided. However, under the McKinney-Vento Act, students' enrollment cannot be denied or delayed due to a lack in proof of residency. Although homeless families are not required to provide proof of residency, many schools fail to recognize this protection and, nonetheless, demand a verified address. In these instances, the ECYEH program works to ensure that homeless children can still be enrolled in school by providing a homeless verification form to the school.⁶

The McKinney-Vento Act further ensures that homeless students who are transitioning housing are able to remain in their original school, even if they move to a different region. Without this law, homeless students are at risk of having to transfer from school to school; interrupted enrollment has been shown to have a detrimental effect on academic performance (Fantuzzo et al, 2012). The ECYEH program supports homeless students' rights to remain in their school of origin.

Parents and students may visit the ECYEH office at SDP to meet with an ECYEH coordinator, for assistance with completing enrollment paperwork. For convenience, this

⁶ See APPENDIX B

process may also be done via phone, whereby the ECYEH coordinator records the student's information to be provided to the school; the ECYEH coordinator contacts the school and makes them aware of the student's status; then the verification form is faxed to the school to complete the enrollment process. Shelters also assist in this process by providing a letter of residency for families, helping to reduce barriers to school enrollment.

In the 2012-2013 SY, 2% (n=77) of identified homeless students received assistance with school enrollment from the ECYEH program. In SY 2013-2014, 9% (n=294) of identified homeless students received enrollment assistance.

The increase in enrollment assistance provided to homeless families can be attributed to implementation of a new homeless verification form. The form is a new practice employed by the ECYEH office that helps to expedite the process of enrolling homeless students in schools. Seeking assistance with enrollment, parents or students are able to visit the Office of Student Placement and Enrollment (in which, the ECYEH office is also located). Upon notifying the Office of Student Placement and Enrollment of their living situation, an ECYEH coordinator can immediately help a homeless family to complete a verification form and enroll in school.

Did the ECYEH program increase outreach to homeless and displaced teens as well as families living in doubled up situations?

The ECYEH program has continued a range of outreach efforts including maintaining a website, offering programming to school staff and community members, and providing additional assistance to youth identified as homeless and their families.

Website. The SDP website contains the ECYEH program webpage, which includes comprehensive information about the program, links to view the McKinney-Vento Act, information about homeless services offered through SDP, and materials needed to apply for assistance, including forms to be completed (Quarles, n.d.). Although the website is not widely used by parents, the ECYEH program ensures that pertinent information is accessible on this platform.

Outreach to schools. In SY 2013-2014, the ECYEH office engaged in new efforts to reach out to high school administrators, teachers, and counselors, and met face-to-face with students. The ECYEH office contacted 36 SDP and four charter schools to speak with principals, counselors, secretaries, and other school administrators, informing school staff about the types of services available for homeless students and ensuring that staff were actively looking to identify homeless students for referral to the ECYEH office. Face-to-face interactions with students occurred at school lunches, where the ECYEH office's "Street Team" set up an information booth to distribute material about the McKinney-Vento Act and the services available to homeless students.

Additional assistance. During SY 2013-2014, 74% (n=2,495) of identified homeless students in Philadelphia received services from the ECYEH office. While 51% (n=1,704) of homeless students received one service, 24% (n=791) received two or more

services. Of those identified, 26% of students (n=865) did not receive any services, as shown in Table 7. Last year, SY 2012-2013, 92% of identified homeless students were assisted with ECYEH services, and only 8% did not receive any services. While many children 0-5 years old, did not receive services from the ECYEH office, identifying homeless children prior to their starting school, ensures that the ECYEH office will be aware of these students' needs. These children will be poised to receive services once they are school-aged.

Table 7. Services Provided By the ECYEH Office In The 2013-2014 SY

Service	Total Students 2012-2013	Total Students 2013-2014	Total 0-5 Children 2013-2014
Uniform Voucher	1893 (53%)	1385 (41%)	0
Transit Pass	1313 (36%)	1384 (41%)	1
Additional Funding	598 (17%)	283 (8%)	0
Coat & Sneaker Donation	---	141 (4%)	2
After-School & Summer Program	1173 (33%)	---	---
No Service Indicated	274 (n=8%)	865 (26%)	951 (100%)
Total Number Identified	3595	3360	954

Students may receive more than one service.

Tutoring. The reduction in homeless youth serviced over the past year may be attributed to the discontinuation of the previously offered After School and Summer Programs. These programs included an instructor who supported students with homework, a computer lab with educational activities, an area for adolescents to gather and complete homework, and activities to promote students' social engagement. Unfortunately, due to a reduction in funding, these programs could no longer be provided to students, resulting in a reduction in the number of students that were served.

To supplement the discontinued After School Program, ECYEH implemented a new tutoring program for students at shelters. There were four participating shelters: Families Forward, People's Emergency Center, Women Against Abuse, and Woodstock Family Residence. In March and April 2014, SDP teachers were recruited and hired to provide tutoring to students living in homeless shelters. This new program began in May 2014 and continued throughout the 2013-2014 SY, ending in June.

An average of four students at Woodstock Family Residence attended each session through May and June 2014, while at Women Against Abuse, an average of two students attended each session. People's Emergency Center had an average of three students attending each session, compared to Families Forward, which had the most student participation, with an average of seven students attending each session. Table 8 displays the frequency of programming and scope of service for shelters.

Table 8. Tutor Program Sessions by Shelter

Shelter	Sessions (n)	Students Served (n)	Tutors (n)	Grade Levels Served
Woodstock Family Residence	9	35	1	K to 8
Women Against Abuse	9	19	1	K to 5
People's Emergency Center	19	62	2	K to 7
Families Forward	23	189	2	K to 8

Source: Sign-in sheets provided by the ECYEH office in July 2014

Most sessions occurred over a two-hour period, typically starting when students arrived at the shelter after finishing the school day. The session began with a snack, followed by instruction from the teacher(s) facilitating each session.

ORE staff attended one tutoring session at Families Forward in June 2014 to observe program activities. During this observation, children gathered in two separate classrooms, each with their own instructor. Teachers attempted to organize sessions with students at similar grade levels. The lesson plans were created to reinforce students' core curriculum. Time was set aside to allow students to complete homework assignments and students were instructed to ask for assistance as needed. After completing homework, students participated in a reading activity with the teacher. There was a strong emphasis placed on reinforcing the students' good behaviors. Teachers congratulated students for completing activities and when students were dismissed teachers spoke highly of students to their parents/guardians. Students at the shelter learned about the tutoring program from informational flyers posted throughout the shelter or through case manager referrals. A challenge in implementing this program has been identifying teachers with secondary certification, able to provide tutoring to high school students.

Purchasing a uniform. There are various other forms of assistance provided by the ECYEH office, including uniform vouchers, transportation passes, funding for school supplies, and donations. Uniform vouchers are provided for families in need, allowing them to comply with SDP's school dress code. While families are typically expected to handle the monetary burden of acquiring these uniforms, if a student's family does not have an adequate income, they may not be able to purchase the required attire. Lacking appropriate clothing can lead to social stigmatization or isolation by classmates (Tobin, 2011). In 2013-2014, a total of 41% (n=1,385) of homeless students received assistance with purchasing a uniform. Parents may also apply for additional funding to assist with the costs of school supplies, graduation fees, and other school-related expenses.

Coat donation. This year, ECYEH partnered with charitable organizations to collect donated coats and sneakers for homeless youth. The ECYEH office facilitated the distribution of donations to homeless students. During the 2013-2014 SY, 4% (N=141) students received coats and/or sneakers. Table 7 presents information about the number of homeless youth receiving different types of services from the ECYEH office.

Transportation. Lack of transportation is cited as a major obstacle in homeless students' school attendance (as cited in Tobin, 2011). SEPTA transit passes are provided by the ECYEH office as a means for students to get to and from school; this offering is intended to improve attendance rates.

Professional development. Professional development sessions are another form of outreach conducted by the ECYEH office. In these sessions, ECYEH coordinators present information about the McKinney-Vento Act, emphasize the prevalence of homelessness in Philadelphia, and outline the types of assistance available to homeless students. These workshops target school staff, parents, providers, and members of the community. Parent workshops are also provided at local Philadelphia shelters. At shelters, the ECYEH program coordinators discuss services available to parents of homeless children.

Community workshops. The ECYEH office organized a number of workshops targeting school counselors, secretaries, parents, and other community members and participated in a variety of community speaking engagements.

- In August 2013, the ECYEH office presented information about its program and the McKinney-Vento Act to 30 GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) site monitors. GEAR UP is a grant-funded program that partners with seven SDP high schools with the goal of increasing the number of SDP students who are prepared to succeed in college (Division of College Readiness, n.d.).
- On January 29 2014, the ECYEH team participated in the 2014 Youth Point In Time (PIT) Count Coalition, which coordinates efforts to account for persons experiencing homelessness that do not reside in shelters.
- In February 2014, two ECYEH representatives participated in the Homeless Youth and Social Action Panel, sponsored by Temple University. The two ECYEH representatives presented information about the McKinney-Vento Act and its implementation in Philadelphia schools.
- Also in February 2014, the ECYEH office attended a transportation meeting in which several Pennsylvania school districts convened to discuss Philadelphia boundaries and ECYEH transportation services (distribution of transportation passes).
- On March 24, 2014 the ECYEH program coordinator attended an Education Leading to Employment and Career Training (ELECT) team meeting to speak about the homeless program. The ELECT Team partners with 33 schools, including SDP and charters, and providing pregnant and parenting students in middle and high schools with the supports and services they need to succeed as parents, students, and citizens ("Office of Early Childhood Education," n.d.).

The data for McKinney-Vento workshops was coded differently in the 2013-2014 SY as compared to previous years; therefore, direct comparisons cannot be made between the 2013-2014 SY data and previous years. Attendance at McKinney-Vento workshops in 2013-2014 SY is presented in Table 9.

The data for McKinney-Vento workshops was coded differently in the 2013-2014 SY as compared to previous years; therefore, direct comparisons cannot be made between the 2013-2014 SY data and previous years. Attendance at McKinney-Vento workshops in 2013-2014 SY is presented in Table 9.

Table 9. McKinney-Vento Workshops By Type

Workshop	Number of sessions (N)	Attendees (N)
Counselors	4	183
Providers	3	57
Secretaries	2	149
Staff (General)*	1	24
Charter Schools	2	18
Parents	10	80
Community	5	91

**The “Staff (General)” workshop occurred at Camelot Academy, an Alternative Education school within SDP. The workshop did not discriminate whether “Counselors” or “Secretaries” received the training, therefore the data is separate.*

Source: Agendas and sign-in sheets provided by the ECYEH office over the course of 2013-14

Evaluation surveys. In February 2014, a total of 78 feedback surveys were collected at two counselor workshops.⁷ Of the counselors surveyed, 96% (n=75) indicated that they understood their students’ rights under the McKinney-Vento Act. The same number (n=75, 96%) agreed that the information provided at the workshop could be used to support their students and school, overall.

Survey data were collected from only one parent workshop on January 28, 2014, with eight parents reporting.⁸ Of the respondents, seven (88%) agreed that they understood their student’s rights under the McKinney-Vento Act; the same amount (n=7, 88%) agreed that this information could be used to support their students.

An additional survey was distributed to parents to assess ECYEH office programs, beyond McKinney-Vento workshops.⁹ There were 117 parents at shelters surveyed during the 2013-2014 SY. Of parents surveyed, 92% (n=108) responded to a question asking whether or not workshops provided information about the educational rights of children experiencing homelessness; only 40% of parents (n=43) reported receiving information on homeless children’s educational rights. Thirty-five percent (n=39) of parents indicated that they had been invited to a parent workshop. Thirty-one percent (n=34) of parents reported speaking with someone at their school about services they were eligible to receive. Only 20% (n=22) of parents indicated that they were aware of the ECYEH office within SDP.

⁷ See APPENDIX C to view the Counselor McKinney-Vento survey

⁸ See APPENDIX D to view the Parent McKinney-Vento survey

⁹ See APPENDIX E to view the Parent feedback survey

TEEN Program for high school homeless youth. The Teen Evolution Experience Network (TEEN) program was made available to homeless high school students interested in learning about post-secondary education and career readiness (“Office of Student Enrollment and Placement,” n.d.). The TEEN team administered a preliminary survey to students interested in the program to determine specific areas that workshops should address. In the 2013-2014 SY workshops covered material including career awareness and self-esteem building, resume writing, personal development, and social etiquette. Thirty-three students participated in the TEEN program in SY 2013-2014. During the 2013-2014 SY, there were 26 TEEN workshops, with an average of seven attendees per session. In addition to workshops, TEEN members participated in two outings:

- On May 17, 2014 seven members of the TEEN program and ECYEH program coordinators attended the Philadelphia Soul “Faith in the Community Night” at the Wells Fargo Center. Al Quarles, the ECYEH program manager, was nominated for the 2014 Heart and Soul Community Leader Award.
- On June 7, 2014 four students went on a field trip to the Philadelphia Zoo. To show their appreciation for students’ dedication during the school year, program coordinators invited all students to attend.

In December 2013, ORE staff attended a TEEN meeting, which was part two of a three-part series on improving self-esteem. An external group, Empower Me, led the sessions to educate students about ways to better their self-image. Six students and eight coordinators participated in this session. Two of the eight coordinators were graduates of SDP who had previously participated in the TEEN program. The two graduates began the session by talking about their post-graduation experiences and the impact that the TEEN program had on their lives. Following this, Empower Me introduced an “ice breaker” to create an environment in which the students felt comfortable sharing personal experiences. Students then participated in two exercises to increase self-esteem. One exercise required students to write down their personal strengths, and share a few of them with everyone in the room, while another exercise was designed to address negative or distorted thinking in social situations. The coordinators of the session explained ways in which students can think positively about situations, which can, in turn, affect the outcome of the situation. The take-home message was to start every day with a positive attitude, and from there, good things will follow.

On August 19, 2014 two TEEN program coordinators spoke on Presenting Our Perspective on Philly Youth News (POPPYN) about the TEEN program. POPPYN News is a show created by Philadelphia youth to present useful information to youth in Philadelphia (“POPPYN,” n.d.). Updates are shown weekly on Philadelphia’s Public Access channel and episodes are available on YouTube. During the seven-minute episode, the TEEN coordinators discussed the types of issues they address with homeless youth and the workshops they offer. There were also two current members that offered testimonials about their experience with the program.

The efforts of the ECYEH team to reach out to high schools may eventually increase identification rates. As principals, secretaries, and fluid counselors are reminded year after year to recognize the signs of homelessness in their students, it is possible that rates of identification will increase.

What is the performance gap between ECYEH identified students and their peers?

Attendance. Among the goals of the Philadelphia Department of Education grant was to reduce the adverse educational effects that homelessness has on students (PDE, 2013). To analyze the performance of homeless students, ORE pulled indicators from the EDW, including tardiness. Lacking transportation to school is a major hurdle experienced by homeless students (Tobin, 2011), and may be linked to excessive tardiness. Excessive tardiness is a predictor of lower academic achievement (Quarles, 2012). In Table 10 the tardy data for SDP students throughout the 2013-2014 SY is reported, showing homeless SDP students compared to SDP students overall. Students attending charter schools were excluded, as their attendance information is not stored in the EDW.

Table 10. Average Tardy Days: Homeless Students Compared To Overall SDP Students By Grade*

Grade	Homeless	SDP
K	16	8
1	18	10
2	17	9
3	16	9
4	14	8
5	15	8
6	16	9
7	17	10
8	15	12
9	24	21
10	29	23
11	35	24
12	35	28
Overall	18	13

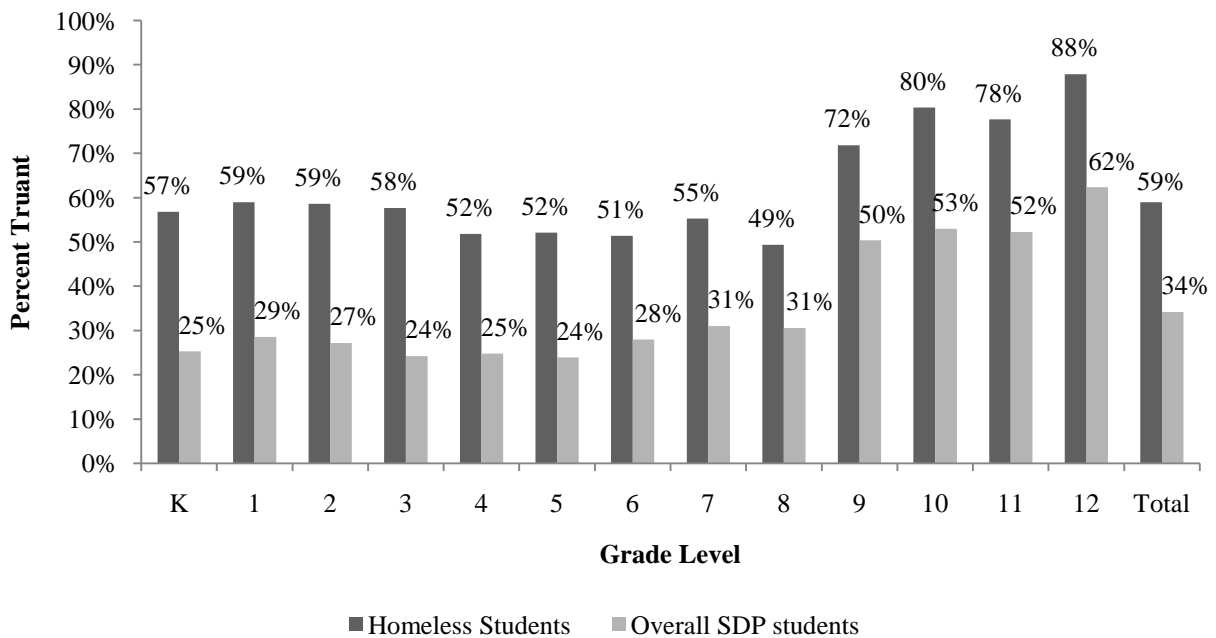
**Students attending charter schools were excluded*

Source: ECYEH Student Data File (July 2014); Enterprise Data Warehouse (July 2014)

On average, homeless SDP students arrived late to school (were tardy) about 18 times during the 2013-2014 SY, while the rest of SDP’s student population averaged 13 tardy days during the same time period. Homeless students in grades 11 and 12 appear to struggle the most with punctuality, as they incurred more than 30 tardy days during the 2013-2014 SY. However, it is of note that by high school (grades 9-12), SDP students overall incurred more than 20 tardy days. This suggests that tardiness is an issue encountered by many high school students attending SDP.

Truancy is defined by SDP as ten or more total unexcused absences incurred by a student during an academic year (“Attendance & Truancy,” n.d.). Research shows that homeless students have poorer attendance rates, as compared to students not experiencing homelessness (Buckner et al, 2001). Figure 2 illustrates truancy rates by grade. A higher percentage indicates that more students were truant. Truancy rates of the overall SDP student population were included to help depict the disparity between homeless and non-homeless students.

Figure 2. Average Truancy: Homeless Students Compared To Overall SDP Students by Grade*



**Students attending charter schools were excluded*

Source: ECYEH Student Data File (July 2014); Enterprise Data Warehouse (July 2014)

Fifty-nine percent (n=1,609) of homeless SDP students incurred ten or more unexcused absences (were truant) in the 2013-14 SY, whereas 34% (n=49,889) of all SDP students were truant. Fifty-four percent (n=21,089) of high school students (grades 9-12) in SDP incurred ten or more unexcused absences; while, 79% (n=340) of homeless high school students incurred ten or more unexcused absences. Although SDP students overall struggle with attendance, homeless students consistently fare worse.

Despite the positive messages provided by the TEEN program, participants still exhibit poor attendance and multiple tardy days, as depicted in Table 11.

Table 11. TEEN Data By Grade Level, (N= 33)

Grade	Number of TEENS	Average Tardies	TEEN Truancy (n)
6	2	11	0
7	3	32	1
8	4	20	1
9	5	22	3
10	3	42	2
11	8	30	6
12	8	47	8
Total	33	32	21

Source: ECYEH TEEN data file (August 2014); Enterprise Data Warehouse (August 2014)

A buffer against poor attendance rates is the provision of SEPTA transit passes. Homeless students apply for the SEPTA passes through the ECYEH office and usually receive transit passes within two weeks. Although lack of transportation has been cited as a major problem experienced by homeless students (Tobin, 2011), over half (59%) of homeless students that received a SEPTA transit pass were, nonetheless, truant during the 2013-2014 SY.¹⁰ A review of available literature demonstrated that several factors influence homeless students' school attendance, including a lack of appropriate school attire (uniforms), a lack of school supplies, and social stigmatization. Indeed, the disruptive nature of homelessness, in itself, may be enough to reduce school attendance (as cited in Tobin, 2011).

Standardized test performance. Consistent with research findings, homeless students in Philadelphia demonstrate lower performance on standardized assessments (as cited by Losinski et al, 2013). For example, in SY 2013-2014, only 29% of homeless students scored Advanced or Proficient on the PSSA math exam, as compared to 45% of all SDP students that year. This represents a gap of 16 percentage points. See Table 12 for detailed PSSA math data by grade level.

Similarly, in SY 2013-2014, only 29% of homeless students scored Advanced or Proficient on the PSSA reading exam, as compared to 42% of all SDP students that year; representing a 13 percentage point gap. See Table 13 for detailed PSSA reading data by grade level.

In SY 2013-2014, only 34% of homeless 11th grade students has passed the English Keystone (received a score of Advanced or Proficient in any administration) exam, as compared to 46% of 11th graders across the District. Similarly, 20% of homeless 11th graders passed the Math Keystone, compared to 33% of 11th graders in the District, and only 7% of homeless 11th graders had passed the Science Keystone, compared to 16% of 11th graders across the District. See Table 14 for Keystone performance by subject area.

¹⁰ Note: This percentage is based only upon students attending SDP schools. Students attending charter schools were excluded due to a lack of attendance data.

**Table 12. PSSA Math: Homeless Students Scoring Advanced or Proficient In 2013-14
Compared To SDP**

Grade	Homeless Students n	Homeless Students scoring Advanced or Proficient n (%)	SDP Students scoring Advanced or Proficient n (%)
3	251	67(28%)	4,831(44%)
4	210	71(34%)	4,929(46%)
5	254	53(21%)	3,671 (37%)
6	190	53(28%)	3,976 (45%)
7	137	43 (32%)	4,312 (51%)
8	136	43 (32%)	4,169 (49%)
Total	1178	341(29%)	25,888(45%)

**Table 13. PSSA Reading: Homeless Students Scoring Advanced or Proficient In 2013-14
Compared To SDP**

Grade	Homeless Students n	Homeless Students scoring Advanced or Proficient n (%)	SDP Students scoring Advanced or Proficient n (%)
3	244	67 (28%)	4,290(40%)
4	211	59(28%)	4,212 (40%)
5	250	44(18%)	2,932 (30%)
6	185	47 (25%)	3,288(38%)
7	136	52 (38%)	4,213 (50%)
8	129	60 (47%)	4,935 (59%)
Total	1155	329(29%)	23,870(42%)

**Table 14. PSSA Reading: Homeless Students (Grade 11 only) Scoring Advanced or Proficient
on Keystone Exam Compared To SDP**

Subject	Homeless Students n	Homeless Students scoring Advanced or Proficient n (%)	SDP Students scoring Advanced or Proficient n (%)
English	101	34 (34%)	4,689 (46%)
Math	102	20 (20%)	3,305 (33%)
Science	92	6 (7%)	1,660 (16%)

Conclusions

Limitations

There are a number of limitations associated with the evaluation of the effectiveness of the ECYEH program during the 2013-2014 SY:

- ORE only had the capacity to report performance data for students attending SDP; charter students had to be excluded from analyses due to lack of data
- Feedback surveys about McKinney-Vento workshops included limited participant reports:
 - Only 43% of counselors that attended workshops were reached
 - Only 10% of parents that attended workshops were reached
 - There were no surveys administered to homeless providers
 - There were no surveys administered to secretaries
- The population attending McKinney-Vento workshops were coded differently from previous years, thus direct comparisons could not be made regarding the number of individuals reached.

Recommendations

Based on the 2013-2014 evaluation, ORE provides the following recommendations for future implementation of the ECYEH program:

- In previous years, counselors were the main in-school source for identifying homeless students. As counselors are no longer permanently positioned within one school for an entire year, it may be more difficult for them to build relationships with students; as a result, students may not feel comfortable sharing that they are experiencing homelessness. It is recommended that efforts be made to reach out to *teachers* in the following ways:
 - Educate teachers to look for signs of homelessness
 - Provide teachers with information about the rights of homeless students
 - Inform teachers that they should refer homeless students to the ECYEH office for services
- Shelters were also a main source for identifying homeless students in Philadelphia. With the discontinuation of contracts providing after school and summer tutoring programs, fewer students living in shelters were identified. Although contracts were canceled due to a lack of funding to support programming, it may still be beneficial to create agreements between Philadelphia shelters and the ECYEH office to continue the identification of homeless youth.
- This year (2013-2014), 26% of identified homeless students did not receive the services listed in Table 7, as compared to only 8% of homeless youth not receiving services in SY 2013-2014. It is possible that this is due to a lack of educational programs offered through shelters; additionally, students may not have known about services they were eligible to receive. It is recommended that students be

contacted directly with information about assistance available through the ECYEH office.

- The new tutoring program was implemented in May 2014 to replace previously existing after school programs. It is recommended that the tutoring program be implemented sooner in the school year in the hopes that there will be more time to recruit teachers with secondary certifications to tutor high school students and to provide long-term support for students. It may be helpful for future evaluation ECYEH program evaluations to include participating in the tutoring program in the Student Data File.
- In the future, ORE should ensure that the ECYEH office receives surveys to be distributed to parents, counselors, and providers at McKinney-Vento workshops in order to collect more outcome data.

Overall, the ECYEH program as implemented throughout the 2013-14 SY fulfilled the established priorities.

- 1) Improving and maintaining the computerized tracking of homeless students:
Although the amount of students tracked did not increase, the program maintained 93% of the identified student population, despite a decrease in funding.
- 2) Ensuring continued enrollment for homeless students:
The program developed a form to streamline the homeless enrollment process and increased enrollment assistance by 58% since the 2012-2013 SY.
- 3) Increasing outreach to homeless and displaced families and teenagers living in doubled-up arrangements: The ECYEH program visited 40 high schools, presented to 602 attendees at McKinney-Vento workshops, held 26 TEEN workshops, and 60 tutoring sessions throughout the 2013-2014 SY. In addition, 74% of homeless students received services to reduce educational barriers.

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The McKinney-Vento Act At a Glance



This summary provides a brief overview of the key provisions of Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by Title X, Part C, of the No Child Left Behind Act. The full text of the law can be found at <http://www.serve.org/nche/m-v.php>. In addition, a comprehensive series of issue briefs on various topics in the law can be found at <http://www.serve.org/nche/briefs.php>. Issue briefs, which explain key legislative provisions and offer strategies for implementation, are available on many topics, including those designated in this summary with an asterisk(*).

Who is homeless? (Sec. 725)

The term "homeless children and youth"—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence ...; and

(B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings ...
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Definitions*

The McKinney-Vento Homeless Assistance Act includes a definition of who is considered homeless for the purposes of this subtitle of the Act and, therefore, eligible for the rights and protections it provides.

The guiding phrase of the definition states that children and youth who "lack a fixed, regular, and adequate nighttime residence" are considered homeless. The definition then specifies some living arrangements that would be considered a homeless situation due to not meeting the fixed, regular, and adequate standard. Examples include children and youth who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; children and youth who are staying in a motel or hotel due to lack of adequate alternative accommodations; children and youth who are living in an emergency or transitional shelter; and many other situations (see panel at left for full definition).

Academic Achievement

- States must describe in their state McKinney-Vento plan how students in homeless situations are or will be given the opportunity to meet the same challenging state academic achievement standards all students are expected to meet.
- Students in homeless situations must have access to the educational and other services they need to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.

School Selection*

- Local Educational Agencies (LEAs), otherwise known as school districts, must, to the extent feasible, keep students in homeless situations in their school of origin (defined as the school the student attended when permanently housed or the school in which the student was last enrolled), unless it is against the parent's or guardian's wishes. (See *Transportation*, this page, for information on

The McKinney-Vento Act At a Glance (continued)

transportation to the school of origin.)

- Students can continue attending 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.
- Students may also choose to enroll in any public school that students living in the same attendance area are eligible to attend. (See *Enrollment*, this page.)
- If a student is sent to a school other than the school of origin or the school requested by the parent or guardian, the LEA must provide the parent or guardian with a written explanation of its decision and the right to appeal. (See *Dispute Resolution*, this page.)
- Local homeless education liaisons must help unaccompanied youth (youth who are not in the physical custody of a parent or guardian) choose and enroll in a school, after considering the youth's wishes, and must provide the youth with notice of his/her right to appeal an enrollment choice that goes against his/her wishes. (See *Local Liaisons*, next page, for the appointment and duties of the local liaison.)

Enrollment*

- LEAs must enroll students in homeless situations immediately, even if they do not have documents normally required for enrollment, such as previous school records, medical or immunization records, proof of residency,

birth certificate, proof of guardianship, or other documents. The term "enroll" is defined by the McKinney-Vento Act as "attending classes and participating fully in school activities".

- Enrolling schools must obtain school records from the previous school, and students must be enrolled in school while records are obtained.
- If a student does not have immunizations or immunization or medical records, the liaison must immediately assist in obtaining them, and the student must be enrolled in school in the interim.
- Schools must maintain records for students experiencing homelessness so that they can be transferred promptly to future schools, as needed.
- States must address barriers resulting from enrollment delays caused by immunization and medical records requirements, residency requirements, lack of birth certificates, school records or other documentation, guardianship issues, or uniform or dress code requirements.
- States and LEAs must develop, review, and revise their policies to remove barriers to the school enrollment and retention of children and youth in homeless situations.

Dispute Resolution*

- Every state must establish procedures to resolve disputes regarding the educational

placement of homeless students promptly.

- Whenever a dispute arises, the student must be admitted immediately to the requested school while the dispute is being resolved.
- If a student is sent to a school other than the school of origin or the school requested by the parent or guardian, the LEA must provide the parent or guardian with a written explanation of its decision and the right to appeal. (See *Dispute Resolution*, this page.)
- The school must refer the student, parent, or guardian to the local liaison to carry out the dispute resolution process as expeditiously as possible. (See *Local Liaisons*, next page, for the duties of local liaisons.)
- Local liaisons must ensure that the same access to the dispute resolution process is provided to unaccompanied youth.

Transportation*

- At a parent or guardian's request, homeless students must be provided with transportation to and from their school of origin.
- For unaccompanied youth, transportation to and from the school of origin must be provided at the local liaison's request.
- If the student's temporary residence and the school of origin are in the same LEA, that LEA must provide transportation. If the student is living outside the school of origin's LEA, the LEA where

The McKinney-Vento Act At a Glance (continued)

the student is living and the school of origin's LEA must determine how to divide the responsibility and cost of providing transportation, or they must share the responsibility and cost equally.

- In addition to providing transportation to the school of origin, LEAs must provide students in homeless situations with transportation services comparable to those provided to other students.

Local Liaisons*

- Every LEA must designate an appropriate staff person as a local homeless education liaison.
- Local liaisons must ensure that:
 - Children and youth in homeless situations are identified by school personnel and through coordination activities with other entities and agencies.
 - Children and youth enroll in, and have full and equal opportunity to succeed in, the schools of the LEA.
 - Families, children, and youth receive educational services for which they are eligible, including Head Start, Even Start, and pre-school programs administered by the LEA; and referrals to health, mental health, dental, and other appropriate services.
 - Parents or guardians 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.

- Public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services under the Act (such as schools, family shelters, and soup kitchens).
- Enrollment disputes are mediated in accordance with the provisions of the McKinney-Vento Act. (See *Dispute Resolution*, previous page.)
- Parents, guardians, and unaccompanied youth are informed fully of all available transportation services, including to the school of origin, and are assisted in accessing these services.
- Local liaisons must collaborate and coordinate with State Coordinators for Homeless Education and community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.
- State Coordinators and LEAs must inform school personnel, service providers, and advocates who work with families in homeless situations of the duties of the local liaison.

Segregation*

- Homelessness alone is not sufficient reason to separate students from the mainstream school environment.

- States that receive McKinney-Vento funds are prohibited from segregating homeless students in separate schools, separate programs within schools, or separate settings within schools.¹
- If McKinney-Vento services are provided on school grounds, schools must not provide services in settings within a school that segregate homeless children and youth from other children and youth, except as is necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services.
- SEAs and LEAs must adopt policies and practices to ensure that homeless children and youth are not segregated or stigmatized on the basis of their status as homeless.
- Services provided with McKinney-Vento Act funds must not replace the regular academic program and must be designed to expand upon or improve services provided as part of the school's regular academic program.

Local Subgrants

- States are required to award competitive subgrants to LEAs based on need and the quality of the application

¹ States that had separate schools operated in FY2000 in a "covered county" are excluded from the prohibition, and are eligible to receive McKinney funds, providing that the covered schools and the LEAs that the homeless children enrolled in the covered schools are eligible to attend meet the requirements specified for them in the Act. (Covered counties are Orange County, CA; San Diego County, CA; San Joaquin County, CA; and Maricopa County, AZ.)

The McKinney-Vento Act At a Glance (continued)

submitted.

- In determining the quality of an application, states must consider the applicant's needs assessment; the types, intensity, and coordination of services to be provided; the involvement of parents or guardians; the extent to which children and youth are integrated into regular education programs; the quality of the applicant's evaluation plan; the extent to which McKinney-Vento services will be coordinated with other available services; and such other measures as the state considers indicative of a high-quality program.

Statewide Activities

- The Office of the State Coordinator for Homeless Education must provide technical assistance, in coordination with local liaisons, to all LEAs in order to ensure compliance with the following LEA requirements: school choice/placement, best interest determination, enrollment, enrollment

disputes, records, comparable services, coordination, local liaison duties, review and revision of policies, and the prohibition on segregation.

- States must distribute at least 75% of their McKinney-Vento allocation to LEAs in the form of competitive subgrants, except that states funded at the minimum level must distribute at least 50% of their McKinney-Vento Act allocations to LEAs.

Federal Activities

- The U.S. Department of Education must periodically collect and disseminate data and information on the number and location of children and youth in homeless situations, the educational services they receive, the extent to which their educational needs are being met, and such other data and information as is determined to be necessary and relevant. The Department is required to coordinate data collection and dissemination with

the agencies and entities that receive McKinney-Vento funds and administer McKinney-Vento programs.

Funding

- The minimum amount of funding that any state can receive is \$150,000, one-quarter of one percent of the overall appropriation, or the amount the state received in FY2001. If there are insufficient funds available to allot the minimum amount to each state, the allotments to states will be reduced based on the proportionate share that each state received in the preceding fiscal year.
- \$70 million is authorized for FY2002 and such sums as may be necessary for fiscal years 2003 through 2007.²

² The authorized funding level is the ceiling, or maximum amount, that Congress sets for a program. The amount of funding that is actually provided is determined annually by the congressional appropriations process. In FY2008, Congress appropriated \$64 million for the EHCY program.

APPENDIX A

This brief was developed collaboratively by:

National Center for Homeless Education
800-308-2145 (Toll-free Helpline)
<http://www.serve.org/nche>

National Association for the Education of Children and Youth
<http://www.naehcy.org>

National Law Center on Homelessness and Poverty
<http://www.nlchp.org>

Updated Winter 2008

NCHE is supported by the U.S. Department of Education Student Achievement and School Accountability Programs.

Every state is required to have a State Coordinator for Homeless Education, and every school district is required to have a local homeless education liaison. These individuals will assist you with the implementation of the McKinney-Vento Act. To find out who your State Coordinator is, visit the NCHE website at http://www.serve.org/nche/states/state_resources.php.



For more information on the McKinney-Vento Act and resources for implementation, call the NCHE Helpline at 800-308-2145 or e-mail homeless@serve.org.



Local Contact Information:

APPENDIX B

**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PLACEMENT AND ENROLLMENT**

**440 N. Broad Street, 1st Floor Suite 111
PHILADELPHIA, PENNSYLVANIA 19130**

DANIELLE SEWARD
Deputy

TELEPHONE (215) 400-6045
FAX (215) 400-4171

Homeless Youth Verification for the Purpose of Enrollment

Student Information

1. Name: DOB: Grade:

Address:

School Placement:

Reason: It has been determined that this school is in the student's best interest based on the student's residence at the above address.

I am providing this letter of verification as a McKinney-Vento School District Liaison. As per the Public Law 110-84, I am authorized to verify this student's living situation. No further verification by the School and/or Financial Aid Administrator is necessary. Should you have additional questions or need more information about this student, please contact me at 215-400-5245.

This means that, after September, 2014, the student was living in a homeless situation, as defined by Section 725 of the McKinney-Vento Act and should be provided support to remove educational barriers.

	9/15/2014
Print Name Katrina Schultz	Telephone Number 215-400-5245
Title Assistant Program Coordinator	

APPENDIX C

School District of Philadelphia
Office of Student Enrollment & Placement
ECYEH Counselors Meeting

HCI Presenter:

Date:

Time:

Location:

Directions: Please evaluate your experience today by checking the appropriate categories. Your name is not required on this survey.

Content: Was this session appropriate for you?

Appropriate 5_4_3_2_1_ Not Appropriate

Interest: How interesting was this session?

Very Interesting 5_4_3_2_1_ Not Interesting

Practicality: Can the information be used to support your facility?

Useful 5_4_3_2_1_ Not Useful

Septa Assistance: If you or your agency asked for SEPTA passes or any other type of transportation assistance for your child (or children) to travel to and from school, about how many days from your request did it take to receive this assistance?

	1-2 days	3-5 days	6-10 days	11-14 days	More than 14 days (2 weeks)	I <u>never received</u> my transportation assistance	Not Applicable (I never asked for transportation assistance.)
	0	0	0	0	0	0	0

School Supply/Uniform Assistance: If you or your agency asked for any types of school supplies or materials for your child (or children), about how many days from your request did it take to receive this assistance?

	1-2 days	3-5 days	6-10 days	11-14 days	More than 14 days (2 weeks)	I <u>never received</u> my school supplies	Not Applicable (I never asked for school supplies.)
	0	0	0	0	0	0	0

APPENDIX C

Please Tell Us About Any Helpful/Interesting Aspect of Session:

Questions/Concerns That I Have:

**Would you like additional information or to be contacted by the HCI Staff?
If yes, please provide your contact information below.**

Name:

Contact Number:

Or contact us directly:

HCISupport@philasd.org

Philadelphia HCI Coordinator: Al B. Quarles Jr., M. Ed. 215-400-6045

APPENDIX D

School District of Philadelphia
Office of Student Enrollment & Placement
Education of Children & Youth Experiencing Homelessness Program
PARENT WORKSHOP

Presenter:

Date:

Time:

Location:

Directions: Please evaluate your experience today by checking the appropriate categories. Your name is not required on this survey.

Content: Was this session appropriate for you?

Appropriate 5_4_3_2_1_ Not Appropriate

Knowledge: Do you understand your child's rights under the McKinney-Vento Act?

Understand Completely 5_4_3_2_1_ Do Not Understand

Practicality: Can the information be used to support your child/children?

Useful 5_4_3_2_1_ Not Useful

Septa Assistance: If you asked for SEPTA tokens or any other type of transportation assistance for your child (or children) to travel to and from school, about how many days from your request did it take to receive this assistance?

	3-5	6-	11-	More than	I <u>never received</u>	Not Applicable
1-2	day	10	14	14 days (2	my transportation	(I never asked for
days	s	days	days	weeks)	assistance	transportation
	0	0	0	0	0	0

School Supply/Uniform Assistance: If you asked for any types of school supplies or materials for your child (or children), about how many days from your request did it take to receive this assistance?

	3-5	6-10	11-	More than	I <u>never received</u>	Not Applicable
1-2	day	days	14	14 days (2	my school supplies	(I never asked for
days	s	days	days	weeks)	school supplies	school supplies.)

APPENDIX E

PARENT SURVEY: HOMELESS CHILDREN'S INITIATIVE
School District of Philadelphia
Office of Research Evaluation

Do you have children? NO YES If yes, are they in your care? NO YES

Did anyone help you enroll your child in school?
 NO YES **who helped? (Please provide their name and position)**

Were your children transferred to a different school when you came to this housing facility?
 NO YES

Since kindergarten, how many times has your child transferred to a different school? _____

Which is your preference?
 I want my children to remain at the same school, even when we move
 I want my children to be in the closest neighborhood school to our current location

Are you aware that your child has educational rights under the law?
 NO YES

Did you receive any of the following?

	YES	NO
School uniform voucher	<input type="radio"/>	<input type="radio"/>
School supplies	<input type="radio"/>	<input type="radio"/>
Medical services	<input type="radio"/>	<input type="radio"/>
Tokens or bus passes	<input type="radio"/>	<input type="radio"/>
Help with school registration	<input type="radio"/>	<input type="radio"/>

Is there anything from the above list that you did not receive but need?
 NO YES, I need _____.

Since you began experiencing homelessness, have you ever been invited to a parent workshop at your housing facility?
 NO YES

Did you ever speak to anyone at your child's school about services available to you?
 NO YES, I spoke to the _____.

Were you aware that the district has an office that serves children experiencing homelessness? The office provides assistance to students experiencing homelessness.
 NO YES

How can we better serve you?

Please return this survey to the School District of Philadelphia's Office of Research and Evaluation
If you have any questions, please call (215) 400-6516