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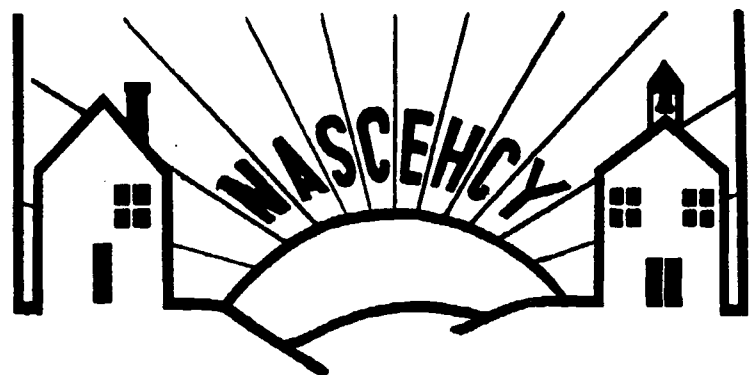
ABSTRACT

Profiles of the 1995-96 implementation of the Stewart B. McKinney Act's Education for Homeless Children and Youth (EHCY) Programs in 37 states are presented in this document. In these 37 states, at least 173,082 homeless children and youth were served through programs funded by the McKinney Act, and at least 465 local education agencies received McKinney funds. Empirical evidence from the successes and persistent problems of the McKinney EHCY program offer two very important lessons. The first is that the educational needs of children and youth experiencing homelessness can only be met when these needs are addressed specifically by direct language in federal law. The second is that local education agencies and states have a difficult time providing direct services to homeless children and youth unless they receive funding targeted specifically for such services. The following recommendations are made for improving the situation of homeless children and youth in the United States: (1) maintain Federal statutes that address the education of children and youth in homeless situations; (2) fully fund the McKinney program; and (3) require the U.S. Department of Education to conduct a nationwide census of the numbers of homeless children and youth. The state profiles were developed using 1995-96 data gathered from surveys of EHCY coordinators in the 27 states that replied to the survey. The profiles show that, because of provisions in the McKinney Act, supported by a small amount of funding to each state, homeless children are receiving the academic and social support services they need to endure the trauma of homelessness. Profiles also show that homeless liaisons at local levels often collaborate with others in ways that stretch McKinney funds significantly, making the programs cost effective. A brief history of the McKinney Act is included, as are the executive summary of the previous report and a chart of effects of McKinney programs. (SLD)

ED 422 435

Making the Grade:

Challenges and Successes in Providing Educational Opportunities for Children and Youth in Homeless Situations



Bridging the Gap Between Home and School

A Position Document of the National Association of State Coordinators for the Education of Homeless Children and Youth

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A Position Document of the
National Association of State Coordinators
for the Education of Homeless Children and Youth
(NASCEHCY)

January 1998

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Letter from the President

Dear Friends of Homeless Education:

Homelessness can touch anyone, in any part of the country, regardless of age, gender, or color. The diverse situations that can cause the loss of a home demand diverse solutions with a common goal in mind: to end homelessness for all Americans. As we develop these solutions, all of us who work in the arena of homelessness--service providers, educators, government employees, legislators--must understand that the problem is more massive than any one segment of the homeless population. In order to truly begin to eliminate homelessness, all concerned must understand the issues and support certain basic reforms.

As state coordinators charged with ensuring that children and youth in homeless situations have the right to enroll in, attend, and succeed in school, we have the responsibility to identify those issues that are likely to have the greatest impact and to bring those issues to the attention of decision-makers. The National Association of State Coordinators for the Education of Homeless Children and Youth has identified the following issues as those most related to the success of children and youth experiencing homelessness:

- Preschool services available for all children
- Increased support for research on homelessness
- Networking between education associations for comprehensive consideration of homelessness
- Clearinghouses of information on education and related issues
- Efficient, timely communications systems that include even the most remote localities
- Expansion of services to rural homeless populations
- Collocation of multiple agencies to address complex needs of children and adults
- Transportation (to school, work, medical appointments, child care, etc.)
- Compliance with the McKinney Act by all schools, even those that don't receive McKinney funds
- Mandated interagency task forces on homelessness in each state
- Legal aid for homeless families with children
- Consideration of homelessness in equity legislation and planning
- Expansion of resources to fully meet emergency needs
- Increased, improved, realistic efforts to reduce, and ultimately eliminate, homelessness

Throughout 1998, as this list evolves, state coordinators will prioritize the issues in order to produce specific legislative recommendations.

While we look to the future, it is important that we examine the past. This document demonstrates the tremendous positive impact that the McKinney Act has had upon the education of hundreds of thousands of children and youth experiencing homelessness. And though the progress has been great, too many children still are trying to pull open the school doors, too many children are still trying to get to school regularly, and too many children are not achieving their full potential. With that in mind, we pause briefly to celebrate our success, and then move on to face the challenges that await us.

Sincerely,

Ray Morley
President
National Association of State Coordinators for
the Education of Homeless Children and Youth

MISSION STATEMENT

The National Association of State Coordinators for the Education of Homeless Children and Youth (NASCEHCY) is an association of state coordinators with responsibility for implementing Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act related to the education of homeless children and youth. Membership is composed of state coordinators of projects for homeless children and youth in the fifty states, Puerto Rico, American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands.

Since each child is a valuable resource, capable of learning and contributing positively to society, NASCEHCY has defined its mission as follows:

The National Association of State Coordinators for the Education of Homeless Children and Youth believes that in each state and territory, coordinators' efforts must be implemented to ensure that children and youth residing in temporary living situations receive equal access (equity) to appropriate educational services, while maintaining continuity and quality in instructional and non-instructional programming (excellence). Furthermore, NASCEHCY believes that strategies for effective instruction, comprehensive pupil services, and research must be developed, conducted, and disseminated.

NASCEHCY's mission is based on a belief in and a recognition of the importance of education as a force in abating the personal and social costs of poor and homeless children and youth. Furthermore, there is a recognition of our individual and collective responsibility to effect systemic changes that result in prevention and act as a deterrent over time.

NASCEHCY's positions emerge from these beliefs. Sustained effort to effect access, optimal achievement, and excellence for each homeless child and youth has become our individual and collective resolve.

EXECUTIVE SUMMARY

What homeless children need most of all is a home. However, until homelessness is ended, homeless children desperately need to remain in school. The McKinney Education for Homeless Children and Youth program is the only federal program that provides outreach to homeless children and youth and helps them enroll in and attend school. No other program or law requires states and schools to identify and eliminate barriers to enrollment, attendance, and success in school. The McKinney program targets those children most isolated and in need and brings them into the mainstream school environment--one of the few stable, secure places in their lives.

***America's Homeless Children: Will Their Future Be Different?
A Survey of State Homeless Education Programs
National Coalition for the Homeless, July 1997***

Federal support for the education of children and youth in homeless situations has faced numerous threats since the 103rd Congress in 1993-94. Perversely, these threats have occurred alongside significant program successes, the statutory improvements made during the reauthorization of the Stewart B. McKinney Homeless Assistance Act, and the passage of the Improving America's Schools Act (IASA) in 1994. This position document by the National Association of State Coordinators for the Education of Homeless Children and Youth (NASCEHCY), *Making the Grade: Challenges and Successes in Providing Educational Opportunities for Children and Youth in Homeless Situations*, looks at the implementation of the education chapter of the Stewart B. McKinney Homeless Assistance Act during the 1995-96 school year, the first school year after the changes made to the McKinney Act during the 103rd Congress.

Profiles of the 1995-96 implementation of the McKinney Act's Education for Homeless Children and Youth (EHCY) Programs in 37 states are included in this document. In the 37 states profiled, at least 173,082 homeless children and youth were served through state and local programs funded by McKinney and at least 465 local education agencies received McKinney funds to develop and implement programs to provide direct and related educational services to homeless children and youth. In the 27 states that submitted complete budget information, between 86 and 87% (the exact percentage is uncertain because a couple of the states included carry-over funds in their totals) of their McKinney Act grant funds were awarded to local education agencies to develop and provide direct and related educational services to homeless children and youth.

During the ten years since the passage of the Stewart B. McKinney Homeless Assistance Act, families with children have remained one of the fastest growing segments of the homeless population. Recent surveys indicate that children account for about 27% of the homeless population. The McKinney Act's EHCY Program has been the only federal effort directed specifically at addressing the educational needs of children and youth experiencing homelessness. As such, it has been the primary mechanism that educators have used to ensure that children and youth in homeless situations have access to public education resources and to provide direct services to these students.

By specifically targeting children and youth experiencing homelessness and the barriers that they face in attending and succeeding in school, the McKinney EHCY program has achieved considerable success. Estimates of the percentage of homeless children and youth who are attending school regularly have grown from 50% in the mid-1980s, before the passage of the McKinney Act, to about 86% by the middle of the 1990s. Almost every state in the nation has revised its laws, regulations, and policies to improve access and remove barriers to education for children and youth experiencing homelessness. In most states, immunization and guardianship requirements have been reconfigured to allow for increased flexibility for

children in homeless situations. Literally thousands of educators, administrators, and school district employees, including school nurses, bus drivers, and cafeteria workers, have received training about the enrollment and education of students living in homeless situations. Supplemental tutorial instruction, special summer and holiday sessions, school supplies, emergency clothing, medical and dental referrals, emergency medical and dental services, parental education, social services, counseling, transportation, and other services and referrals have all been provided by the EHCY program and have enabled children and youth in homeless situations to attend and succeed in school.

One of the most important benefits of the EHCY program has been the extent and scope of the collaboration it has engendered in order to provide as many services as efficiently as possible. Collaborations between schools and local homeless service providers, interagency collaborations, intra-agency collaborations, and state-level collaborations have all resulted from the EHCY program. The collaborations facilitated by the EHCY program demonstrate the effectiveness that local education agencies have experienced in using their McKinney subgrant awards to leverage additional funds and in-kind donations to expand the scope of their services far beyond the original award

Despite these successes, persistent problems remain in ensuring that children and youth experiencing homelessness have the opportunity to attend and succeed in school. Transportation is repeatedly cited by homeless students and their families, service providers, and educators as a serious barrier to education. Many districts that receive McKinney subgrants use a portion of that money to provide some type of transportation. Nevertheless, the need for transportation services is much greater than the funding available to address this need. It would be possible to spend all of the money appropriated for the McKinney EHCY program solely on transportation and still not eliminate this barrier for all children and youth without homes. Targeted transportation to serve those greatest in need and collaboration with other agencies are two successful strategies that have been used to address this issue. Unfortunately, the lack of adequate transportation is a very big problem for the entire overall student population, both those with, and without, homes. The solution is obvious and simple; however, the infrastructure necessary to achieve it is very expensive. It is difficult to see how this barrier can be entirely eliminated for homeless children and youth until we, as a nation, are willing to spend the resources necessary to solve the transportation problems for all students.

Similarly, the need of preschool children experiencing homelessness for educational services has not been adequately met by the McKinney EHCY program. The changes to the McKinney Act during the 1994 reauthorization strengthened the language to ensure that preschool children experiencing homelessness have the same access to educational services as other children and to authorize, explicitly, the spending of McKinney resources on educational services for preschool children. However, the need for preschool services dramatically exceeds the availability of such services. Although the 1994 changes to the McKinney Act strengthened the language regarding services to preschool children, no additional funding was allocated. Therefore, it was very difficult for states to expand services to preschoolers. States and local education agencies had to decide to either take away funding from some other part of their EHCY programs in order to pay for preschool services, thereby not expanding but reconfiguring, or to provide access to preschool services through some sort of collaboration with another agency or program. Unfortunately, access to preschool services is a major unmet need for a substantial portion of the overall preschool population, a population significantly larger than the homeless preschool population. It is unlikely that the educational needs of preschool children experiencing homelessness will be met until the educational needs of all preschool children are addressed.

Empirical evidence from the successes and the persistent problems of the McKinney EHCY program offer two very important lessons. The first is that the educational needs of children and youth experiencing homelessness can only be met when these needs are addressed specifically by direct language in federal law. Before language existed in federal statutes protecting the rights and removing the barriers to education for children and youth experiencing homelessness, these children and youth faced formidable difficulties accessing public education; no states were passing laws, regulations, or policies or otherwise attempting to ensure that homeless children and youth had no structural barriers to accessing public

education; local education agencies were not attempting to ensure that children and youth in homeless situations had no barriers to accessing their schools; and local education agencies were not attempting to seek out and serve children and youth that were residing in shelters, inexpensive motels, or other, less hospitable, environments. Improvements to the education of children and youth in homeless situations made by states and local education agencies followed the leadership and mandates established by federal law.

The second lesson is that states and local education agencies have a difficult time providing direct services to children and youth in homeless situations unless they receive funding that is targeted specifically for such services. The bottom line is that services cost money. It is unlikely that services to homeless students will expand unless the amount of money devoted to providing those services expands. School districts have multiple needs, and unless money is targeted specifically for homeless students, it probably will not be used to provide direct services for those students. Title I funds may be used to provide services to children and youth experiencing homelessness, but it is because Title I regulations require that homeless children be served and it explicitly allows for the expenditure of funds to serve them. States and local education agencies have had considerable success in using funds earmarked for direct services to homeless children and youth to leverage additional funds and other in-kind services. Districts that receive McKinney funds are able to attract a profusion of additional services and funding; districts that do not receive McKinney funds have a much more difficult time. Unless local education agencies receive money to provide specific supplemental services, those services cannot be provided.

Despite these lessons learned from ten years of experience, federal politicians and policy makers have persistently put the education of children and youth without homes in jeopardy since the 103rd Congress. Federal legislation has repeatedly been proposed that would entirely eliminate the McKinney EHCY program, block grant the McKinney funds but eliminate the EHCY program and all of the statutes and language associated with it, fold the McKinney funds into a larger federal education program and eliminate much of the language of the EHCY program from the federal law, or dramatically reduce the amount of funds appropriated for the implementation of the EHCY program. All of these proposals ignore the fact that the education of children and youth in homeless situations must be addressed in federal statutes and that funds targeted specifically for services to be provided to children and youth in homeless situations must be appropriated.

Recommendations

Maintain Federal Statutes that Address the Education of Children and Youth in Homeless Situations

Regardless of what happens to the McKinney Act itself, in order for homeless children and youth to have any chance at all of accessing and succeeding in school, federal statutes must directly address the education of children and youth in homeless situations. The federal government must take a leadership role in ensuring that children and youth experiencing homelessness are guaranteed access to education and in promoting their success in school. When the federal government does not assume such a leadership role, homeless children and youth suffer. By proposing to eliminate specific language that directly addresses the education of children and youth in homeless situations and, therefore, actually working to deny these children access to education, legislators are disgracefully abdicating their responsibilities to these, among the most vulnerable and disenfranchised, citizens of our nation.

Fully Fund the McKinney Program

In order to begin to meet the educational needs of all homeless children and youth, appropriations for the McKinney Act EHCY Program should be increased to at least the originally authorized level of \$50 million. The state profiles show that despite the level of nationwide success that has been achieved in

servicing the educational needs of homeless children and youth, many barriers remain to attending and succeeding in school for a significant number of these children. Fortunately, these profiles also demonstrate the successes that can be achieved by states and local education agencies when adequate resources are available. Full funding would help to enable the remaining gaps to be closed in ensuring that all homeless children and youth can attend and succeed in school.

Experience shows that when funding is not specifically designated for providing educational services to homeless children and youth, those services are not provided. Services to children and youth experiencing homelessness cannot be expanded unless funding is also expanded. Block granting the funds provided through the McKinney Act is extremely problematic for at least two important reasons. History indicates that when states are not required to spend the money on services for homeless children and youth, then they do **not** spend money on services for homeless children and youth. The amount of money appropriated for the McKinney program is very small compared to other federal education programs and the effect of adding McKinney allotments to the overall state education budgets will be negligible.

Require the US Department of Education to Conduct a Nationwide Census of the Numbers of Homeless Children and Youth

Despite hard work and valiant efforts, the McKinney Act requirement that information about the numbers of children and youth in homeless situations in each state be submitted by the state coordinators to the US Department of Education has been very problematic in execution. There is no question that this information is necessary. However, the current effort to estimate the numbers of children and youth in homeless situations is riddled with difficulties: survey methodologies vary from state to state; definitions vary from state to state; the cost of doing an actual count is prohibitive for many states; state coordinators are not trained demographers or statisticians; the cost of conducting a scientifically valid census in most states would divert money away from providing services to homeless children and youth; attempting to find and count homeless children and youth who are not attending the public schools is very difficult; and the challenge of not only counting doubled-up families but determining which doubled-up families are homeless is formidable. Because of all this, nationwide summaries and conclusions based on these surveys are very tenuous and questionable. No other federal education program, even those hundreds of times larger, requires the detailed and sophisticated demographic research that the McKinney Act does.

Because accurate, valid, and comparable nation wide statistics about the number of homeless children and youth is so very crucial, it is important that the US Department of Education conduct, or contract with another entity to conduct, a nationwide census. It is important for trained, professional demographers to tackle the problems of conducting a nationwide census of homeless children and youth in ways that are scientifically and statistically valid and to design accurate models for estimating the numbers of homeless children and youth. It is important for policy makers and legislators to have accurate, reliable, and comparable nationwide data about children and youth experiencing homelessness. The current method of attempting to collect this information is not sufficient.

In Conclusion

Because we are the adults, we are the ones responsible for ensuring that all children and youth can attend and succeed in school. When this doesn't happen--when there are children who cannot get to school, when there are children who lack the necessary physical, mental, and emotional resources necessary to participate once they do get to school--then it is our failure.

I've never met a bad child, only children who were victims of a bad environment. As adults, it's up to us to change that environment.

Sandra McBrayer
Teacher of the Year, 1994

STATE PROFILES

The following state profiles were developed using 1995-96 data gathered by NASCEHCY from surveys of state coordinators in 1997. Most of the of state-level data were collected from a survey questionnaire of state coordinators. The local program profiles were developed from a variety of sources, such as final reports, LEA application proposals, and program abstracts that were provided to NASCEHCY by the states' homeless education coordinators. These local profiles are meant to be brief summaries and to feature highlights from the programs; as such, they are not intended to be complete, detailed program descriptions. Local programs are flexible and often change over time to respond to shifting contingencies; therefore, any local program listed here might exist in a form somewhat altered since the time that the program profile was written. It should also be noted that statistics relating to the number of homeless children served by local McKinney education programs do not reflect the number of children who may have been helped indirectly by the program and, as is indicated by most states, do not represent the total number of homeless children and youth living in the state.

These profiles reveal that because of provisions in the McKinney Act, supported by a small amount of funding to each state, children experiencing homelessness across the country receive the academic and social support services they need to endure the trauma of homelessness. State coordinators across the country removed legal and procedural barriers that prevented homeless students from accessing the very education to which they were entitled, and indeed, needed if they were to break out of the cycle of poverty that rendered them without a home.

Also, the profiles show that in many instances, homeless liaisons at local levels collaborate with other agencies and organizations in ways that significantly stretch McKinney funds, making this program cost-effective. The homeless liaisons understand the students' needs and are able to translate those needs into dollars and services from other entities.

Throughout the nation, the McKinney program supports teachers, social workers, counselors, liaisons, and others who believe that students in homeless situations can achieve and excel, if given the opportunity. The successes outlined herein are striking testimony to their steadfast dedication to the students they serve.

Alabama Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$411,023
Amount Awarded to LEAs	\$389,491
LEA Award as a Percentage of State Award	95%
Number of LEAs Funded	19
Estimate of Homeless Children Served	5,982

The Alabama state coordinator for the education of homeless children and youth reported that approximately 5,982 homeless children and youth were served in Alabama during the 1995-96 school year. Subgrants in the amount of \$389,491 were awarded to 19 local school systems to provide direct educational services to homeless children and youth (including preschoolers). These services included before- and after-school tutoring programs, a mentoring program, and summer school programs. Special enrichment programs and counseling sessions were provided to homeless children who were aggressive, withdrawn, and from violent homes. Intervention strategies for teachers were also offered.

The rationale for services provided to homeless students by the State Department of Education, the LEAs and the community are based on the following tenets:

1. Each person has the right to respect and dignity as a human being, and to services without regard to person, character, belief, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right to choice and the responsibilities for decisions reached.
4. Guidance services are for all students, and their purpose is to maximally facilitate personal/social, educational and career/vocational development.
5. Education is for all students, and all students can learn.

Realizing that some children are not responsible for their plight but rather they are victims of circumstances, the State Department of Education, the LEAs, and community agencies have united their efforts to provide food, clothing, shelter, education, counseling, and referral services for medical, dental, mental/other health services.

The Alabama Department of Education, along with local school systems, has reviewed and revised policies and regulations that served as barriers to the enrollment, attendance and success in school of homeless children and youth. Educational services such as tutoring, before- and after-school programs, mentoring, summer enrichment programs, and other supplemental instructional programs are being provided to improve the academic and overall educational achievement of our homeless children and youth and to ensure that they meet the same challenging state content and performance standards as other children.

Alabama's Homeless Education Program has provided technical assistance to local school systems through workshops and through the provision of consultants with expertise in meeting the needs of children and youth experiencing homelessness. Additionally, there has been a coordination of services of local agencies. Focus has been on the development and implementation of professional development programs and technical assistance for school personnel to heighten their awareness of, and capacity to, respond to the specific problems of children and youth in homeless situations. As a result, there has been an improvement in the educational achievement of homeless children and youth in the state of Alabama.

The major goals for addressing the needs of homeless children and youth in the State of Alabama are to ensure that:

1. all homeless children have equal access to the same free, appropriate public education as other children and youth;
2. the State reviews and revises laws, regulations, policies, and practices that act to prevent the enrollment and attendance of homeless students;
3. homeless students not be separated from the mainstream school environment;
4. homeless children and youth have access to education and other services they need to meet state student performance standards;
5. school personnel are trained and informed about the legal protections provided homeless children and youth under state and federal law; and
6. homeless children and youth receive appropriate educational services and medical attention by providing adequate transportation and referrals.

The McKinney Act has been responsible for many successes in the State of Alabama. It has enabled us to make a difference in the lives of young children, and because of this, we are grateful.

Arizona Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$411,642
Number of LEAs Funded	7
Estimate of Homeless Children Served	2,513

Arizona has used the McKinney funds it distributes to LEAs as seed money to set up model programs that have, in turn, been replicated throughout the state. One of the most successful of these programs is an outreach and collaboration model for small rural communities that focuses on school attendance and connecting homeless families to existing social service networks. Arizona has found that the McKinney funds it receives are crucial to providing the leverage necessary to obtain significantly greater support from other community agencies and resources.

Because of the legislative reaction in Arizona to the McKinney Act, all students in Arizona public schools have benefited from McKinney. Initially, the response to the McKinney Act in the Arizona legislature was to concentrate on statutory remedies that primarily addressed homeless students. The Arizona Legislature rewrote the school residency laws to ensure the right of homeless students to attend school; enacted provisions that established that a child did not need to reside with his or her legal guardian to establish residency for school purposes; and decreed that birth certificates and vaccination records could not be required of homeless children. Inspired by the success of these initial changes in response to McKinney, the office of the State Coordinator for the Education of Homeless Children and Youth later recommended, and the Arizona Legislature approved, a provision that required local districts to enroll all students immediately and not force any students to wait until the beginning of the next semester.

Students without homes in Arizona benefiting the most from the McKinney Act are those who have received direct services from one of the state's seven LEA McKinney homeless education projects. These projects provide Arizona's homeless students with services such as tutorial instruction, summer school programs, field trips, access to mental and physical health services, school supplies, counseling, emergency lodging, emergency medical expenses, access to washer and dryer facilities, and transportation.

Detailed information about several LEA McKinney homeless education projects in Arizona is provided below.

Arizona McKinney Programs: 1995-96 School Year

<p>Flagstaff Unified School District The Flagstaff McKinney program provided transportation; academic assistance; tutorial programs; homework assistance; food; field trips; coordination with and referrals to various social service agencies; emergency clothing; toiletry kits; laundry services on an as-needed basis; school supplies; and an outreach coordinator that provided service coordination and referrals for homeless students throughout the district. Through the grant they have provided an extensive after-school enrichment program.</p>	<p>Colorado River Union High School District The New Horizons McKinney homeless education project at the Colorado River Union High School District provided tutoring; after-school tutoring; study skills assistance; counseling; home visits; alternative educational services for students who must work to support themselves; enrichment programs; life skills education services; prompt evaluation and referral for special services; emergency medical and dental expenses; transportation; and referrals for mental health services.</p>
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**Arizona McKinney Programs
1995-96 School Year**

Dysart Unified School District

The Dysart Unified School District McKinney program provided after-school tutoring; summer school; field trips; prompt referral for social services to local cooperating agencies; an ongoing liaison to ensure cooperation between the homeless program and human service agencies; outreach efforts, including home visits and inservices with school district staff to identify and refer homeless students; a program of public awareness through community organizations and agencies; and leadership in a network of social service agencies, community governmental entities, nonprofit agencies, and church organizations that worked together to provide a forum for resolving the problems faced by homeless people in this community.

Litchfield Elementary School District

Most of the homeless population in Litchfield School District came from the New Life Shelter, a domestic violence shelter. The primary purpose of the Litchfield Elementary McKinney program was to provide additional staff assistance for students in homeless situations. Counseling, both individual and group, and/or social work assistance were available to homeless students in a school setting. Counseling and staff development programs focused on self-esteem, conflict resolution, social skills, and study skills. Staff development programs provided teachers and classified staff with strategies for working with students with diverse needs.

Tucson Unified School District

The McKinney homeless program in the Tucson Unified School District coordinated with seven Family Wellness Centers throughout the district to provide services to homeless students. This program worked to enable homeless and transitory students to remain at one school throughout the year. Part of this effort included providing transportation services using either district transportation or a car stipend. Other services provided to homeless students included emergency food and clothing; primary health care services; access to showers, washing machines, and dryers; counseling; mental health services; after-school tutoring; as-needed site-based tutoring; job training and placement services for high school students; life skills instruction; and parenting skills classes.

Ampitheater Public Schools

The McKinney program in the Ampitheater Public Schools established a student advocacy program that matched the needs of homeless students with district programs that helped to meet those needs. There was a full-time advocate that assisted in the enrollment and assessment processes with each homeless student. This program also provided tutoring; a course in independent living skills; a \$100 monthly stipend contingent on good grades and attendance; employment and housing referrals; emergency clothing; referrals to counseling and social services; volunteer mentors; emergency food; medical and dental services; and referrals.

Maricopa County Regional School District

Maricopa County Regional School District is an accommodation school district that serves two alternative high schools, three alternative junior high school programs, two 6th through 12th grade detention schools, one K-12 accommodation reservation school at Estrella Mountain, a K-8 accommodation school at Horse Mesa Dam, several transitional hospital programs, and one K-8 homeless school.

As an alternative and unusually configured school district, Maricopa was unable to obtain funding from property taxes and bond issues. The outreach coordinator at T.J. Pappas, the homeless school, was responsible for outreach efforts to all eligible students. Buses picked up students at 10 homeless shelters throughout the city of Phoenix. All of the students at T.J. Pappas lived in temporary housing, organized shelters, or various forms of self-made shelter (cars, trailers, etc.). Because of the variety and extreme conditions of many of the living situations and the need for a multitude of services, McKinney funds were coordinated with the Title I schoolwide project in an effort to meet these needs. The main emphasis of the schoolwide project was to provide an individualized, integrated, hands-on curriculum that encouraged students to achieve state standards. The Welcoming Center at the T.J. Pappas school provided an initial intake and assessment of all students at the school. The Welcoming Center allowed students entering into the district with few or no academic and health records to successfully enroll and transition into their new classroom. It provided teachers with the specific needs of the students so that individual academic and social needs could be addressed. The Welcoming Center served as one of the many liaisons to the local community.

California Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$3,046,964
Amount Awarded to LEAs	\$2,662,964
LEA Award as a Percentage of State Award	87%
Number of LEAs Funded	33
Estimate of Homeless Children Served	21,903

Although California directly served only a portion of its population of homeless children and youth with McKinney subgrants in 1995, countless other homeless students benefited indirectly from the awareness-raising, collaboration, and policy-making activities engendered by McKinney Act requirements and carried out by the state coordinator for the education of homeless children and youth. For example, in response to McKinney Act mandates, the California Department of Education issued a "legal advisory," clarifying state residency requirements to reduce the likelihood that homeless children and youth would be denied enrollment because they lack proof of residency. This is important since residency requirements had been identified as a significant barrier to the enrollment of homeless students.

Successes have occurred at the local level where school districts awarded McKinney grants have been free to develop and implement specific programs and services to assist homeless students. The Education of Homeless Children and Youth program of the Santa Clara County Office of Education is a good example of an innovative and comprehensive program that successfully met the educational and related needs of local homeless students and their families. This program provided a before- and after-school tutoring program for close to 400 school-age children in one school and two shelters. In the shelter-based programs, tutors worked one-on-one with the students to assist with skill development in mathematics, reading, and writing. In addition, these programs provided computer labs, story hours, cross-age and peer tutoring, science activities, arts and crafts programs, and recreation activities to enhance student development. At the school-based program, tutors worked with students using a range of instructional strategies including one-on-one study help, project assistance, discussion groups, career education, and art classes. The obvious advantage of these programs was that students in homeless situations received the direct and intensive educational services so essential to their academic achievement. It also demonstrated how effectively local education agencies used McKinney subgrant awards to leverage additional funds and in-kind donations that expanded the financial and human resource capacity far beyond what would have been possible under the original subgrant.

Another innovative aspect of the Santa Clara County Homeless Education Project is its Early Childhood Education Project. This project provided enrollment subsidies for over fifty preschoolers who attended the child care and development center on-site at the San Jose Family Shelter. Children received services for the entire length of their stay at the shelter, which is typically one to three months. Up to a total of 1,670 days of service have been provided to preschoolers over the course of a year. The benefits of this service were great. First, it provided homeless families an opportunity to enroll their children in preschool, an opportunity often unavailable because of a family's transitional status and income level. Next, it offered important educational and developmental opportunities to children who had the greatest need. Finally, it allowed parents the time they needed to maintain or seek the employment, training, and housing necessary to stabilize their lives and escape homelessness.

The Santa Clara County Homeless Education Project was not unique, but similar to California's other 35 McKinney homeless education programs. A synopsis of some of these programs is provided on the following page.

California McKinney Programs 1995-96 School Year

<p>San Francisco Unified School District (SFUSD) The SFUSD project had one designated center and outreach counselor located at the 1950 Mission Street program to assist and serve homeless families and their children. This project worked collaboratively with nine community-based homeless shelters. Shelter staff provided the linkage to community resources and helped students with enrollment. In addition to transportation, students experiencing homelessness received school supplies and after-school tutoring services.</p>	<p>San Mateo County Office of Education (SMCOE) The SMCOE homeless education program contracted with six districts to develop and implement educational services and programs that served over 250 homeless students. This program focused primarily on providing after-school tutoring to assist students with their homework and to strengthen their basic skills in reading and math. The SMCOE program also acted as a resource to the districts by coordinating referrals, answering questions regarding homeless students' rights, and providing staff development for school personnel.</p>
<p>Sonoma County Office of Education (SCOE) In 1995, two tutors and an instructional assistant provided after-school tutoring classes, enrollment assistance, and school supplies for 157 homeless students at two shelters and one elementary school in Santa Rosa, California. The SCOE homeless liaison also worked with local service organizations, church groups, health clinics, and schools to ensure that children in homeless situations came to school prepared to learn.</p>	<p>San Diego County Office of Education (SDCOE) The SDCOE homeless education project funded two K-12 shelter school programs for 300 homeless children residing in three San Diego homeless shelters. The <i>Teen Quest</i> program provided a long-term residential/educational setting for teenagers in transition. <i>Teen Quest</i> students received a full academic program, vocational training, personal and educational counseling, medical and dental care, and other services. The <i>Harbor Summit School</i> offered a transitional education program for homeless students who eventually re-entered mainstream San Diego schools.</p>
<p>San Juan Unified School District (SJUSD) Six schools received services from the SJUSD project to help them provide educational and related services to 94 homeless children and their families living in the Sacramento Area. Major program components included one-on-one tutoring and small group instruction during and after school, assessment and diagnostic services, counseling, and self-esteem support. Homeless students in the SJUSD project benefited from its participation in the Healthy Start Grant, which provided a nurse practitioner, school nurse, and health assistant for the six schools. The project liaison also provided outreach to help homeless children and their families with issues related to school enrollment, such as records transfer, immunizations, and residency documentation.</p>	<p>Oakland Unified School District (OUSD) The Oakland Unified School District developed and implemented Homework Clubs in seven schools and one shelter to help ensure that homeless students enroll, attend, and succeed in school. To this end, the project provided before- and after-school tutoring services to 201 homeless children and youth in 1995. The educational program was augmented by the project's collaboration activities, which included maintaining working relationships with various motels and shelters in Oakland and Berkeley, such as A Safe Place, Salvation Army, Women's Refuge, East Oakland Community Project, Multi-Services, and Dignity House. A major achievement of this collaboration was its success at helping homeless students maintain enrollment in their original school, regardless of residency.</p>
<p>Los Nietos School District (LNSD) Although the homeless education program at Los Nietos provided tutoring and other direct educational services to homeless children and youth, it was the Community Liaison Teams (CLT) that formed the backbone of the project. Made up of teachers, nurses, counselors, and secretaries, the CLT communicated and coordinated with community-based organizations, social service organizations, and local homeless shelters to secure essential information and services related to the educational and social welfare of homeless children and their families. In 1995, the Los Nietos project provided enrollment and other educational services to 50 homeless children and youth.</p>	<p>Pasadena Unified School District (PUSD) The main thrust of the Pasadena homeless education project was the after-school tutoring program, which provided educational services to approximately 80 students experiencing homelessness at nine schools throughout the district in 1995. Homeless students participating in the Pasadena program were also provided assistance with enrollment, transportation, and health and social services. The program coordinator conducted awareness-raising activities to reduce the likelihood that children in homeless situations would encounter barriers to school success.</p>

Colorado Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$275,580
Amount Awarded to LEAs	\$225,580
LEA Award as a Percentage of State Award	82%
Number of LEAs Funded	7
Estimate of Homeless Children Served	2,100

The state homeless coordinator estimated that 50% (this is an increase of 25% over three years ago) of the known children and youth experiencing homelessness in Colorado received direct educational services during 1995-96. These services included tutoring, before- and after-school programs, summer school classes, and assessment and diagnostic services. Students in homeless situations also received related services such as counseling, transportation, immunizations, school supplies, and family support services.

Seven local school districts were funded through the McKinney Act to design programs to meet their local needs. In the *Kid To Kid* tutoring project in Longmont, Colorado, 30 Hispanic at-risk 9th graders have been trained to be "reading buddies" to elementary students in homeless and at-risk situations. Not only have the younger children learned to read, but the 9th graders have also improved in their test scores. Some have reported that the "little kids" are the only reason they come to school! In the *Reading With The Rams* program in Fort Collins, Colorado, members of the Colorado State University football and basketball teams (the "Rams") are volunteering their time to be reading tutors to elementary children in the program. The children have improved attendance, reading scores, and self-esteem due to their contact with these "idols" in the community.

In spring 1996, three regional meetings were held across the State to identify barriers and successful practices in the education of homeless children and youth. School district personnel, homeless families and youth, and community agency representatives provided information on educational barriers and success. The results of this survey have been used to develop the 1996-97 State Plan.

Provided below are examples of other successful McKinney programs developed by local education agencies in Colorado.

**Colorado McKinney Programs
1995-96 School Year**

<p>Colorado Springs School District 11 Homeless Education Program</p> <p>Approximately 650 children received educational and support services in collaboration with a local shelter. A homeless liaison assisted children as they moved within the district, facilitated record transfer, and conducted staff training on homeless education. Out-of-school youth participated in the GED/ESL programs at the local shelter.</p>	<p>Denver School District 1 Educational Outreach Program</p> <p>The <i>Educational Outreach Program</i>, a program of the Denver Public Schools and the <i>Task Force for the Education of Homeless Children</i> in Denver, served over 200 children in a daily after-school enrichment program, provided transportation and advocacy for 235 children, trained 20 middle school students to become peer tutors, and trained district staff at all levels on the McKinney Act.</p>
<p>South Platte Valley BOCES Homeless Education Project</p> <p>The program provided translation/interpretation and educational services to approximately 150-175 homeless and migrant children in Morgan County. These students received instruction in language arts, math, and English as a second language.</p>	<p>Thompson School District R2-J Transitional Assistance Program</p> <p>Approximately 90 students received tutoring, transportation, school supplies, and referrals for services through the program. Four tutors designed and delivered the educational program. Staff training on the McKinney Act and community collaboration was provided through the district liaison.</p>
<p>Pueblo School District 60 SEARCH Project</p> <p>Approximately 200 students in elementary and the alternative high school received tutoring within their classrooms. An after-school program for study and support groups was conducted in collaboration with the local shelter. Continuing inservices for staff were provided on the McKinney Act and homeless education.</p>	<p>Poudre School District R-1 Creating Advocacy and Hope for Homeless Children and Youth</p> <p>The program served 250 preschool through sixth grade students at two elementary schools. A close collaboration with the district Title 1 program supplemented support services. An after-school program was available for students needing assistance with homework. Students also received transportation, medical, and dental assistance through the grant. Homeless education coordinators provided resources and follow-up as children moved within or outside the school district.</p>
<p>St. Vrain Valley School District RE-J1 Homeless Education Program</p> <p>The St. Vrain Valley School District Homeless Education Program supported school success for approximately 500 homeless and at-risk students. Advocacy and transportation for students were provided: homework assistance was provided at the Education Center in a local transitional housing facility; approximately 20 at-risk high school students were trained as reading coaches and tutors for homeless and at-risk elementary students; and staff were trained on the McKinney Act through this program.</p>	

Connecticut Profile

Use of McKinney Funds: 1995-96 School Year

Total State Award	\$218,572
Number of LEAs Funded	13
Estimate of Homeless Children Served	1,385

Connecticut has developed many statewide activities that have had a positive impact in ensuring that all students are able to access and attend public schools. At the state level, informational materials, such as reports, brochures, and posters to increase the awareness of educators and service providers about the legal protections and the educational, social, physical, and emotional health needs of homeless students, have been developed and disseminated. Staff development given to teachers, counselors, administrators, and other educators has increased awareness and knowledge of the educational and related needs of homeless students. State laws and rules have been changed to revise statutes, policies, and procedures relating to enrollment, transportation, placement, and school assignment in order to address the needs of children and youth experiencing homelessness. There has been increased collaboration and resource-sharing between the schools and other social welfare agencies and organizations that provide services to homeless and near-homeless children and families.

Although these statewide initiatives are crucial, the McKinney Act has had the greatest impact on the homeless children and youth in Connecticut at the local level. Local school districts and service providers awarded McKinney grants have been free to develop and implement specific programs and services to assist students experiencing homelessness. These direct services have the greatest success in meeting the educational and related needs of homeless children and youth.

One of the important model programs in Connecticut is shelter-based. It includes a preschool whole-language experience, with parent training in reading and educational play with children, and an after-school tutorial program for older children. Children are given new books, autographed by teachers and community leaders, as gifts. The program seeks to emphasize the enjoyment of reading and learning.

The New Haven McKinney program recruited families with children residing in the local homeless shelters for evaluation, identification, and placement in a Family Education Plan. These Family Education Plans reflected individual and family needs, established short and long term goals, and determined education and support services required to reach those goals. Year-round services for the children were located and scheduled. After-school instructional programs, including intergenerational reading and parent education and training, helped to promote homeless students' education. Other components included staff development, referral services, transportation, supplies, emergency assistance, counseling, social work, and psychological services.

Information about other local McKinney programs in Connecticut is provided on the following page.

**Connecticut McKinney Programs
1995-96 School Year**

<p>Killingly</p> <p>The Killingly McKinney program included a liaison who worked with both the shelter and the schools to identify, assess, and facilitate the enrollment of children. This liaison also helped children and their families obtain social services. Homeless students received one-on-one individualized tutoring at the shelter; the liaison conducted daily study sessions for the students residing at the shelter; and after-school tutoring was available at the school. The liaison conducted monthly evening sessions at the shelter for parents and their children. This project also included a summer school program featuring day trips away from the shelter as well as tutoring.</p>	<p>Bridgeport</p> <p>In Bridgeport, the McKinney project consisted of an intensive homework assistance program for homeless children and youth, a parenting program for shelter residents, and a computer literacy program. These programs were placed at the family resource center located one block north of the family shelter. Certified teachers provided instruction four afternoons per week for eligible K-8th grade students. A library lending system was available for participants, as well as voluntary reading activities involving high-interest trade books. This program also included social work support services and supplemental recreational and social activities.</p>
<p>New London</p> <p>The New London homeless education program served homeless children residing in a domestic violence shelter and the Covenant Shelter. School-aged homeless children received individualized tutorial programming. Instruction in violence prevention and in coping with the effects of family violence were included in all educational programming. Children below school-age were part of a social readiness program. Both shelters coordinated the services from local colleges, churches, and senior citizen organizations in assisting homeless children. Homeless students were taken on visits to the local public library, art center, and local nature center.</p>	<p>Hartford</p> <p>Hartford provided educational and related services to homeless students through case management/coordinated service delivery. Two social workers were employed. One provided staff development, training, outreach, and awareness. The other focused on collaboration and outreach to schools, city service providers, state service providers, area shelters, the Police Department's Violence Intervention Project, the Fire Department, and social service departments of local hospitals to identify homeless children and youth after emergency situations. Through assessment and referral procedures, tutoring, remedial education, and other services were provided.</p>
<p>Norwich</p> <p>This project collaborated with another local school district that shared some of the homeless clients who were housed at the shelter located on the grounds of the state hospital. This program consisted of homework tutorial support for homeless children and youth, 'parents-as-teachers' services for families impacted by homelessness with preschool children, and Saturday Academy tuition for eligible students at the shelter. Transportation and snacks were provided to participating students.</p>	<p>Norwalk</p> <p>The Norwalk schools provided transportation to homeless children and youth living in shelters, transitional housing, and motels. In addition to tutorial services, transportation was provided to and from tutorial sites. An outreach worker assisted children and families in obtaining needed clothing, food, medical assistance, and counseling. Staff from this program were active members on the Coalition for Child Protection in Norwalk. Parent education and training were also provided.</p>

**Connecticut McKinney Programs
1995-96 School Year
(Continued)**

<p>West Hartford</p> <p>The Bridge Youth Shelter After-School and Summer Program provided educational services in both an after-school and a summer program. In addition to tutorial services, it included hands-on learning experiences such as field trips, self-esteem building exercises, and problem-solving initiatives. School supplies were provided to participants. In West Hartford's <i>Weekly Library Project</i>, homeless students worked with library staff to research approved topics and complete a report or project on a subject of their choice.</p>	<p>Preston</p> <p>The McKinney program in Preston included an after-school homework/tutorial program that provided transportation and a nutritional snack for students residing in the shelter; school supplies for children and youth residing in the shelter; developmentally appropriate playgroups for children and their parents that emphasized the importance of early nurturing; and a liaison who worked with both the shelter and the school district.</p>
<p>Vernon</p> <p>The Vernon McKinney program included individualized, school-based tutorial services. Nutritional snacks were available for students in homeless situations during the tutorial sessions. Educationally relevant and supplemental materials were provided at both the school and the local shelter. Other components included transportation, school supplies, life skills classes, self-advocacy skills, access to laundry facilities, and basic toiletries.</p>	<p>Project Learn</p> <p>Project Learn was a developmentally appropriate project serving preschool children experiencing homelessness and their parents in two school districts. One district had a homeless shelter and the other had transitional housing for women and their children. Programs of two hours each, three times weekly, provided age-appropriate activities, supervised play, and a safe environment. Parents learned about child development and related topics, such as health and nutrition.</p>

Georgia Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$702,261
Amount Awarded to LEAs	\$593,198
LEA Award as Percentage of State Award	84%
Number of LEAs Funded	22
Estimate of Homeless Children Served	10,000

Enrollment, attendance, and direct educational services were provided to approximately 10,000 homeless students in 1995-96 through 30 local school districts that provided tutoring, after-school programs, summer classes, and transportation assistance. Students in homeless situations also received assessment and diagnostic services, counseling, school supplies, clothing, and family support services.

The Georgia Department of Education provided technical assistance, professional development, and program development services to over 50 local school systems, professional associations, colleges, and agencies serving homeless children and youth in 1995-96. The list of organizations served included the Georgia Association for Educating Young Children, Georgia School Counselors and School Social Worker Associations, Georgia Coalition to End Homelessness, Georgia School-Age Care Association, Georgia Parenting Instructors Association, Middle Georgia College, Brenau University, Atlanta Children's Shelter, Georgia Child Care Council, Georgia Public Television, and the Elementary, Middle, and Secondary School Principals' Associations. The coordination between these and other state and local organizations directly benefited the state's 11,000+ homeless children and youth through increased awareness and sensitivity, local direct service initiatives, and the provision of materials and supplies essential to school success.

At the local level, the state awarded 22 subgrants to school districts to develop and implement education programs individually tailored by those local school districts and agencies that serve homeless children and youth to meet the needs of students they serve. For example, in Cobb County, where an estimated 1,500 children are served in shelters annually, Cobb County and Marietta City Schools provided a cadre of certified teachers to tutor and give academic assistance to homeless children in their schools during the school day. The tutors provided subject-area enrichment at the direction of the classroom teachers to over 700 students in 30 schools. A mobile learning lab with reading, math, science, and computer centers traveled to local shelters and provided tutoring and academic enrichment to students. This lab is driven and its lessons are delivered by the teacher/tutorial staff. The project has been so successful that it has garnered local and national media recognition and has recently received a national 4-H Extension Learning For Success Grant. By partnering with local agencies serving homeless families and children, Cobb County Schools used McKinney funds to successfully leverage other community resources to better serve the educational needs of all its students.

A synopsis of some of Georgia's other local McKinney programs is provided on the next page.

Georgia McKinney Programs 1995-96 School Year

Savannah-Chatham County Schools

The Savannah-Chatham County Schools worked in collaboration with the Savannah Chatham Authority of the Homeless in 1995-96 to provide over 600 homeless children and youth with educational and support services including tutoring, counseling, child care, transportation, and recreational activities. The Savannah Chatham Authority for the Homeless is a unique planning and coordination body created by the Georgia State Legislature to serve people who become homeless in the Savannah Area. Its members consist of all the area's homeless service agencies, and all resources to address homelessness are administered through the Authority. Savannah-Chatham County Schools worked directly through the Authority to provide school social services, academic enrichment activities, summer camp, and cultural programs to homeless children in shelters and other community locations. Through the support of the Authority and the Chatham County Public Library, the school system developed a reading and family literacy initiative that provided a print-rich environment including books and technology, professional storytellers, and volunteers to teach and model reading/literacy behaviors for parents and children in shelters. Dubbed *Project Olive*, the project was modeled after Project Horizons, a statewide initiative with local school systems and public libraries to provide reading experiences and "books to keep" for homeless children and families.

Richmond County Schools

Richmond County Schools Homeless Project in Augusta worked with the Salvation Army, Safe Homes of Augusta, and Children Enrichment, Inc. to serve over 200 students residing in shelters and other community locations. Richmond County Schools deployed tutors and school social workers that provided tutoring, after-school enrichment, counseling, school supplies, and transportation assistance to homeless children who have been victims of domestic violence and family break up, neglect, abuse, and abandonment. In addition to these direct services, the Richmond County Schools project provided staff development and in-service training to school personnel, including administrators, teachers, counselors, and other pupil support services personnel.

Bibb County Public Schools

The Bibb County Public School (BCPS) homeless education project worked with the Macon Rescue Mission, the Salvation Army, and the Department of Family and Children's Services to help address the educational needs of local homeless students. Through this project, homeless children and youth received educational, counseling, medical, and nutritional, and cultural enrichment services. Additionally, the project provided linkages to other community resources to ensure that homeless students received educational, counseling, medical, nutritional, and cultural enrichment services. In 1995-96, the BCPS homeless education program provided over 250 children and youth with tutoring and supplemental instruction to assist them with their school performance. The homeless liaison also began coordination with the BCPS Title I program to expand services and resources to address increases in identified needs.

Dalton Public Schools

Dalton Public Schools' homeless education project served students from Dalton and the Whitfield County Schools. Dalton, as the county seat and a hub of the northwest Georgia region, is home to most of the area's business and service agencies. Dalton Public Schools, in collaboration with the NW Georgia Family Crisis Center, Harvest Outreach, Providence Ministries, and local hotels/motels, provided tutoring, preschool services, after-school programs, and assistance to address needs caused by domestic violence to over 200 homeless children and youth in 1995-96. Additionally, the school system used McKinney funds to provide transportation assistance, school supplies and materials, testing and assessment services, counseling and psychological services, and professional development for educators. As a result of testing and assessment services made possible through the McKinney-funded project, two children were identified as talented and gifted students. Without the services provided by McKinney funds, the talents of these students may not otherwise have been recognized. Dalton Public Schools also provided referrals for health and other medical services and summer camp activities for children in shelters.

**Georgia McKinney Programs
1995-96 School Year
(Continued)**

Dublin City Schools

The primary objective of the Dublin City Schools homeless education project was to provide tutorial, remedial, and other educational services to all identified homeless children in local schools. Positively Advocating Children's Education (PACE) is a collaborative partnership between the Dublin City Schools, Laurens County Schools, and Women In Need of God's Shelter (WINGS), a domestic violence shelter serving an 11-county area in rural, middle Georgia. The specific goal of the McKinney-funded PACE project was to meet the educational, physical, and emotional needs of homeless students. This project employed a child advocate who provided educational assessments, tutorial, and remedial services; school supplies and materials; transportation assistance; and linkages to critical medical, dental, and mental health services for children and families at the WINGS shelter and other locations throughout the two school districts. During the 1995-96 school year, over 200 homeless children and youth were served by the PACE project.

Gwinnett County Schools

Gwinnett County Schools worked in conjunction with the Gwinnett Children's Shelter to provide tutoring, supplemental instruction, and enriched educational services to 200 students. The Gwinnett Children's Shelter served homeless children who are victims of neglect, abuse, and abandonment. While these students participated in the regular academic at local schools, the school system also recognized the need for supplemental services provided at the shelter based on individual student needs. Through the McKinney-funded project and in coordination with the Homebound Program, the school system deployed a full-time teacher, paraprofessional, and Master's-level counselor at the shelter to provide year-round educational assessment, individual and group instruction, group counseling, training in independent living skills, peer conflict resolution, computer training, and educational outings. A summer education program provided structured activities designed to build self-esteem, enhance cultural awareness, develop positive interpersonal skills, and prepare students for the ensuing school year.

Hawaii Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$100,000
Estimate of Homeless Children Served	786

Hawaii, the 50th State of the United States, is the only state not located on the North American continent. Its capital, Honolulu, is 2,397 miles from San Francisco and 4,829 from Washington, D.C. The Hawaiian islands form an archipelago extending over a vast area of the Pacific Ocean with eight major islands: Hawaii, Maui, Molokai, Oahu, Kauai, Lanai, Niihau, and Kahoolawe. Eighty percent of the state's population lives on the island of Oahu, third largest of the Hawaiian chain, and location of the capital city of Honolulu. A 1993 estimate indicates a resident population of 1,171,600—about 5.7% more than the results of the 1990 Census.

The Hawaii Department of Education received the minimum funding of \$100,000 through the McKinney Act. These funds provided a statewide resource teacher who helped connect information and services between shelters, schools, and support organizations. In addition, the state resource teacher conducted staff development sessions on homelessness, facilitated the organization of school/community teams, supervised a tutorial program on Maui, and coordinated services for children with Title I and other federal programs. Finally, she collected, organized, and reported demographic data of homeless children and youth.

Confidentiality policies at the shelter and agency levels hinder full information flow to the Hawaii Department of Education. Children who are identified receive direct educational services as well as support through tutorial programs, alternative education programs, counseling services, and reduced-cost after-school care. They also receive indirect services for transportation, school supplies, health services, and reduced-cost breakfast and lunch, as well as family support services from the schools and state offices.

Information about some of Hawaii's local McKinney programs are on the following page.

**Hawaii McKinney Programs
1995-96 School Year**

<p>School/Community Teams</p> <p>Shelter/agency and school personnel teams facilitated communication and service delivery for students. Working teams on the islands of Oahu, Hawaii, and Maui collaboratively provided tutorial and counseling services to children. Additional teams are scheduled to be developed in several school communities on Oahu and the island of Hawaii.</p>	<p>Title I</p> <p>Identified homeless children attending Title I schools received educational services coordinated through collaborative efforts of a Title I resource teacher and the state resource teacher for homeless children to assure that the needs of these children were addressed. Coordinated services with the community organizations and state agencies were provided to assure that the support system extended beyond the school.</p>
<p>YO Project Tutoring</p> <p>The Waikiki Health Center/Hale Kipa Youth Outreach (YO) Project, a drop-in center for teens experiencing homelessness, provided social and health services as well as meals. Academic tutoring services were provided by the state resource teacher to selected students. This activity provided insight and understanding of homeless concerns.</p>	<p>People Empowerment Project</p> <p>The People Empowerment Project (PEP), a collaborative effort with Catholic Charities to develop and administer a HUD Continuum of Care Grant for Maililand Transitional Housing Project, provided specialists to support career planning, educational assistance, and youth counseling in addition to the existing programs.</p>
<p>Ka Hale A Ke Ola Tutoring Project</p> <p>Ka Hale A Ke Ola Resource Center, a comprehensive shelter that assists homeless individuals and families in the transition to permanent housing, is located in a small urban area on the island of Maui. Students residing at Ka Hale A Ke Ola Resource Center received academic services through a part-time teacher hired through McKinney funds. These services were available on campus at Wailuku and Iao schools, while high school students received assistance at the shelter. Additional educational and counseling help was offered by Big Brothers, Big Sisters in an after-school mentoring program conducted at an alternate site.</p>	

Illinois Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$1,057,820
Amount Awarded to LEAs	\$859,140
LEA Award as a Percentage of State Award	81%
Number of LEAs Funded	14
Estimate of Homeless Children Served	4,100

Although Illinois directly served only a small portion of its children and youth in homeless situations with McKinney subgrants in 1995, countless other homeless students benefited indirectly from the awareness-raising, collaboration, and policy-making activities engendered by McKinney Act requirements and carried out by the state coordinator for the education of homeless children and youth. In Illinois, state and local homeless advocates worked together with state legislators to pass the Education for Homeless Children Act. Based partially on the federal legislation, the Illinois statute codified into state education law many of the protections provided by the McKinney Act. In addition to protections relating to enrollment, transportation, and school choice, the Illinois Act also created a Homeless Children's Committee composed of advocates, educators, legislators, and parents that has the authority to review and modify the State plan for the education of homeless children and youth.

The Homeless Children and Youth Program is now one of the eleven different programs in the Community and Family Partnerships' Division. Representatives from all of these programs participate in Area Planning Councils at the local level to assure that the best possible services are available to those most in need. Through this system-building process at the local level, homeless children and youth programs partner with other providers to assure high-quality services that are designed to meet the needs of entire at-risk families.

Indiana Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$455,368
Amount Awarded to LEAs	\$450,000
LEA Award as a Percentage of State Award	89%
Number of LEAs Funded	14
Estimate of Homeless Children Served	5,000

The Indiana state homeless coordinator estimates that as many as 5,000 children in homeless situations were assisted directly through local McKinney subgrants in 1996. Countless homeless and non-homeless students continue to benefit indirectly from the changes in state law made in response to McKinney Act requirements. The Indiana Department of Education waived residency requirements for homeless children. This waiver required policy changes in all 297 LEAs. Clarification of immunization requirements, guardianship requirements, and other items have strengthened the state's mandatory school attendance laws and promoted the policy that enrollment never be denied. Rather than keeping children out of school because of non-compliance, Indiana schools are encouraged to enroll them immediately, then provide assistance in fulfilling unmet needs. Even though state-level activities such as these have the potential to protect a larger segment of the state's population of homeless children and youth, the reality is that many homeless children and youth did not receive the direct educational services so vitally important to ensuring their academic success. It is estimated that there were as many as 25,000 homeless children and youth in Indiana in 1995-96.

The McKinney Act caused many successes in Indiana, with the strongest positive impact occurring in districts that received McKinney subgrants. Funds provided through McKinney subgrants enabled districts to provide services and resources that they would not otherwise be able to afford. The following examples of successes are all attributable to funds provided through McKinney subgrants to local districts in Indiana. In Evansville, the graduation rate for senior students served by a McKinney subgrant for homeless pregnant and parenting teens has increased dramatically over the past two years, up from 52% to 88%. In a domestic violence shelter in Kokomo, McKinney funds provided 200 children with a safe environment in which to continue their education. A cross-generational tutorial program in rural Cloverdale that paired students with senior citizens resulted in improved grades, attendance, and social skills. A youth center in Terre Haute operated a preschool program during regular school hours that enabled parents to participate in a variety of living skills workshops while their children received developmentally appropriate activities.

Indiana McKinney Programs: 1995-96 School Year

<p>Bartholomew Consolidated School Corporation This project provided educational assistance for homeless children and youth residing at Turning Point, a domestic violence shelter. The grant enabled the school to provide a tutor, a preschool teacher, and a coordinator of services, each of whom acts as a link with the community and school for homeless students and their families. The community demonstrated a great deal of support for this project through in-kind contributions, and school personnel were highly committed to improving the quality of life for students who were experiencing homelessness.</p>	<p>IPS Benjamin Harrison School #2 This project offered an after-school program that provided an opportunity for the development of academic and physical skills. Remedial work was supplemented with other academic activities intended to promote attendance and challenge creativity. Three times a week students were transported to the YMCA for a variety of physical activities. Parents were included in all activities of the program and were provided free YMCA memberships. Families were encouraged to keep children enrolled in this school even though they may have changed their residence.</p>
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**Indiana McKinney Programs
1995-96 School Year**

<p>Cloverdale Community School Corporation</p> <p>The McKinney subgrant funded a three-part program that included in-school tutoring two mornings per week, an after-school enrichment/homework program three afternoons per week at a local community center, and a once-a-month meeting and program with parents. Major emphasis was on raising self-esteem simultaneously with raising standardized achievement test scores (ISTEP). There was a great deal of community support and linkage, which had been essential to the success of this program. The McKinney subgrant paid approximately one-half of the expenses associated with the program, including funding for a part-time lead teacher/counselor, supplies, and equipment.</p>	<p>Kokomo-Center Township Cons. School Corp.</p> <p>A McKinney subgrant funded this one-room school located within a domestic violence shelter. The shelter contacted the school of enrollment for each school-age child and a shelter worker traveled to the school, secured textbooks and classroom assignments, then returned completed assignments to the teacher on a timely basis. A schoolroom and teacher were provided at the shelter so students were able to continue their school work uninterrupted. This program prevented multiple school transfers and provided a safe and secure environment with access to additional support services.</p>
<p>Ft. Wayne Community School Corporation</p> <p>This grant funded a children's advocate who provided tutorial services and enrichment activities for students residing in the seven local shelters. This individual was also responsible for training volunteer tutors to enable project expansion while remaining within the financial limitations of the grant. The advocate's role also included community outreach and linking shelters, schools, families, and community organizations in an effort to meet the needs of homeless students.</p>	<p>Monroe County School Corporation</p> <p>This project provided a domestic violence shelter with age-appropriate developmental activities for preschoolers, tutoring and other learning-centered activities for school-age youth, a 'Big Buddy' program that continued after a child left the shelter, assessment services, and referral to various community organizations and agencies. An after-school program provided structured activities in arts, crafts, drama, science, music, dance, and sports. The children's program advocate worked with school personnel to ensure speedy enrollment.</p>
<p>Greater Clark County Schools</p> <p>The Greater Clark County schools worked in collaboration with area shelter providers to assist homeless students. Along with an educational curriculum and two meals per day, an all-day structured preschool served as a location for health service referrals for children and their parents. This component worked in conjunction with an adult education grant to form a family literacy program. In addition to the children's component of the family literacy program, the grant provided an activity therapist to work within the shelter setting.</p>	<p>South Bend Community School Corporation</p> <p>The South Bend School Corporation was extensively involved with local shelter providers and other service agencies in an effort to provide comprehensive services for homeless children and their families. This project funded two full-time case manager/tutors, transportation for field trips and extracurricular school activities, and miscellaneous expenses such as cap and gown rental, college testing registration fees, and school supplies.</p>
<p>Evansville-Vanderburgh School Corporation</p> <p>This McKinney program provided a coordinator of services for homeless children and youth, tutorial services, emergency transportation to home schools, and professional development. Through collaboration with local providers, the school was attempting to fill in the service gaps for homeless families as needs were identified. The focus of this program was to ensure access to all available services, maximum integration, and minimum stigmatization for homeless children and youth.</p>	<p>Vigo County School Corporation</p> <p>This program was located at a youth center and included mentoring, counseling, structured preschool and latchkey services, and staff development. The youth center was a central meeting place for large numbers of 'street' children and youth, many of whom were not enrolled in school even though they were of school age. It provided a point of contact to facilitate school enrollment and contact with appropriate school officials.</p>

Iowa Profile

Use of McKinney Funds: 1995-96 School Year

Total State Award	\$168,438
Amount Awarded to LEAs	\$160,000
LEA Award as a Percentage of State Award	95%
Number of LEAs Funded	7
Estimate of Homeless Children Served	2,617

The Iowa state coordinator for the education of homeless children and youth reports that 2,617 homeless children were served in 1995-96 through district programs that provided direct educational services such as before- and after-school tutoring programs, summer school classes, and alternative education programs. Additionally, homeless students received counseling, health services, school supplies, and family support services through local McKinney programs.

While the Iowa state homeless coordinator projects that approximately 1,100 children will be assisted directly through local McKinney subgrants in 1997, many homeless students continue to benefit indirectly from the changes in state law made in response to McKinney act requirements. For example, the Iowa Department of Education added an entire chapter to Iowa School Law based on the federal McKinney legislation. This statutory base assists local school boards and administrators to provide services for homeless children and youth. Without the federal foundation provided by the McKinney Act, on which Chapter 33 is based, it is unlikely that state statutes regarding the education of homeless children and youth would have been enacted by the Iowa legislature. Likewise, the existence of Chapter 33 in Iowa School Law is contingent on requirements of federal law; if those federal requirements are rescinded, it is likely that Chapter 33 will be as well.

Iowa's Department of Education included homeless and at-risk students in the Educational Equity Review conducted as part of their compliance with Title IV laws. Each year about 25 of the state's approximately 400 school districts are selected for review. This review process is designed to be an opportunity for instructional and technical assistance rather than a forum for issuing compliance citations. Districts that have weak areas are required to design and submit an action plan describing how they will address their weaknesses. A year later the district is visited to review how the action plan has been implemented. The homeless component of the Educational Equity Review determines whether the district has a policy, process, or procedure for:

- Identifying homeless children and youth, enrolled in school or not;
- Providing access to school for homeless children and youth, regardless of residence, immunization status, or transportation needs;
- Encouraging educational continuity by allowing students to stay in the same school regardless of family mobility with the school district;
- Examining and revising school policies that act as barriers to enrollment; and
- Posting information in shelters and other locations encouraging the enrollment of homeless students in public schools.

The Iowa Department of Education was able to incorporate the homeless components into the equity review because they concerned issues required by federal law from the McKinney Act.

The Iowa Department of Education was able to serve only about 2,800 of its nearly 9,900 homeless children and youth via the McKinney program in the 1996 school year; the demand for support from the McKinney Homeless Assistance Act far outstrips the available resources. Iowa is able to fund only two-

thirds of the applications from local schools. This leaves one-third of the applicants with no support and does not take into consideration the number of schools that refrain from applying because they are already aware of the scarcity of funds. The number of homeless children in youth in Iowa has steadily increased since the counts were first started in 1988. At that time, the Iowa Department of Education counted 4,129 homeless children and youth; today there are over twice that number.

While Iowa's population of homeless children and youth has been growing, the resources available to provide direct services to these students has been decreasing. Many services that homeless children receive will have to be scaled back or eliminated because of the recent 20% cut to McKinney. The College Volunteer Tutoring Initiative is not going to be able to expand its services beyond the four colleges that now organize student volunteers to serve homeless children in shelters. The development of reading centers in family shelters and domestic violence shelters will have to be canceled or dramatically cut back. The dissemination of material and staff development regarding the education of homeless children and youth that is supplied by both the Iowa Department of Education and the State Dissemination Center at William Penn College will also have to be scaled back.

The junior and senior high school students remain a primary challenge to Iowa. Twenty-five percent of homeless adolescents in Iowa do not attend school. Reduced federal assistance will curb initiatives to address this issue within the state.

Welfare changes are expected to increase the number of homeless children within the state. The impact may not be able to be measured or quantified since funding for research will be limited with cutbacks to the state.

Iowa's Interagency Task Force on Homelessness has identified a goal of increasing awareness of homelessness. Workshops, seminars, public relations, etc., are all needed to increase public support. However, the incentive to move forward with those initiatives has been dampened by the federal moves to reduce support and de-emphasize homelessness via block grants. Public support is projected to be reduced accordingly.

Kansas Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$219,924
Amount Awarded to LEAs	\$172,580
LEA Award as a Percentage of State Award	78%
Number of LEAs Funded	5
Estimate of Homeless Children Served	1,147

The biggest achievement of the McKinney Act in Kansas has been the coordination it has fostered between the Title I Program and the Education for Homeless Children and Youth program. The McKinney Act, like Title I, requires cooperation with other federal and local programs; however, it gives LEAs considerable latitude in structuring this cooperation. Kansas was able to develop plans to serve homeless children and youth through coordinated efforts.

All homeless children and youth in Kansas have benefited from the coordination between the Title I and McKinney Education for Homeless Children and Youth program. However, the McKinney Act has had the greatest impact at the local level, where school districts and service providers awarded McKinney grants have been free to develop and implement specific programs and services to assist homeless students. Kansas has programs in five local education agencies.

In 1995-96, the Wichita Public Schools' homeless education program developed an extensive summer program, *Outstanding Activities for Students in Shelters* (OASIS). This summer program was offered to homeless children and youth at no cost and was operated during June & July. OASIS was sponsored by the Wichita Public Schools McKinney Grant & Title I programs and the Wichita Children's Home/First Step for Families and Teens. In addition, numerous cooperating agencies provided services or offered donations to assist in the coordinated effort for homeless children and youth. These agencies included Wichita Public Library, K-State Extension Service, Music Theater of Wichita, and many others. Seven shelters in the Wichita metropolitan area used this service, which engaged children in a variety of activities that encompassed crafts, drama, physical education activities, fun academics, life skills, and computers. Wichita's summer program was a positive experience for everyone involved.

Descriptions of Kansas McKinney projects, all of which provide similar programs and services, are described below.

Kansas McKinney Programs 1995-96 School Year

Wichita Public Schools

The Wichita Public Schools' homeless education program has provided an array of needed services to the Wichita area. The homeless liaison served as a parent advocate during enrollment, coordinated transportation, and kept in contact with the schools concerning children living in shelters. Services between social workers, teachers, principals, shelter case managers, and community social service homeless providers were part of the collaborative effort to assist homeless children and youth. In addition, an after-school program and a summer program were implemented to meet the needs of the children. With Title I contributions, tutors for homeless children were provided both during the school year and to support the summer program.

**Kansas McKinney Programs
1995-96 School Year**

<p>Topeka Public Schools</p> <p>The Topeka homeless children and youth education grant was designed to provide academic and personal support to the growing number of homeless youth in the Topeka metropolitan area. The Topeka Rescue Mission, Shawnee County Children and Youth Emergency Shelters, and Cornerstone worked with the school district to identify and provide support for program participants. This program provided direct services to homeless children and youth that enabled them to enroll in, attend, and achieve success in school. The following services were available to homeless students and/or their parents: after-school tutoring, support for enrollment, on-site tutorial support, a traveling library, child-care services, resource materials, counseling, school supplies, and staff development for teachers, counselors, and other support personnel. Through coordination with community agencies, homeless children in Topeka were provided many services.</p>	<p>Olathe District School</p> <p>The Olathe School District homeless education program has developed a strong relationship with the homeless shelters (Temporary Lodging for Children, KEYS Home, Catholic Community Services, and Salvation Army) and was able to serve the children and youth from those shelters in all school programs. The district homeless liaison, in collaboration with school-based Care Teams, school nurses, Johnson County Community College, Catholic Community Services, Family Investment/Resource Center, and the Department of Housing and Urban Authority, worked to help meet the needs of the homeless children and their families, including school enrollment and access to schools; tutoring and academic needs; emergency housing needs; parent resources; and emergency funding for education/health needs. In addition to weekly tutoring, a summer program, safehome tutoring, transportation to needed services, emergency clothing, school supplies, and a parent/teacher coordinator were also provided.</p>
<p>Geary County Unified School District</p> <p>The homeless education program in the Geary County Unified School District cooperated extensively with Open Door (a homeless shelter) to coordinate services for children and youth in homeless situations. Additional support services for the homeless youth were provided through Parents as Teachers, the Dorothy Bramlage Public Library, Geary County Health Department, Pawnee Mental Health, and the Junction City Summer Fun Club. A homeless coordinator was also hired to maintain close contact with the Open Door Staff and to meet with parents to discuss the variety of services available to them. The coordinator arranged transportation for parents and children to needed services. The district also monitored homeless students through Title I staff.</p>	<p>Garden City Public Schools</p> <p>The Garden City Public Schools McKinney program fostered communication and coordination between the school and other agencies to provide services to homeless children and youth. A tremendous amount of coordination between the Garden City Public Schools McKinney homeless program and the migrant program was emphasized. Community agencies, such as the Finney County Health Department, Status Offenders, Community Vision Agency, Parents as Teachers, and Project Even Start, were part of the coordinated effort to focus on important issues facing the targeted children. Additionally, this project implemented after-school tutoring services as well as summer school services for students. Transportation and nutrition needs for these children were coordinated with other district programs. School supplies and personal necessities for students were provided. The project also addressed the physical and mental health needs of children and youth in homeless situations by collaborating with the health department, local physicians, dentists, and the Area Mental Health Center.</p>

Louisiana Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$794,047
Number of LEAs Funded	15
Estimate of Homeless Children Served	13,000

The Louisiana state coordinator for the education of homeless children and youth reports that almost 13,000 children were served in the 1995-96 school year through 15 local district programs that provided direct educational services, such as before- and after-school tutoring programs, summer school classes, and alternative education programs. Additionally, students experiencing homelessness received transportation, counseling, health services, school supplies, and family support services through local McKinney programs. All 15 local projects included preschool/early childhood programs to help prepare homeless children for a positive school experience.

According to the Louisiana state homeless coordinator, approximately 15,000 children in homeless situations will be assisted directly through local McKinney subgrants in 1997. Many of the homeless and non-homeless students will continue to benefit indirectly from the changes in state law made in response to McKinney Act requirements. Every school district in Louisiana changed its local policies to allow homeless children and youth equal access. The Louisiana State Board of Education passed statewide policies to comply with the McKinney Act. The Louisiana Legislature revised Louisiana law R.S. 17:221 to allow children with no permanent address to attend school.

The McKinney Act has been responsible for many successes in Louisiana, with the strongest positive impact occurring in districts that receive McKinney subgrants. Funds provided through McKinney subgrants enabled districts to provide services and resources that would otherwise have been unaffordable. Additionally, Louisiana's Homeless Children and Youth Program has linked forces with *Feed the Children International* to network additional food resources for homeless children and their families. Through collaboration with *Feed the Children*, Louisiana's homeless education program was able to access over one million additional dollars in food and services at no cost. Because Louisiana has the highest poverty rate in the country, there is a great need for this type of collaboration. Without the assistance of the Stewart B. McKinney homeless education program, thousands of children would suffer needlessly; the McKinney program offers the only viable avenue for assisting children and youth without homes in Louisiana.

The following successes are all attributable to funds provided through McKinney subgrants to local districts in Louisiana.

**Louisiana McKinney Programs
1995-96 School Year**

<p>Jefferson Parish Public School System</p> <p>This program provided after-school tutoring and educational resources for students residing in area shelters. A homeless liaison conducted parenting skills workshops in shelters. This program also provided school supplies, medical and mental health referrals, staff development, and transportation.</p>	<p>Iberville Parish</p> <p>This program focused on high-quality academics for K-4 and on developmentally appropriate early childhood education for pre-kindergarten children. Five tutors, one per elementary school, provided in-class assistance. A two-week summer school was held in June, serving approximately 60 youth experiencing homelessness at two sites.</p>
<p>Orleans Parish</p> <p>This program provided case management services, health care referrals, after-school tutorials, homework assistance programs, and transportation assistance. The Orleans project also jointly sponsored summer camping exposition with Jefferson Parish homeless students. Another innovative feature was the <i>Arts Without a Roof</i> program, which provided students in homeless situations an opportunity to express themselves in various media of art and music. The homeless liaison also provided after-school homework assistance and other educational resources, parenting classes and health screenings to homeless people residing in local public housing. Other health services were provided to homeless children and their families through a collaboration with Health Care for the Homeless.</p>	<p>LaFayette Parish</p> <p>This program served a five-parish consortium. In this area, there are 12 shelters that serve families and children. In addition to children from the shelter, the schools also received referrals for children who qualified for services but didn't live at a shelter. This program gave assistance to approximately 2,300 homeless children. Enrollment assistance, tutorial programs, school supplies and fees, and counseling referrals to social services agencies were all components of the program.</p>
<p>East Baton Rouge Parish School System</p> <p>This program provided a tutoring program in three emergency shelters; school supplies; and counseling and social work services and referrals. In the 1995-96 school year it provided services to over 2,500 students without homes. In addition, the East Baton Rouge project operated a summer program to introduce homeless students to the world of work. Students were provided the opportunity to learn about careers and other life choices. Cultural experiences were also offered to the students to broaden their experience in the arts and humanities.</p>	<p>Ouachita Parish School Board</p> <p>The Ouachita Parish Homeless Program was managed and integrated with the Even Start Program. Among other activities, it included after-school tutoring, a summer reading program, and coordination with Northeast Louisiana University's summer activities for youth.</p>

Maryland Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$284,526
Amount Awarded to LEAs	\$241,874
LEA Award as a Percentage of State Award	85%
Number of LEAs Funded	7
Estimate of Homeless Children Served	2,144

During the 1995-96 school year, Stewart B. McKinney Homeless Assistance Act funds were granted to seven local school systems to conduct supportive services programs. These grants were used to facilitate the enrollment and attendance of homeless children and youth in school and to ensure that homeless children and their families received the educational services for which they are eligible. During fiscal year 1995, Maryland served approximately 2,144 children and youth through the funded programs that operated in thirty-five shelters in the seven jurisdictions.

Local jurisdictions that received funds were Baltimore City and Anne Arundel, Baltimore, Calvert, Howard, Montgomery, Prince George's, and Wicomico Counties. Each local school system program included services such as academic support, staff development tutoring, counseling, remedial education, health (referral and direct), transportation, parent education classes, clothing assistance, and school supplies. School staff received awareness and sensitivity training. Classroom teachers reported improved academic achievement, increased attendance, and fewer behavioral problems.

A liaison was designated in each of the jurisdictions that received funding to ensure that homeless children and their families received the educational services for which they were eligible.

Prince George's County conducted programs for runaway youth. The programs were *Second Mile* and *Guide*. The *Second Mile* program was funded through McKinney and the *Guide* program was funded through local funds. Both programs provided shelter-based daytime and after-school tutorial programs for school-age children and youth. These programs also provided educational supplies, clothing, and transportation.

**Maryland McKinney Programs
1995-96 School Year**

<p>Baltimore City</p> <p>Provided after-school academic tutoring services, parent training, school supplies, clothing, transportation, and social work services. Eight shelters were affiliated.</p>	<p>Baltimore County</p> <p>Provided tutoring, counseling, educational support, staff development with shelter staff, awareness and sensitivity sessions for general school staff development, and a parent education series for homeless children's parents. Six shelters were affiliated.</p>
<p>Calvert County</p> <p>Provided after-school tutorial, homework assistance, and remedial education program to homeless students; training and supportive services to parents or caretakers to facilitate their ability to assist their children with homework and school related activities, and provided essential school supplies and school clothing. Services were provided out of two shelters.</p>	<p>Howard County</p> <p>Provided after-school tutorial program for school-age children, readiness activities for pre-schoolers and, transportation, summer camp scholarships, and family counseling for homeless children's families. Services were provided at three shelters.</p>
<p>Montgomery County</p> <p>Provided tutoring, supplemental instruction, staff development, transportation, and after-school mentors for homeless children and youth; and a computer application system to monitor children in homeless situations. Services were provided at two shelters.</p>	<p>Prince George's County</p> <p>Provided shelter-based daytime and after-school tutorial programs for homeless school-age children and youth, educational supplies, clothing, and coordination of transportation services. Services were provided in six shelters and two elementary schools.</p>
<p>Wicomico County</p> <p>Provided an after-school instructional program to promote adult literacy, trained parents to support educational growth of their children, transportation, and prepared children for services in regular school. This program was provided in one shelter.</p>	

Massachusetts Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$504,998
Amount Awarded to LEAs	\$411,059
LEA Award as a Percentage of State Award	81%
Number of LEAs Funded	12
Estimate of Homeless Children Served	1,258

The Massachusetts State Education Department provided the structure by which 12 LEAs offered the essential services needed by children without homes. Priority was given to those districts that could identify eligible children to ensure enrollment; collaborate effectively with community agencies and shelters; develop and implement professional inservice programs to heighten awareness; and provide transportation for students in homeless situations to appropriate education programs.

The following successful examples are all attributable to funds provided through McKinney subgrants to local districts in Massachusetts.

Massachusetts McKinney Programs 1995-96 School Year

<p>Barnstable</p> <p>This program provided Hyannis East and West Elementary School's students in homeless situations with enrichment activities and tutorial services after school. It provided support so that parents could become actively involved with their child's education through parenting workshops. Transportation was provided to all participants.</p>	<p>Boston</p> <p>The Boston program provided transportation, supplies to children residing in homeless shelters, and enrichment activities.</p>
<p>Brockton</p> <p>This program provided academic and support services to families in shelters. After-school and evening classes were conducted in the shelters by tutors who were Brockton teachers. Supplies and clothing were purchased for the children in the shelters.</p>	<p>Cambridge</p> <p>The Cambridge program provided students in shelters with mental health support, screening for special needs, after-school programming, and community-based activities. A collaborative team was formed that included shelter, school, and community agency staff to develop an effective in-take process and tracking procedure to follow students' transitions to new communities.</p>

**Massachusetts McKinney Programs
1995-96 School Year**

<p>Framingham</p> <p>The Framingham program included an interdisciplinary and holistic after-school educational enrichment and recreational program. It focused on maintaining educational progress, fostering self-esteem, social enrichment, and home/agency collaboration.</p>	<p>Lawrence</p> <p>This program identified PreK-12 students that were living in homeless situations in order to ensure that they were able to enroll without difficulty and receive appropriate academic programming and support services.</p>
<p>Lynn</p> <p>The Lynn Boys & Girls Club collaborated with the McKinney program by providing classroom space and a staff member to assist with after-school tutorial programs. The Lynn program included two tutors for four days a week, program staff inservices to promote awareness, educational supplies, and field trips.</p>	<p>Marshfield</p> <p>Project REACH in Marshfield included school-based tutoring programs for grades K-12, an integrated early childhood classroom for 3- and 4-year olds, and support for the early childhood enrichment center at the shelter.</p>
<p>Quincy</p> <p>This program provided small-group and individual tutoring on-site at the shelter, and parenting courses to mothers who were pursuing a GED.</p>	<p>Springfield</p> <p>The Springfield program provided educational stability and enhanced self-esteem to homeless and at-risk students. It included a preschool program and after-school tutorial sessions at shelters and scattered sites.</p>
<p>Triton Regional Partners In Progress</p> <p>This program included one-on-one tutoring and after-school enrichment programs for students in grades 1-6 using volunteer tutors.</p>	<p>Worcester Homeless Education Collaborative Effort</p> <p>In the Worcester program, children experiencing homelessness from birth to 18 years of age received a variety of coordinated interagency services aimed at stabilizing their home/school environments.</p>

Minnesota Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$343,617
Amount Awarded to LEAs	\$293,617
LEA Award as a Percentage of State Award	85%
Number of LEAs Funded	10
Homeless Children Served (unduplicated)	6,628

The Minnesota state coordinator for the education of homeless children and youth reported that 6,628 homeless children were served in 1995-96 through local district programs. Direct educational services included before- and after-school tutoring programs, summer school classes, and alternative education program services. Additionally, homeless students also received transportation, counseling, health services, school supplies, and family support services through local McKinney programs in collaboration with Title I and other state and local programs. The primary goal was to provide opportunities for homeless children and youth to attain the State's challenging performance and content standards.

While the Minnesota state homeless coordinator projected that approximately 7,200 homeless children were assisted directly through local McKinney subgrants in 1996, countless homeless students continued to benefit indirectly from the changes in state law that have been made in response to McKinney Act requirements. For example, the 1997 Minnesota State Legislature enacted two funding programs for projects serving homeless students. The following is a description of the programs:

Homeless Student Revenue. Creates an additional \$100 dollar revenue per pupil unit for students experiencing homelessness who are eligible under the Graduation Incentives Program. The Revenue must be used to expand education services to include preschool, after-school, or summer school programs to provide transition and follow-up services for homeless pupils who are placed or mainstreamed in a district school, or to provide parent education and support services. The additional revenue shall be paid to the public or nonprofit education program providing services to homeless pupils.

Homeless Capital Grants. Creates matching capital grants through the Department of Children, Families, and Learning for facilities that would provide services for homeless pupils. Grants may be awarded to school districts or nonprofit entities that provide services for homeless students. Grants must be matched by one dollar of non-state money for every one dollar of grant money.

The Improving America's Schools Act (IASA), which included the reauthorization of the Education for Homeless Children and Youth (McKinney Act) and the Title I programs, has expanded the opportunities for homeless students to succeed in Minnesota. The Title I program requires LEAs with significant populations of students in homeless situations to reserve Basic funds to provide services. In 1995-96, approximately \$750,000 dollars of Title I Basic funds were set aside for homeless students.

It is evident that changes in federal and state laws have made considerable contributions to Minnesota's homeless children and youth and their ability to access appropriate educational services. Still, the most dramatic and profound impact has been made at the local level, where school teachers, counselors, social workers, shelter providers, and other social service providers collaborate to design, develop, and implement McKinney-funded projects to address the critical needs of homeless children and youth. The McKinney funds and local projects have been the foundation of expanded services and collaboration that have provided many more opportunities for homeless students to attain the same standards expected of other Minnesota children.

Examples of Minnesota McKinney projects that provide programs and services are described below.

**Minnesota McKinney Programs
1995-96 School Year**

<p>Minneapolis Public Schools</p> <p>Minneapolis provided school and advocacy services to 3,119 students grades K-12. Nearly 500 homeless students received tutoring and support services at 14 different elementary schools. There were over 2,000 requests for students' records with an 80 percent return rate. A special fax arrangement with Chicago Public Schools produced 251 returns of student records. Streamlined registration dramatically reduced the number of absences for this population. The project also gave school supplies to 2,200 students.</p>	<p>St. Paul Public Schools</p> <p>During 1995-96, nearly 2,300 homeless children received educational, social, and family support services. Students were enrolled within three days after arriving in a shelter. Of the students enrolled in St. Paul schools, 83 percent remained in the school where they originally enrolled. School records were obtained for over 750 children from out of state. The tutorial program provided services to 867 school-age children, teen moms, and parents working in adult literacy programs at the Dorothy Day Center. Over 820 homeless children received transportation services. A homeless liaison was identified in every elementary, middle, and senior high school within the district. Approximately \$350,000 from Title I Basic funds helped to support this project.</p>
<p>Bemidji Public Schools</p> <p>This project served 282 runaway and students in other homeless situations. Of the 282 students served, 48% of the total students were from districts outside of the Bemidji school district. 100 percent of the elementary, 89 percent of the middle school, and 79 percent of the high school homeless students improved or maintained their academic performance. Attendance records improved 75 percent for all homeless students. In addition, nine homeless youth graduated from high school and two completed their GED certificates.</p>	<p>Duluth Public Schools</p> <p>This project served over 300 children and youth experiencing homelessness, which was a 32 percent increase from the previous year. Only one quarter of the students were from the Duluth school district. Ninety-eight percent of the students were enrolled in a school program within three days. This often required transportation arrangements to be made, school supplies to be delivered, and school clothes to be obtained. It also meant bringing families to the new school, meeting with school staff to discuss educational needs, setting up tutoring sessions for remedial work, and assessing skill levels for placement of older students.</p>
<p>Freshwater Education District</p> <p>This project provided 75 homeless students with direct and related education services. All the students received one or more of the following services: counseling, tutoring, health services, food, transportation to school, and referrals for housing. Eight of the students graduated and 57 percent of the remaining homeless students at the Area Learning Center and 66 percent of the high school students maintained or increased their school credits.</p>	<p>Owatonna Public Schools</p> <p>This program served 24 runaway and homeless youth in a summer education/independent living skills program. The youth served came from nine different counties in southern Minnesota. Of the homeless students served, 91 percent of the youth had full attendance. Each student had instruction in the basic academic skills of math, science, history, English, geography, and future planning. Every student progressed in these subjects. The credits earned were sent to each students' school district to be applied to their permanent records.</p>

**Minnesota McKinney Programs
1995-96 School Year
(Continued)**

<p>Cloquet Public Schools</p> <p>This program served 209 runaway and homeless students. A tutor assisted youth residing in the Carlton Youth Shelter fourteen hours a week during the school year and sixteen hours weekly during the summer. Two computer work stations offering computer assisted learning software were utilized in assessing student capabilities and challenging them to move forward in core curriculum areas. Donations of textbooks, encyclopedias, and other related material were received from the Cloquet Public Schools.</p>	<p>Intermediate School District #287 (Western Metro Area)</p> <p>This program focused on improving the attendance and study skills of 55 runaway and homeless youth. The Outreach Education and Support Specialist worked with the youth to provide them the tools, time, and support needed to overcome obstacles and continue their education. 82% received direct education services, 64% received long-term housing services, 55% received general assistance, 51% received temporary housing services, 33% received medical services, and 27% received food services. At the end of the school year, approximately 80% of students served by the program remained in school.</p>
<p>Rosemont/Apple Valley/Eagan Public Schools</p> <p>The education program served 112 children during the 1995-1996 school year. Services provided by the grant included assisting parents to enroll their children in school; arranging transportation; attending school meetings with parents; serving as a liaison between school personnel and parents; coordinating tutoring programs; conducting parent groups for addressing education issues; promoting parental involvement in academics by encouraging parents to read/assist children with homework; and assisting parents/school personnel to develop school success plans in order to decrease truancy.</p>	<p>Moorhead Public Schools</p> <p>The school social worker component served 49 homeless children and their families. Individual case plans were developed for each student, including goals of increased attendance, parental involvement, and stability via referrals and follow-up to school and community resources. At the alternative school component, 120 students received services including social work, tutoring, and computer-based instruction.</p>

Mississippi Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$408,179
Amount Awarded to LEAs *carry over money from previous year included	\$499,286*
Number of LEAs Funded	38
Estimate of Homeless Children Served	5,065

The state homeless coordinator reported that approximately 5,065 homeless students were served in the 1995-96 school year through local districts that provided direct educational services such as before- and after-school tutoring, summer classes, and assessment and diagnostic services. Homeless students also received transportation, counseling, health care, school supplies, clothing, and family support services.

Since the passage of the McKinney Act, the state coordinator for the education of homeless children and youth has conducted various state-level activities to ensure that homeless children and youth living in Mississippi receive the legal protections provided under the Act. Many other homeless children and youth have benefited directly and indirectly from the awareness-raising, collaboration, and policy-making activities developed and carried out by the state coordinator.

At the local level, the state coordinator awarded 38 subgrants in the 1995-96 school year to develop and implement education programs individually tailored by local school districts to meet the needs of the homeless families they served. In Jackson County, four school districts used a \$60,000 McKinney subgrant to promote the academic success of homeless children and youth who resided in the area. To achieve this goal, each district in the project provided a liaison who served as a link between schools, parents, shelters, and various agencies and organizations in the county. Through these links, the liaisons were able to connect homeless families and their school-age children with appropriate social services and educational resources. In addition to these services, the liaisons worked with paid tutors to provide after-school tutorial programs in the schools, shelters, and community centers. There, children in homeless situations received supplemental instruction to help them make up missed school work or lost credit and to assist them with homework and basic skills development. Participating school districts in the project also contributed by providing school officials up-to-date information about federal, state, and local laws concerning homeless children and youth and by performing awareness-raising activities in the schools regarding the special needs of homeless students. By providing the opportunity for school personnel to better understand the needs and rights of homeless children and youth, the project helped schools promote an environment in which homeless students feel accepted. For children without homes, many of whom often experienced isolation and stigmatization, the feeling of being accepted built the confidence needed to inspire them to learn and take full advantage of the project's tutorial programs.

Provided below are more examples of successful McKinney programs developed by local education agencies in Mississippi.

Mississippi McKinney Programs: 1995-96 School Year

<p>Hancock County School District The Hancock County Family Support Program, <i>Project Youth</i>, provided a comprehensive plan to facilitate support services for homeless children and youth through a joint effort of the school, community, and social service agencies. Activities of the project included efforts to 1) remove barriers to homeless students' access to and success in education; 2) create a collaborative network to allow the district to identify the needs of and increase the services to homeless students; 3) provide training and other educational services to homeless children and their parents; and 4) provide awareness training for all school personnel to increase sensitivity to and understanding of students experiencing homelessness.</p>	<p>Starkville School District <i>Project Help</i> was designed to address the educational and related needs of homeless children and youth living in the Starkville area by building strong connections between the family, school, and community. The main focus of the project was to provide a daily after-school tutorial program for homeless students in grades K-6. Additionally, the program offered an eight-week summer camp to 50 homeless students ages five through thirteen and an eight-week summer transition program to help five- and six-year-old homeless students prepare for kindergarten. Other services included connecting families to various community-based organizations such as social service agencies, church groups, and public health clinics.</p>
<p>Natchez-Adams School District The Natchez-Adams homeless education program strengthened the academic and literacy skills of homeless children and their parents. This program provided before- and after-school tutorial classes held at the school one to three days a week. Homeless families also received educational services on the weekend and during the summer through the Mobile Classroom, a van that traveled around Natchez providing educational services to families in the area. In addition to these services, the program provided school supplies, books, and referrals to help homeless families access available services such as medical and dental care.</p>	<p>Tupelo Public School District This program, which was a collaboration between the Tupelo Public Schools, the Family Resource Center, and four local homeless shelters, provided a wide array of direct and related educational services to homeless children and their families. With the aid of a homeless liaison, the program provided the following: 1) an after-school tutoring class to assist homeless students with their homework and basic skills development; 2) summer tutoring and enrichment activities; 3) parent education and training to the parents and caretakers of homeless students; and 4) developmentally appropriate learning experiences for preschool homeless children.</p>
<p>Oxford School District The main purpose of the Oxford homeless education program was to provide educational services and training to homeless children and their parents. To accomplish this, the district used \$15,000 in McKinney funds to employ teachers to provide after-school homework assistance, computer-based remedial instruction, and other tutorial services to homeless families in the shelter and school. This program also provided a summer program offering academic and enrichment activities. Another objective of the program was to build a community support system connecting homeless students and their families to essential social and health services and other public assistance as a way to increase attendance and academic success.</p>	<p>Greenville Public School District The primary goals of <i>Project Jump Start-Greenville</i> were to 1) bridge the gap between school enrollment and school success; 2) provide tutorial classes to homeless and at-risk students four times a week at designated schools in the district; and 3) provide supplemental and related services to ensure that homeless children and youth are not isolated or stigmatized. To this end, the project provided tutorial classes and other activities to an estimated 273 homeless and at-risk students. To bolster its education services, the project conducted awareness-raising seminars to teach local school personnel how to address the special needs of homeless children and youth. Part of these sessions included training on making referrals for social services.</p>
<p>Jackson Public School District The main focus of Project <i>PALS</i> was to provide educational and social services to 550 homeless children and youth residing and attending school in the Jackson Public School District. Main elements of the project included 1) the recruitment of school-age homeless children and youth from shelters, food banks, and other homeless sites; 2) assessment and diagnostic services to determine the placement and academic needs of homeless students; 3) tutorial and educational programs to assist homeless children with their school work; and 4) professional development training for counselors on the special needs of students in homeless situations.</p>	<p>Columbus Municipal School District The Columbus Municipal School District homeless education program provided educational and related programs and services to homeless children and their families living in the Columbus area. To implement the program, the district hired a homeless liaison to establish and maintain a communication network between the school, community, and social service agencies. The liaison conducted awareness training on the educational and social needs of homeless students. This program provided a tutoring project to assist homeless students with their homework and basic skills development. Homeless students received transportation and school supplies.</p>

Missouri Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$480,510
Amount Awarded to LEAs	\$548,822*
*carry over money from previous year included	
LEA Award as Percentage of State Award	86%+
Number of LEAs Funded	13
Estimate of Homeless Children Served	5,570

The state homeless coordinator reported that approximately 5,570 students in homeless situations were served in the 1995-96 school year through local districts that provided direct educational services such as after-school tutoring, summer classes, assessment, transportation, counseling, health care, school supplies, clothing, early childhood experiences, and family support services.

Children and youth experiencing homelessness in Missouri have benefited from the coordination between the Title I, Parents as Teachers, and the McKinney Education of Homeless Children and Youth program. The State Board of Education of Missouri added a standard in the school improvement process that required all LEAs to identify a homeless coordinator, to assess the student body, and to adopt a school board policy addressing the needs of homeless children and their families. The LEA homeless coordinator is responsible for the district training for all school staff on the identification and needs of homeless children and youth, coordination of services for these students and their families, including determining the school of best interest, and conducting the yearly estimate of homeless children and youth.

A homeless children and youth program training manual was produced in 1994 for the LEA homeless coordinators. This manual, along with four training videos, addresses 1) identification; 2) school assessment; 3) educational placement; and 4) homeless coordinator responsibilities. This manual was mailed to 525 homeless coordinators and the videos were satellite broadcast for districts to tape for their use.

Descriptions of local McKinney-funded projects in Missouri are on the following page.

**Missouri McKinney Programs
1995-96 School Year**

<p>Joplin R-VIII</p> <p>Project Homeless Education Lightens Poverty (Project H.E.L.P.) was designed to help children in homeless situations develop their self-concept, interpersonal, and social skills, and gain a sense of stability that enables schooling to be successful for them. Parents can play a key role as an advocate in their children's education. Teachers went through an awareness training of the needs of homeless children and actively worked to provide children with necessary skills for maximum social, emotional, and cognitive growth. Having children and their parents participate together in afternoon activities gave the parents an immediate opportunity to implement some of the strategies they acquired in the morning parenting class. This also provided the opportunity for everyone to get a chance to get to know each other in a setting other than the classroom. Tee-shirt tie-dying, a camp out, a fishing expedition, a kite-making/flying, and a library outing, created unity and demonstrated how to have fun without spending money while learning.</p>	<p>Kansas City School District</p> <p>Kansas City School District serves the most children and youth experiencing homelessness, over 5,000, in the state of Missouri. The McKinney grant provided a coordinator for the school district who oversaw the training of district personnel on the needs of homeless students and families. The homeless coordinator also provided student and family services to homeless students in twelve of the family shelters (transportation, tutoring, health services, job referrals, counseling, legal referrals, clothing, preschools at shelters, parenting training, summer school activities), facilitated school enrollment and attendance, and assured that students experienced academic success.</p>
<p>Normandy School District (St. Louis Area)</p> <p>The Christopher Bond After School Program provided students of a transitional housing community with three hours of tutoring and arts/crafts activities each day. Four teachers and one supervisor assisted students in reading, mathematics, social studies, and science. Special computer programs were used to reinforce learning activities. This program also provided developmental activities for preschoolers who wanted to come to "school" with their older siblings.</p>	<p>Springfield R-XII</p> <p>The Springfield R-XII developed the homeless program to provide direct and related educational services to approximately 200 children and youth without homes. In addition, the school district developed and maintained a preschool program for children of homeless adolescents at the alternative high school. The homeless coordinator provided staff training to bring an awareness of the role of the district homeless coordinator and how to meet the social, academic, and parenting needs of the homeless families.</p>

Nebraska Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$116,337
Amount Awarded to LEAs	\$66,337
LEA Award as Percentage of State Award	57%
Number of LEAs Funded	4
Estimate of Homeless Children Served	1,298

In 1995-96, 1,298 homeless students received direct and related educational services such as supplemental instruction and diagnostic services from LEAs. Homeless students also received transportation, school supplies, and other family support services.

In Nebraska, local school districts directly served only a small portion of the state's homeless children and youth population. As a large, sparsely populated, rural farm state and a recipient of one of the smallest McKinney grants receiving more than minimum funding, Nebraska faces considerable obstacles to reaching more homeless children and youth. To compensate for these challenges, the state coordinator has undertaken various collaboration, awareness-raising, and policy-making activities, engendered by the McKinney Act and specifically designed to bridge the gap between financial resources and student need. Some of these activities include the following: 1) the development and dissemination of informational materials such as reports, brochures, and posters to increase the awareness of educators and service providers about the legal protections and the educational, social, physical, and emotional health needs of homeless students; 2) collaboration with other social welfare agencies and organizations that serve socio-economically disadvantaged people as a way to identify available services and resources; 3) production and presentation of workshops to teachers, counselors, and administrators regarding the educational and related needs of homeless students; and 4) development of legislative and state board of education rule proposals aimed at eliminating enrollment and admission barriers for homeless children and youth.

Although state-level activities like these can potentially affect a broader cross-section of Nebraska's homeless children and youth population, it is difficult to assess their real impact. Nevertheless, homeless families and their advocates remain hopeful that efforts will prevail to reduce procedural barriers and encourage cooperation between social service agencies and educators to provide services and programs so essential for the success of homeless children and youth.

At the local level, the state awarded four subgrants to school districts to develop and implement education programs individually tailored by local school districts to meet the needs of the homeless families they serve. According to the state coordinator, shelters and local school districts have collaborated on projects designed to keep youth in their school of origin and to facilitate the reintegration of former dropouts into school. Transportation services provided to the children at domestic violence and runaway youth shelters allowed children to remain at their home schools when it was safe to do so, and allowed these children to change schools when their safety was threatened. Education services, such as after-school tutoring classes to help students with homework assignments and basic skills development, were also provided. The combination of tutoring and transportation assistance has been the key to success for many students. An indication of the program's success was revealed in a 1994 follow-up study that showed a substantial reduction in truancy among homeless children and youth.

A synopsis of Nebraska's local McKinney programs is on the following page.

**Nebraska McKinney Programs
1995-96 School Year**

Scotts Bluff Public School System

The Scotts Bluff McKinney homeless education program was designed to encourage and enable homeless and displaced youth to continue or begin to receive an appropriate, individualized education while residing at the Panhandle Youth Shelter. As the philosophy of the program was grounded in the belief that the most beneficial educational setting is the public school classroom, residents enrolled in schools within a ten-mile radius of the shelter are transported to and from school daily to allow them to continue in their school of origin. Residents who didn't fit this criteria were provided education in the shelter by a certified teacher. This allowed shelter school students to accrue credit during their shelter stay and motivated them to continue their education. 205 students were served.

Hastings Public Schools

The Hastings Schools used McKinney funds to provide outreach and educational services to students whose families were in homeless situations in 1995-96. Highlights of the program included the following: 1) tutoring programs to help students with homework assignments and basic skills development; 2) assistance with school enrollment and admissions; 3) transportation services; and 4) development and dissemination of awareness-raising materials regarding the needs of homeless students. In addition to these services, homeless children and their families also received assistance with school supplies. 165 students were served.

Omaha Public Schools

The Omaha Public Schools homeless education program provided tutoring programs to help students with homework assignments and basic skills development. A major component of the Omaha program was its transportation project. In 1995-96, approximately 505 homeless students were provided transportation services from various shelters to their schools of origin. The program also provided an educational summer program for homeless children and youth residing in the shelters. Students participating in the summer program received tutorial and counseling services and also benefited from the computers and instructional materials placed in the shelters by the program. 640 students were served.

Lincoln Public Schools

The Lincoln Public Schools homeless education program provided direct and related educational services to homeless children and youth in 1995-96. Specifically, the project provided tutorial services in area schools and shelters to assist homeless students with homework assignments and basic skills development. When school was not in session, the program designed and implemented activities to encourage the development of academic and life skills. To ensure that homeless children and youth could attend classes in their school of origin, the program provided funds to transport homeless students living in four area shelters as well as hotels and motels. In addition to these services, students also received assistance with enrollment, assessment, and school supplies. 288 students were served.

Nevada Profile

Use of McKinney Funds: 1995-96 School Year

Total State Award	\$100,000
Amount Awarded to LEAs	\$50,000
LEA Award as Percentage of State Award	50%
Number of LEAs Funded	7
Estimate of Homeless Children Served	398 in LEA programs 1,400-plus statewide by coordinator's office

School is out and all that was ringing in my ears has subsided. For a brief time I can reflect on the progress during the past year. I no longer think of high water marks, but rather, lasting change in the lives of these students as the criteria for success. This year some of the schools we worked with did more than change lives; they literally kept the kids from disappearing. Whether from their classes or their communities, teachers, counselors and principals personally intervened to give them hope, a commodity that is traded freely on the street for their food or shelter.

Clearly, the overriding achievement of the past year has been the new and continued involvement of schools—north and south—whose personnel have built strong programs that weave students in, not out, thereby creating bridges for them to return to classroom and community.

At J.D. Smith Middle School, two teachers made such a lasting impression on homeless students that they requested variances to keep attending Smith after they found permanent housing (many of the students live in the nearby shelter). The teachers could frequently be seen walking them to the bus, waving good-bye, and wishing them well.

At Kate Smith Elementary School, the special education teacher personally intervened to keep seven students from failing, and most likely, severing all ties from school. By refusing to accept the status quo, he gave them a chance to succeed in the classroom. Seven students will finish elementary school because of him. I consider that a lasting achievement.

This year marked the first time four Nevada districts have staff specifically designated to work with homeless students: Clark, Washoe, Carson, and Elko. This is due in large part to the changes in Title I legislation; however, it is also because of the desire of the leaders in those districts to make homeless education a priority.

Several trainings were conducted throughout the year, and though we can never do enough to address this issue, some people in key positions are taking leadership roles in their districts and keeping students in school. For example, in Washoe County, the assistant director of transportation has bent over backwards to transport students to school, no matter what the circumstance: motel, hotel, street corner, interim housing. The place is not the issue; the student's education is. There are hundreds of individuals just like him all over the state—people who care enough to make the system work for these students, instead of against them.

The crowning achievement during the past year was the direct result of Sue Moreno, a volunteer nurse, who wrote and received a \$150,000 grant to provide health care to homeless children in Washoe County. I am deeply indebted to her vigilance on behalf of homeless children's health.

So, while I never quite finish what I set out to do in a given year, many positive and lasting changes were made in schools, which when it is all said and done, is what matters most in their young lives.

Descriptions of local McKinney funded projects in Nevada are listed below.

Nevada McKinney Programs: 1995-96 School Year

<p>Robert Corbett Elementary School</p> <p>In Reno, teacher Lori Pomajzl did an outstanding job of coordinating the after-school program. This year it ran in conjunction with the Cooperative Extension program four days a week at Corbett. She was also instrumental in getting a family literacy program started with teacher Kristen Conway. This latter program was funded through Title I but targeted for many of the same families. Like Kate Smith, the Corbett staff have bent over backwards to serve the needs of homeless students. They served 28 students regularly.</p>	<p>Kate Smith Elementary School</p> <p>The intensive tutorial program run by the special education teacher, Mr. Chuck Pluff, was a resounding success. He literally kept seven students from dropping out of school. The morning breakfast club also continued to complete its third year. The latter program was run with Title I funds. All of the staff at this school have done more than their share to make education a top priority for homeless students. Over the course of the year, these programs served 100-plus students.</p>
<p>J.D. Smith Middle School</p> <p>David Rowe and Martha Lush single-handedly changed the lives of almost all of the 40 students who participated in the after-school tutorial program. Over the period of months that I watched the program grow, their quiet leadership and strength gave the middle school students a second chance. Nearly all of these students lived in the shelter when they started; when they found permanent housing many of the students requested variances to continue at Smith. Two teachers touched 40 lives, and for some, kept them in school against all odds.</p>	<p>Desert Heights Elementary School</p> <p>This school-based program was also a success. They had a combination of after-school tutorial programs and appropriate social skills trainings. This fit in nicely with the many other programs at the school and their staff, too, gave their all to welcome and enable homeless students to succeed. They are working with a very transient population and, under the circumstances, have done an admirable job. During the course of the year they served 75-plus students.</p>
<p>William Orr Middle School</p> <p>Though the program was small (serving 10 students regularly), for the students who participated, it made a difference in their lives, and their education. One student came to them with no prior education; he, too, requested a variance to keep attending the after-school program. Now he is reading some words. Their program is budgeted to continue in the coming year. It has since grown to be one of the strongest LEA programs in the state—because of two teachers who care.</p>	<p>Carson City School District</p> <p>In Carson City, Melinda Fowler and Adriana McEntire have done an outstanding job serving homeless students during the past year. They are working at two sites in Carson City: The Boys and Girls Club and Nevada Hispanic Services. Together, they served about 85 students and 50 families. They also took the initiative to do something extra this year: they sent out surveys to take stock of their program (the feedback was very positive). They have made homeless education a priority in Carson City. The state coordinator has commended them both.</p>
<p>Whitney Elementary School</p> <p>At this Clark County school, the after-school tutorial program, the health screenings, and the student-run boutique were successful. They worked hard to bring the program to life and they encountered some difficulties along the way: the lack of space, resources, and experience with similar programs. However, they have not given up and in the coming year they will continue to improve upon the foundation laid in this past year. This they did with resounding success. They served 60-plus students.</p>	

New Hampshire Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$100,000
Amount Awarded to LEAs	\$59,184
LEA Award as Percentage of State Award	59%
Number of LEAs Funded	3
Estimate of Homeless Children Served	60

New Hampshire's grant award for 1995-96 was nearly double that of the preceding year. As a result of the increased funding, New Hampshire was able to expand awards granted to LEAs and provide additional resources and services.

Books, videos, and curriculum materials were purchased to establish a lending library that provided educators with needed classroom materials to increase student and family awareness of homeless issues. Monthly meetings were organized and held with various shelters and support agencies to assist in needs assessment and provide a network of cooperation and support.

Distribution of the New Hampshire Resource Guide, *Serving New Hampshire's Homeless Students*, was increased to include shelters and support agencies.

Descriptions of local McKinney projects in New Hampshire are on the following page.

**New Hampshire McKinney Programs
1995-96 School Year**

Portsmouth School District

The Portsmouth homeless education project, *Kool Cats*, was a tutoring and study support program for homeless children who resided at the Cross Roads House and A Safe Place shelters. The project, which employed a tutor, an early childhood professional, and community volunteers, provided an after-school tutoring and assessment program five days a week for homeless students at the shelters. In addition to supplemental instruction, the students received transportation, clothing, school supplies, and assistance with school enrollment and attendance.

Dover School District

The Dover homeless education project provided direct and related educational services to homeless children and youth in grades pre-K through 12. Educational services included a lunch-time enrichment program, tutoring and remedial services, and a family literacy program. In addition to these services, the project also provided assistance with assessment, school supplies, and referrals for social and health services.

Concord School District

The Concord School District, in an effort to increase community awareness of homeless children and their families, produced an original musical production called *The Gift*. This production addressed the pain of the homeless and the lack of understanding by schools and the general public. It highlighted students' needs by touching on issues such as soup kitchens, shelters, community support, public denial, unemployment, day-to-day problems, and the role of the school as a safe haven. The musical was performed for schools and the community. Area nonprofit service agencies received complimentary tickets for the public performances. Non-perishable foods were collected as part of the admission and distributed to local shelters. A tutor/coordinator was hired to advocate for homeless youth, organize homework clubs, provide parent education, and facilitate interagency coordination.

New York Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$2,130,469
Amount Awarded to LEAs	\$2,000,000
LEA Award as Percentage of State Award	94%
Number of LEAs Funded	45
Estimate of Homeless Children Served	22,500

The New York State Education Department provided the structure by which LEAs offered the essential services needed for those children and youth experiencing homelessness. These programs provided educational services, parent education, staff development, and support services to homeless children and their families. Priority was given to those districts or consortia that emphasized collaboration between schools and agencies, schools that served large numbers of homeless children in under-served communities, and programs that supplemented existing State reform initiatives.

To achieve its vision of education reform, New York State has identified three elements around which it is aligning its major federal and state initiatives. These elements establish common purposes across all programs, as well as other major federal and state initiatives:

- setting clear and high expectations and standards for all students and developing an effective means of assessing student progress in meeting the standards;
- building the capacity of schools, districts, and the State Education Department to enable all students to meet high standards; and
- publicizing the results of the assessment of student progress through school reports. It is with this purpose in mind that districts are being asked to assure that parents are provided access to program-related materials and that they are involved in program design and implementation plans.

Representative programs are on the following page.

**New York McKinney Programs
1995-96 School Year**

<p>Community School District #4</p> <p>The <i>Safety Net Program</i> provided extended school-year tutoring services and summer instruction for homeless students in a non-stigmatizing manner. The long-term goal of this program was for students to receive positive messages and strong reinforcement from their parents regarding the importance of attending school, improving their school work, and planning for higher-level education. The life-skills component stressed the development of strong decision-making skills. Workshops were held at the school site to provide parents of students living in temporary housing with information and education that enabled them to assist in their child's educational development. Involvement in Family Math and Family Science programs encouraged parental involvement and enhanced articulation between the school and home.</p>	<p>Community School District #8</p> <p>The Cultural Arts Program for children in temporary housing provided after-school, weekend, and holiday activities for students. Children received on-site instruction in either literature, the sciences, or the visual and performing arts at cultural institutions throughout New York City. Through a variety of activities specifically designed by each participating cultural organization, participants gained direct access to educational opportunities, exhibitions, performances, and events. Planned lessons provided youngsters the opportunity to explore their artistic and/or scientific talents to enhance the development of both cognitive and social skills.</p>
<p>Community School District #9</p> <p>To increase students' reading, writing, science, and mathematics proficiencies, this project used computer-assisted instruction in these areas during the school day, after school, and during the summer. This allowed students to communicate with children in other countries and learn about the history, geography, languages, customs, and other aspects of our globe; explore higher-order skills in mathematics and programming; and become independent learners by accessing necessary data from informational networks. Bi-monthly workshops were conducted to enhance parental involvement.</p>	<p>Community School District #31</p> <p><i>Partnerships Through Learning</i> served 116 homeless students residing in three shelters within the Borough of Staten Island. After-school and summer educational support and literacy skills were provided at both the schools and the shelter. A trained family worker ensured the active participation of parents in their children's school work. Additionally, a resource center was developed at each shelter to provide reference materials, as well as a computer and printer. Trips were made to educationally enriching sites and involved both parents and students to reinforce the educational bond between the two.</p>
<p>Southern Westchester BOCES</p> <p>The Homeless Student Program addressed two separate goals. These included increasing basic skills of homeless students through remediation and coordination and ensuring educational continuity for runaway youth. There was a strong emphasis placed on collaboration.</p>	<p>Delaware-Chenango BOCES</p> <p>This project included several strategies to provide coordination between schools and agencies providing services to homeless youth. Primary activities included utilizing the existing youth at-risk network currently in place to provide comprehensive services made available through schools, churches, and community agencies. Parents and students were involved in the planning of program activities. Staff training was given to heighten awareness of issues related to homeless students. A related activity provided after-school programs for students that included tutoring, mentoring, food, parenting education, and instruction on how to access services to obtain shelter, clothing, and health services.</p>
<p>Rochester City School District</p> <p>The Collaborative Education Program targeted fifty homeless students. Students were served by staff from the Rochester City School District and the Center for Youth Services, Inc. to help them achieve success in school. Remedial tutoring in language arts and math was offered, in addition to a range of supportive classes for students and their parents. Sensitivity workshops for staff were provided for all school building personnel on Superintendent's Day.</p>	<p>Eastern Suffolk BOCES</p> <p>The project ran two summer enrichment programs: one in Hampton Bays for four weeks for students K through 6 housed in facilities in that district; and a second in Farmingdale, for students housed in that district, included tutorial sessions in reading and math as well as evaluations for each child in the program. The Farmingdale program was initiated the previous summer and funded via an earlier HCY grant.</p>

North Carolina Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$544,629
Amount Awarded to LEAs	\$447,947
LEA Award as Percentage of State Award	82%
Number of LEAs Funded	18
Estimate of Homeless Children Served	1,900

In North Carolina, the problems are similar to those that exist nationally for the homeless population. Several state agencies, including the Department of Public Instruction, have conducted separate studies of the number of homeless people in the state.

Through its Education for Homeless Children and Youth Program (EHCY), the North Carolina Department of Public Instruction, along with local education agencies, public agencies, and shelters, provides statewide services and assistance to ensure that homeless school-age children and youth receive an appropriate public education.

In 1991, the state's Education for Homeless Children and Youth Program, in conjunction with the General Assembly's Special Study Commission on Homelessness and other agencies, recommended changes in state laws regarding school enrollment to bring those laws into compliance with the requirements of the McKinney Act.

In North Carolina, the average number of homeless students identified each year from 1987 to 1993 was approximately 5,650. New data on homeless students served in all school districts will be collected in the fall of 1997.

Local school systems and agencies have developed projects to enhance and/or make available opportunities for homeless students and their families, and special projects on homelessness have been sponsored as joint ventures by the State Department of Public Instruction (Education for Homeless Children and Youth Program) and various other local and state agencies.

At the local level, North Carolina awarded 18 subgrants to local education agencies throughout the state. A synopsis of some of North Carolina's local McKinney programs is provided below.

North Carolina McKinney Programs: 1995-96 School Year

Pasquotank County Schools

Project Roots provided tutors to small groups of homeless or at-risk students two to three times a week for a minimum of six weeks. Students were tested before and after tutoring programs to monitor academic progress. The focus of tutoring varied depending on needs of individual schools. The program also offered a summer program to provide enhanced educational opportunities for homeless and at-risk youth. Enrichment opportunities offered included academic tutoring, horseback riding, animal care, water safety, bicycle riding and care, physical fitness, and team-building.

Winston-Salem/Forsyth County Schools

Project HOPE addressed the needs of homeless and "hidden homeless" students by employing a full-time resource teacher and half-time case manager, providing personal care and school supplies, and assisting with transportation. Specific goals and objectives were improved performance and attendance in school and increased parental involvement in children's education and in the community services.

**North Carolina McKinney Programs
1995-96 School Year**

Nash-Rocky Mount Schools

At *Project SECURE* in Nash-Rocky Mount, a task force of seven social workers reviewed each homeless student referral, then contacted the student's family to assess their current status. The task force made a recommendation for services within three weeks. Tutors were hired by the hour to provide academic tutoring to individual children as directed by the task force. Materials and supplies were purchased for students when needed, and transportation services or referrals for medical or dental services were allocated.

New Hanover County Schools

Reachout used a case management approach to coordinate services for homeless children. Working with community agencies, the case manager acted as a liaison with the school system to identify homeless children in the schools. Services included the following: tutoring, after-school programs, transportation to and from school, training agency and school staff about needs of homeless children and youth, counseling, and referral to appropriate agencies. The primary focus was on parent activities to encourage interest in the education of their children along with providing supplies that children needed for schools.

Rockingham County Consolidated Schools

In *A Safety Net for Homeless Children and Their Families*, a homeless program coordinator was hired to help identify homeless children and youth, provide counsel for them and their families, make home visits, help locate housing, and provide transportation to social services agencies for children and their families. The program also provided short workshops on self-esteem, after-school tutorial workshops, a mentor program, staff development for school personnel, and parenting workshops for homeless families.

Public Schools of Robeson County

The goal of the program was to improve academic deficiencies and poor social skills through skill-streaming, a structured-learning approach to teaching pro-social skills. Weekly training sessions were held at Robeson House, a shelter for homeless children and youth. A weekly tutorial program was provided to all students in the program, as needed. Consultation with school personnel encouraged enhanced service provision for these students to help them maintain academic success during a traumatic and stressful time.

Wake County Schools

In the *Growing Together: Successful Transition for Homeless Children* project, "A Growing Place" was a multi-age classroom for children who lived in local shelters and who were in kindergarten through third grade. Students in the classroom completed a regular school day at Millbrook Elementary School and incorporated educational and recreational field trips and visits to the classroom by community groups. The program had its own bus to transport children to and from school, enabling the driver to respond to last-minute route changes.

McDowell County Schools

Project Compass was a critical support program for students who were currently homeless, previously homeless, or in danger of seeing present living arrangements disrupted. Tutoring, primarily by teachers, was offered at elementary schools before and after school, as well as throughout the summer. Students received necessary school supplies, assistance with clothing, food, and medical care, and access to a range of community services through community and private resources. The project coordinator visited each school regularly to monitor and document students' progress and family needs.

Charlotte-Mecklenburg Schools

In *A Child's Place*, Charlotte-Mecklenburg elementary students who were homeless or at risk of homelessness were provided a stable, appropriate education through the collaborative efforts of Charlotte-Mecklenburg Schools and the nonprofit agency, A Child's Place. Generally, the schools provided for the instructional needs of identified students and A Child's Place provided social services to the families and leveraged community resources to provide supplemental services such as tutors, mentors, medical and dental services, food and clothing, and enrichment activities and programs. Together, Charlotte-Mecklenburg Schools and A Child's Place personnel advocated on behalf of homeless and at-risk children and their families to the larger community.

North Dakota Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$100,000
Number of LEAs Funded	11
Estimate of Homeless Children Served	500

The North Dakota Department of Education receives the minimum McKinney grant allotment. It was awarded \$100,000 in McKinney Act funds to address the educational needs of homeless children and youth for the 1995-96 school year. The North Dakota Department of Education administered its program a little differently from other states in that it awarded programs both to local education agencies and to homeless shelters/agencies. In 1995-96, six programs at local education agencies were funded and five programs at homeless shelters/agencies were funded. The North Dakota State Coordinator for the Education of Homeless Children and Youth reported that local district programs provided homeless students with direct educational services such as before- and after-school tutoring programs, summer school classes, and alternative education programs. Additionally, homeless students received transportation, counseling, health services, school supplies, and family support services through local McKinney programs.

The North Dakota state homeless coordinator estimated that approximately 500 homeless children were assisted directly through local McKinney subgrants in 1995-96. However, countless homeless and non-homeless students continued to benefit indirectly from the changes in state law that have been made in response to McKinney Act requirements. Because of the McKinney Act, the North Dakota Century School Code has a section devoted to homeless children and youth. The code states that homeless children are entitled to a free public education, gives the definition of a homeless child, and states that LEAs must allow a non-resident homeless child to attend school. In North Dakota, children who do not have immunization records immediately available, regardless of whether or not they are homeless, may be conditionally admitted to school.

The McKinney Act has been responsible for many successes in North Dakota. The strongest positive impact has been made in districts that received McKinney subgrants. The funds provided through McKinney subgrants enabled districts to provide services and resources they would not otherwise have been able to afford.

Examples of local McKinney programs in North Dakota are on the following page.

**North Dakota McKinney Programs
1995-96 School Year**

Ruth Meiers Hospitality House

In this program, 40 children sheltered at the Ruth Meiers Hospitality House received services such as special tutoring programs for homeless children and youth; academic enrichment activities during the summer, such as art classes and field trips; school and athletic clothing; school supplies; taxi coupons to and from school when homeless students did not reside within walking distance of school and the parents could not provide transportation; and referrals to the Ruth Meiers Hospitality House Social Worker.

Devils Lake Public Schools

The Devils Lake Public School McKinney program has provided continuous direct services to homeless children and youth for the past five years. The services provided included an after-school child care and tutoring program. The After-School Child Care Program collaborated with the NDSU Extension Service to utilize volunteer students from Devils Lake Middle School or Devils Lake High School as tutors. This program used a formal referral process that identified the specific educational needs of children referred to the program. The staff of the After-School Child Care Program conducted staff development training and in-services on the education of homeless students for local school staff, service providers, and civic groups on an as-needed basis.

Minot Public Schools

This program provided tutoring, referrals to community and social services and resources, before- and after-school child care, and transportation services when needed. Thirty homeless at-risk children and youth received services through the Minot Public Schools Adult Learning Center during the 1995-96 program year.

Ohio Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$1,260,234
Amount Awarded to LEAs	\$1,108,448
LEA Award as Percentage of State Award	88%
Number of LEAs Funded	11
Estimate of Homeless Children Served	8,829

The Ohio homeless coordinator reported that during the 1995-96 school year, homeless education programs were in operation in nine major city school districts and two rural school districts in the southeastern part of the state. From fiscal year 1992 through fiscal year 1995, the state's homeless education grant award increased each year; however, in fiscal 1996 the award decreased by 22 percent from the previous year.

Education for Homeless Children and Youth Program services were offered in domestic violence shelters, runaway shelters, emergency shelters, and several short- and long-term transitional shelters. All local programs were coordinated by a homeless liaison who linked the educational process between shelters and the schools.

Emphasis in the homeless program was on education, with the primary goal to provide as much funding as possible for direct instruction and support of children. Many services for homeless children were in place, with the first priority being to assist these children in registering at the appropriate school. As part of that effort, homeless children and youth received assistance related to transportation and reducing enrollment delays in school assignments caused by lack of birth certificates, school records, immunizations, and other documentation.

A variety of tutoring services were also provided for children. Tutoring may have taken place during the day or after school on school grounds or at a shelter during the late afternoon and/or evening hours. During the 1995-96 school year, a total of 8,829 homeless children from 11 school districts received tutoring services in 67 shelters. Additional shelter services included summer school programs, enrichment activities for children, and the provision of book bags and school supplies for primary-age children.

Another crucial element in the program was the provision of professional development and other activities for educators and pupil services that were designed to heighten their understanding of and sensitivity to the needs of homeless children and youth. Each of the 11 school district program sites provided this information to all school districts in their area. Several regional workshops were conducted to discuss ways of assisting homeless children.

A sample of specific Ohio McKinney programs is provided on the following page.

**Ohio McKinney Programs
1995-96 School Year**

<p>Columbus Public Schools</p> <p>The Columbus Public Schools McKinney program provided outreach and educational services to 2,690 homeless students in 1995-96. Highlights included: 1) regular and supplemental instruction provided during and after school at eight area shelters; 2) weekend and summer education programs; 3) cultural and enrichment activities; 4) transportation services; 5) coordination of services between the schools, shelters, and community organizations; and 6) parent education programs. In addition, CPS has served as liaison for bringing programs, such as the <i>America Reads</i> summer program and <i>Hooked on Fishing/Not on Drugs</i>, into the homeless shelters.</p>	<p>Canton City Schools</p> <p>The Canton City Schools homeless education program provided educational services to 356 children and youth who resided in 10 local homeless shelters in 1995-96. Over 6,340 service hours were provided during the program year. The project provided such programs as after-school tutorial services to assist participants with homework assignments and proficiency intervention; basic living skills classes; job readiness classes; activities to encourage self-esteem, social skills, and good work habits; enrichment activities; and reading programs. In-house summer tutorial programs were offered at part of these sites, focusing on reading, math, and proficiency intervention. The project also provided liaison services, linking parents and their children to educational and community resources.</p>
<p>Cincinnati City Schools</p> <p>The Cincinnati Education for Homeless Children and Youth Program - <i>Project Connect</i> provided educational continuity, consistency, and stability in an effort to improve individual academic success. <i>Project Connect</i> provided 1,732 homeless children with direct and indirect services during the 1995-96 school year. After-school tutoring programs were established in several homeless shelters throughout Cincinnati. In addition, a "rapid response team" was formed to clear any obstacles that might have hindered school attendance for a child experiencing homelessness by obtaining any appropriate documents necessary for school enrollment and by providing transportation and facilitating food services.</p>	<p>Educational Service Center for Lorain County</p> <p>The Lorain County Homeless education project worked with two homeless shelters in 1995-96. The project provided tutoring, educational materials, transportation to home schools, and staff training. Families received assistance in school enrollment procedures. Tutoring was done by certified teachers in after-school programs. Emphasis was placed on writing and mathematics as well as single living skills for teens. A summer education program provided children with opportunities to join library reading programs, practice math skills, and explore their community through field trips and visits to local parks.</p>
<p>Marrietta City Schools</p> <p>The Marrietta City Schools homeless education project assisted 66 homeless children and youth in 1995-96. It provided a variety of educational services such as a tutoring program, educational materials, staff in-services, and shelter libraries. The tutoring program, which was conducted five times a week at two local shelters, provided the instruction necessary to help homeless students maintain their skills in reading and math. It also established a library in each of the shelters to extend the educational opportunity beyond the tutoring program.</p>	<p>Toledo Public Schools</p> <p>The Homeless Children's Educational Assistance Project brought together the Toledo Public Schools, the Toledo Community Services Center, the Beach House, the Aurora Project, the YWCA, and other interested family shelters for the purposes of providing direct and related educational services to homeless children and youth. In 1995-96, nearly 800 homeless children received assistance from certified teachers who provided after-school instruction in shelters, and school and community paraprofessionals who conducted tutoring classes in three elementary schools. Families were also provided case management services and direct assistance with school enrollment, housing, transportation, and health and social services.</p>

**Ohio McKinney Programs
1995-96 School Year
(Continued)**

Cleveland Public Schools

The Cleveland Public Schools' *Project ACT* in the office of Adult & Continuing Education provided direct instructional and support services for children and youth residing in temporary emergency shelters, transitional housing, and those living in doubled-up situations. A comprehensive, holistic approach was used to deliver direct instructional and support services necessary to facilitate the homeless child's transition into school and to ensure the child's success and ongoing participation in the educational system. Support services included all that was necessary to accomplish the goal of meeting physical, social, and emotional needs and empowering parents to support their children in this endeavor. All appropriate resources from the Cleveland Public Schools were employed to achieve this goal. *Project ACT* provided a 24-hour Help Line and programming for early childhood, school-age children, and adolescents at 14 sites. Additional services included transportation access to community health care facilities, identification and referral of special needs children for early childhood screening and intervention, and advocacy for parents and students in the schools. *Project ACT* also provided a parent booklet with documentation of child's immunization records, birth certificate, social security number, and other important information, including a Polaroid picture. Services included career and vocational assessments; counseling; libraries in shelters; voice mail for staff and students; an 800 access line for parent and teacher communication; and staff development workshops for school district personnel. *Project ACT* served 2,199 children and youth during the 1995-96 school year.

Oregon Profile

Use of McKinney Funds: 1995-96 School Year

Total State Award	\$276,792
Amount Awarded to LEAs	\$230,000
LEA Award as a Percentage of State Award	83%
Number of LEAs Funded	12
Estimate of Homeless Children Served	3,800+

In Oregon, local McKinney subgrants are used to supplement services to homeless children and youth provided through the statewide Title IA set-aside initiative. McKinney applicants are encouraged to at least match their funding request with Title IA set-aside funds, or other in-kind funding from the district.

The level of awareness about homeless and highly-mobile families and youth has increased dramatically around the state through these efforts. A broad definition for who is eligible for "homeless education services" has helped Oregon schools reach out to the poorest of the poor, in ways previously unattempted. For example, the children in a dilapidated trailer park in rural southern Oregon received assistance from the local McKinney/Title IA project to eradicate a head lice problem that kept children out of school. Children in an urban LEA McKinney project were treated at the school instead of being sent "home" to the shelters, resulting in far fewer absences for the children and great relief for the shelter personnel.

The McKinney LEA project model—a liaison, district-wide services to all children and youth experiencing homelessness, school access assistance, and so on—is prescribed for districts attempting to start projects of their own with Title IA funds. McKinney funds have provided a "carrot" for districts wishing to expand their projects using this well-regarded source of federal funds.

There are three metropolitan areas in Oregon that absorb over half of the total allocation each year, based on the number of homeless children and youth found there. Smaller, rural districts, where services for homeless people are few and the burden on the school system may be greater, have difficulty competing for these funds. Yet even while the dollars available do not match the need, the number of new districts applying to receive McKinney subgrants has kept up with those that now decline to apply. Enthusiasm for the intent of the McKinney program is widespread.

Oregon's total population is growing rapidly, at a rate of at least 1% per year. Those who come looking for relief from poor living conditions and fewer jobs elsewhere find that housing assistance is lagging here, as are emergency shelter services and assistance. The number of homeless children and youth in the state is estimated to be growing by about 2,000 individuals per year. Despite the climate of reform, the need is not diminishing in this state.

The successful examples on the following page are all attributable to funds provided through McKinney subgrants to local districts in Oregon.

**Oregon McKinney Programs
1995-96 School Year**

<p>Salem-Keizer School District</p> <p>This project, the largest in the state, served more than 1,500 homeless children and youth. About 85% of the children were from within the district, 10% from other Oregon districts, and 5% from out of state. The project expanded to serve homeless youth who were not attending school, through outreach, counseling, and alternative services. Outreach to families living in weekly-rates motels expanded, and the project operated three after-school Discovery Clubs at motels and shelters. Resources from a variety of agencies and supporters contributed to this success.</p>	<p>Portland Public Schools</p> <p>In Oregon's largest city, 811 homeless children and youth received direct assistance from Project Return during 1995-96. A large school bus, converted into a mobile computer center and classroom, was central to the project. Traveling to shelters, the bus provided a place where staff could assess and tutor children, test students for placement, and conduct homeless awareness training. About 75% of the homeless children in the area were from Portland, 14% from other Oregon districts, and 11% from out of state. Assistance was available in Spanish, Russian, and Vietnamese. Metro bus passes were provided for student transportation.</p>
<p>Hillsboro School District</p> <p>The Hillsboro project provided direct services to over 125 children and youth during 1995-96. In collaboration with the region's Community Action program, the project increased awareness of school personnel, provided case management and advocacy to families, and equipped students with supplies and clothing. Parent education classes and child care were also offered through the project.</p>	<p>Newberg School District</p> <p>This project served 52 children and youth during 1995-96. Most lived in Newberg's Harvest House family shelter. The project provided screening and assessments for preschool-age children and tutoring and after-school activities for students. Forty volunteers from George Fox College Campus Ministries assisted with tutoring and recreational activities during the year.</p>
<p>Lake County School District</p> <p>This project provided services to 61 homeless students during 1995-96. The county, on the Oregon-California border, saw an increase in the number of immigrant families with children moving into the area. Other families, while living without amenities, were suspicious and fearful of service providers and school outreach personnel. For the homeless children who were in school, however, much assistance and school support were available.</p>	<p>Klamath City and County Schools</p> <p>This project was a collaboration between Klamath Falls City Schools and the Klamath County School District. A total of 164 children and youth were served during 1995-96. The school of origin for the children served was 56% in the city, 38% for the rest of the county. Enrollment assistance, transportation, after-school tutoring, health services referrals and record retrieval were provided. Assistance in securing housing or shelter was also received by 14 families and 8 unaccompanied youth.</p>
<p>Medford School District</p> <p>This project provided expedited enrollment for all homeless students, then tracked their attendance to alleviate any absentee problems early on. A Homework Discovery Club operated at the Salvation Army shelter, four afternoons a week. At South High School, a computer lab site offered homeless students assistance and training beyond the classroom, including GED preparation and job skill acquisition. The project served 232 homeless students during 1995-96.</p>	<p>Lincoln County School District</p> <p>This project provided services to children and youth in two coastal cities. Tutoring, an arts project, counseling and referrals for social services were among the services provided. A credit card-size "portfolio" was designed for mobile students' records. The positive outcomes for homeless youth in the project included improved school performance and attendance and fewer behavioral problems in the classroom. The youth benefited from adult role models and mentors they would otherwise not have met.</p>

**Oregon McKinney Programs
1995-96 School Year
(Continued)**

<p>Eugene School District</p> <p>This project served 415 students during 1995-96, 50% from the Eugene area and 25% from out of state. Tutoring, homework clubs, after-school activities, transportation (often between neighboring districts) referrals, and awareness training were provided. After-school activities included skating lessons, bike riding/safety/repair, clay sculpture, gardening and sports. The project worked closely with a downtown school for youth who were not attending public high schools, many of whom were homeless.</p>	<p>Warrenton-Hammond School District</p> <p>This tiny community on the coast is surrounded by state parks and forest land, attracting year-round campers, many of whom have no real home elsewhere. There were at least 24 homeless children and youth enrolled at area schools during 1995-96. The McKinney project provided school supplies and clothing to families, and purchased mobile lesson packets for five youths who needed help completing high school courses for graduation.</p>
<p>Willimina School District</p> <p>This project operated in collaboration with a county program for neglected youth, which was also run by the district. Services provided during 1995-96 included school placement and referrals for social services and housing, transportation, clothing, and food. Tutoring was provided for those in need, and a GED preparation program assisted older youth. The project served over 25 students and their families.</p>	<p>Bend-LaPine School District</p> <p>The Bend-LaPine LEA project served 181 homeless children and youth during 1995-96. Over 100 of the students resided at the Healy Heights Transitional Housing project in Bend, where they took part in a Homework Club and other activities. Collaboration with the regional Community Action Agency enhanced the ability of this LEA project to serve children who were not sheltered, living in the rural areas surrounding this central Oregon city.</p>

Pennsylvania Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$1,274,166
Amount Awarded to LEAs	\$1,094,509
LEA Award as Percentage of State Award	86%
Number of LEAs Funded	11
Estimate of Homeless Children Served	9,444

Estimates suggest that there may be as many as 24,000 homeless children in state shelters each year. Pennsylvania continues to serve only a small portion of its homeless children and youth population with McKinney subgrants. Countless other homeless students do, however, benefit indirectly from the awareness-raising, collaboration, and policy-making activities engendered by McKinney Act requirements and carried out by the state coordinator for the education of homeless children and youth.

Liaisons in funded sites report that approximately 9,444 homeless children and youth were served with McKinney local grant funds during the 1995-96 school year. Services provided included direct education services such as before- and after-school tutoring, summer classes, preschool, and diagnostic services. Homeless students also received transportation, counseling, health care, school supplies, clothing, and family support services.

During this funding cycle, the state initiative planned, developed, and implemented a training, evaluation, and data collection system for the eleven funded sites. The plan incorporated the identified needs of the project liaisons. The information obtained from the data collection and evaluation was used to determine program effectiveness and identify model programs and program components. In addition, a series of public awareness and program support materials were developed and disseminated statewide.

Project liaisons conducted 2,653 outreach visits. Over 1,000 homeless parents were assisted through the outreach visits and an additional 2,172 referrals were initiated through the liaisons.

After-school study and tutoring centers continued as an important program component. Grant funds were used to establish and support a total of 35 after-school study center sites where tutoring services were provided to 1,426 homeless students in grades K-12. Project staff in each of the McKinney-funded sites continued to extend the statewide level of effort by training school staff, shelter personnel, and community members on the educational provisions of the McKinney Act.

It has been estimated that one in seven children in Pennsylvania lives in poverty. More families with young children are experiencing homelessness and family mobility continues as a major barrier to success in school for these children.

Funding to support the hiring of an educational liaison in districts with significant documented need is critical to the success of Pennsylvania's homeless education initiative. Examples of the funded programs are provided on the following pages.

**Pennsylvania McKinney Programs
1995-96 School Year**

<p>Allegheny County Homeless Children's Initiative</p> <p>One of the projects within the Allegheny Intermediate Unit has developed a program to demonstrate creative methods in its plan to promote success in school for homeless children and youth. The initiative encompassed the 42 school districts in Allegheny County and the Pittsburgh Public Schools. It operated 8 after-school and 5 preschool enrichment programs at the shelter sites. The project provided direct intervention; school supplies; emergency school funds; temporary transportation; and mini-grants to shelters for summer programs, summer reading programs, cultural arts, history, and science events designed to encourage the concept that learning can be fun. The educational liaison provided training for community volunteers, paid student tutors to work in the homework centers, and conducted inservices and workshops for shelter staff, school personnel, moms, and various other people. Through McKinney funds, services to 1,124 homeless school-age children were provided in the 1995-96 fiscal year.</p>	<p>School District of the City of Allentown</p> <p>The Allentown School District Homeless Student Initiative provided assistance to 434 students in 1995-96. Outreach and "home" visitation continues to be the major initiative of the project. Shelter on-site registrations, transportation support, and ancillary services (school supplies, school trips, and personal care aid) all assisted school attendance and performance. Both school-based and shelter-based summer and after-school programs were provided for homeless students. Involvement with several school and community service boards and committees helped ensure accurate knowledge of homeless students and their issues. Additionally, the Allentown School District liaison attended shelter provider meetings and made frequent shelter visits.</p>
<p>ARIN Intermediate Unit</p> <p>The ARIN project served many of the rural families experiencing homelessness in 11 school districts surrounding Indiana and Armstrong Counties. Funds from the grant provided a tutoring program in four shelter sites. Children who had to change shelters and schools up to three times were able to have one consistency in their lives—their shelter tutor. The homeless educational liaison worked with PTAs, church groups, college students, and other community-based organizations to provide donations and other support for homeless students and their families in the shelters.</p>	<p>Berks Intermediate</p> <p>The Berks County Intermediate Unit Homeless Children's Program served 18 public school districts with a concentration on Reading City schools, where four homeless shelters are located. McKinney funds were used to provide three after-school programs that offered homework assistance and educational and recreational programs to both school-age and preschool children. The program also provided school supplies, clothing, and transportation services to homeless students and their families. Homeless awareness presentations were made to students of all ages, educators, and school staff.</p>
<p>Bucks County Intermediate Unit</p> <p>The Homeless Children's Initiative in Bucks County was designed to coordinate educational services for homeless children, serve as a trouble shooter and problem solver, and to distribute funds in the form of supplies and services through 13 school districts, seven shelter programs, and dozens of agencies.</p> <p>A tracking component was a key element that helped the educational liaison as children moved from school to school or from one shelter to another. In the 1995-96 grant year, over 1,000 phone calls were received on the toll-free phone line. Approximately 600 homeless children were identified, either living in shelters, motels, or doubled up.</p> <p>Taxi rides to keep homeless students in the home school, visits to motels, provision of new school clothing, and referrals to food pantries and agencies were important parts of this local project located in Southeastern PA.</p>	<p>Erie Family Center for Child Development</p> <p>In the Erie School District, the focus was on transportation and academic assistance. An average of 100+ students took advantage of the services afforded to them. All of the shelters that serve women and children in the city were involved in the program. Approximately 960 hours of tutoring were available to the shelters over a 12-month time period. The district's goal was to make education available to all children.</p>

**Pennsylvania McKinney Programs
1995-96 School Year
(Continued)**

<p>Harrisburg School District</p> <p>During the 1995-96 school year, the Harrisburg School District's <i>Homeless Student Project</i> continued to work with area colleges and universities in their efforts to assist homeless children and youth in the community. The project also continued to collaborate with various community and social organizations. Program successes included a <i>Read-A-Thon</i> and a six-week summer program. The summer program focused more on enrichment than remediation. Children were exposed to various areas of science, reading, cross-cultural experiences, and conflict resolution. The project did all that was necessary to track those summer program participants during the school year to determine the impact the program has had, if any, on their educational progress.</p>	<p>School District of Lancaster</p> <p>The <i>Homeless Children's Initiative</i> in the School District of Lancaster provided an after-school study center at an elementary school. Numerous community, college, and high school volunteers assisted the teacher in furnishing homework and tutorial assistance to homeless students. A program to help homeless preschoolers in Lancaster's six shelters continued to provide educational enrichment to sheltered children ages 3-5. The Homeless Student Project Task Force, comprised of forty-two members, continued to address a wide variety of issues related to educating homeless students.</p>
<p>Luzerne Intermediate Unit</p> <p>LIU #18 <i>Homeless Student Program's</i> goal was to ensure consistency of education for homeless children by encouraging timely identification of homeless students. The liaison accomplished this through collaboration between local transitional housing facilities and LIU #18 school districts. This program provided students with counseling, tutoring, school supplies, clothing, and school transportation. Counseling with parents and encouraging them to develop their pre-employment, social and parenting skills were a part of the program's activities. The program improved school and community awareness of homeless children through awareness presentations.</p>	<p>Philadelphia School District</p> <p>The Philadelphia homeless program provided educational support for homeless children and their families. Extended-day study centers were continued. These centers provided supervised, structured settings for students living in six shelters who attend the neighborhood schools as well as those who remained in their original schools. An assessment counselor worked with parents during shelter intake. An alternative classroom teacher provided instruction to students waiting for shelter assignments with their families.</p>
<p>York City School District</p> <p>The York City School District <i>Homeless Children's Initiative</i> continued to strive for excellence. There were two new preschool programs in area shelters. The comprehensive incentive program for homeless children living in the shelter served over 300 students and proved to be a valuable asset to those students. The educational liaison worked closely with other area agencies, church groups, colleges, and school officials to ensure that the needs of the students were met.</p>	

Rhode Island Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$100,000
Amount Awarded to LEAs	\$45,000
LEA Award as a Percentage of State Award	45%
Number of LEAs Funded	3
Estimate of Homeless Children Served	185

Rhode Island is one of the minimum-funded states; however, the McKinney Act has provided substantial services for many children and youth experiencing homelessness. As a result of the McKinney Act, the state enacted a law to authorize the issuance of state regulations designed to implement the provisions of the Act. Additional policies were also issued concerning records, transfers, special education needs, and related areas. State health guidelines were amended to allow telephone transfer of immunization records.

The McKinney Act has had the greatest impact in Rhode Island at the local level, where school districts and service providers awarded McKinney grants have been free to develop and implement specific programs and services to assist homeless students. Rhode Island has three local McKinney grants. Two are situated in emergency shelters and one in an elementary school. These programs have been crucial in expediting enrollment for homeless children and youth and assuring the delivery of related services. The children who participated in shelter-based instructional programs experienced increased success in their schoolwork and had an easier time adjusting to the school setting.

In North Kingstown, near the Davisville Elementary School, the Traveler's Aid Society established a homeless shelter and transitional housing community. Around 60 families were located at this facility, with a potential of 120 school-age children living there and up to 80 of these attending Davisville Elementary. At Davisville Elementary School, the McKinney-funded after-school program provided tutorial service, enrichment programs, and a series of 'mini-programs' to inform and stimulate targeted students. These McKinney-funded, after-school classes were coordinated and integrated with other services provided to homeless families through a COZ program for the community. There was a part-time coordinator who interfaced with the school administrator, RIDE services, and the COZ steering committee. Parent involvement workshops were held at Davisville Elementary throughout the year as part of the services offered to homeless families.

Pawtucket had a McKinney-funded after-school tutorial program at two emergency homeless shelters. Two tutors worked with homeless students to assist with homework assignments and improve general educational attainment. Tutoring took place in quiet, self-contained areas in both shelters. This local homeless education program provided a link between the school and the community. There was also a homeless summer program that focused on writing and reading skills. School-age children kept journals, read books, took field trips, and used photographs from the field trips as a prompt for writing exercises. In addition to the tutoring, the program at the shelter offered an assertive discipline workshop and a CPR course. The project also operated a daily preschool morning program at shelters.

A McKinney-funded tutorial center at the Woonsocket Shelter Community Action Program (WSCAP) in Woonsocket provided homework assistance, remediation, and enrichment activities centered on thematic units to shelter students between the ages of three and twelve. In addition to the tutorial services, the program provided parental assistance, education, and training; coordination between the shelter and the Woonsocket Public School System; school supplies; bilingual materials; and ESL instruction.

South Dakota Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$100,000
Amount Awarded to LEAs	\$57,200
LEA Award as Percentage of State Award	57%
Number of LEAs Funded	2
Estimate of Homeless Children Served	406

In 1995-96, the state coordinator for the education of homeless children and youth reported that there were an estimated 3,720 homeless children and youth under 18 years of age living in South Dakota. This means that slightly over ten percent of eligible homeless children and youth received direct educational services from school districts in 1995-96. As one of the largest minimum-funded states, South Dakota is challenged by geography and limited financial resources in its ability to reach a larger segment of its population of school-age homeless children. Despite these constraints, the state coordinator has undertaken various collaboration, awareness-raising, and policy-making activities, engendered by the McKinney Act and specifically designed to reach the broader population of homeless children and youth.

Some of these activities include the following: 1) the production and statewide dissemination of public service announcements for broadcast on radio and television encouraging children in homeless situations to enroll and attend school; 2) the development and dissemination of informational materials, such as reports, brochures, and videos to increase the awareness of educators and service providers about the legal protections and special needs of homeless children and youth; 3) the development and implementation of an appeals process to assist homeless students who have been denied equal access to school; and 4) the development and presentation of workshops to teachers, counselors, and administrators regarding the educational and related needs of children and youth experiencing homelessness. In the 1995-96 school year, the state coordinator worked diligently to coordinate efforts with other federally funded education programs, including the migrant, bilingual, and the Title I programs.

It is difficult to determine the extent to which homeless children benefited from these state-level activities. However, by providing an opportunity for school personnel to better understand the educational needs and rights of homeless children and youth, the state promoted an environment in which homeless students could feel accepted. For homeless children, many of whom often experience isolation and stigmatization, the feeling of acceptance can build the confidence necessary for them to achieve academic success.

Successes have occurred at the local level, where school districts awarded McKinney grants are free to develop and implement specific programs and services to assist homeless students and their families. A synopsis of South Dakota's local McKinney programs is provided below.

South Dakota McKinney Programs 1995-96 School Year

Sioux Falls Schools

The Sioux Falls Schools used McKinney funds to provide outreach and educational services to 201 students whose families were in homeless situations in 1995-96. Fifty-one percent of the participants in the McKinney program were males, while forty-nine percent were females. Fifty percent of those students participating in the McKinney program had improved school attendance, forty percent remained stable, while only ten percent declined. Ninety percent of those participating in tutorial programs received passing grades in classes where they were tutored. In addition to tutorial services, the McKinney program provided assistance with school enrollment and admissions, cultural and enrichment activities, transportation services and coordination of services between schools, service providers, and community organizations. Homeless children and their families also received assistance with school supplies, clothing and food. The project offered college credit for a human relations class open to district staff and interested community members to increase awareness about homeless children's educational and personal needs.

Rapid City Schools

The Rapid City School District used McKinney funding to provide direct and related services to 205 children and youth experiencing homelessness in 1995-96. Fifty-four percent of the students participating in the project were males and forty-six percent were females. Thirty-one percent exhibited improved school attendance, fifty-one percent remained stable, and eighteen percent declined while participating in the project. Eighty-two percent of those participating in tutorial programs received passing grades in classes where they were tutored. In addition to tutorial services, homeless children and their families were also eligible to participate in a locally operated before- and after-school child care program. Liaison services linking parents and their school-age children to educational and community resources provided essential support to ensure that students arrived at school prepared and ready to learn.

Tennessee Profile

Use of McKinney Funds: 1995-96 School Year

Total State Award	\$512,243
Number of LEAs Funded	11
Estimate of Homeless Children Served	5,500

The Tennessee state coordinator for the education of homeless children and youth reports that approximately 5,500 homeless students were served during the 1995-96 school year through eleven local district programs. The number of homeless children and youth served by McKinney doubled in 1995 to 5,500 due to program expansion and increased identification. Services provided to homeless students included supplemental instruction, summer school activities, transportation, health care, and counseling. Homeless students also benefited from the receipt of school supplies, clothing, and nutritional assistance.

The Tennessee state homeless coordinator estimates that in 1996-7, approximately 6,000 homeless children were assisted directly through McKinney subgrants to local schools. All public school superintendents have received copies of Tennessee's Homeless Children and Youth State Plan and are required to sign and furnish a statement of assurances to the state department of education. Through the dissemination of materials such as the state plan and copies of regulatory guidance, the responsibilities of the McKinney Act have been communicated to school districts, homeless shelters, coalitions for the homeless, and other interested parties. Workshops, along with inservice training sessions, have been provided to local McKinney liaisons, teachers, and counselors regarding the requirements of the Stewart B. McKinney Act.

McKinney programs on the local level have demonstrated a tremendous amount of success in Tennessee. As an example, Metropolitan Nashville Davidson County Public Schools used McKinney funds to provide tutorial/enrichment programs for homeless children. This program provided equal educational opportunities for homeless students to achieve at the same level as their counterparts with more permanent residences. Specific activities included the promotion of academic skills; awareness activities for students about resources available to them and about their rights; the provision of necessary school supplies, books and clothing; and support for parent involvement in their children's academic success.

McKinney funds are totally responsible for the success of the following programs developed by local systems in Tennessee.

**Tennessee McKinney Programs
1995-96 School Year**

<p>Memphis City Schools</p> <p>The Memphis City and Shelby County Schools coordinated homeless education program provided numerous educational and outreach services for children in homeless situations. Included among the services were supplemental instruction provided at various sites after school; specialized summer classes that focused on basic attitudes, positive self-esteem, and good study habits; transportation services for homeless students; dental screenings along with eye, ear, nose, and throat examinations, counseling; and a database to identify, assist, and follow up on homeless children. In addition, the Memphis City Schools homeless coordinator met regularly with homeless-related service agencies to maintain and establish ongoing coordination and linkages.</p>	<p>Knox County Schools</p> <p>The Knox County Schools homeless education program provided education and outreach services to hundreds of homeless students. The Homeless Education Project was integrated with services of Title I. Homeless students received supplemental instruction after school at five area homeless shelters. Additional services provided included transportation of students back to their school of origin; counseling; record acquisition upon transfer from other LEAs; the provision of school supplies; and health screenings. A successful summer program provided assistance with basic skills development, in addition to providing cultural enrichment opportunities.</p>
<p>Claiborne County Schools</p> <p>The Claiborne County Schools homeless education program provided supplemental academic support to homeless children enrolled in traditional classroom settings. Additional services included transportation; counseling; cultural and enrichment services; staff development training for teachers; and referrals for health services. A summer school program assisted with basic skills development and provided opportunities for cultural activities. In addition to providing academic support and enrichment activities for students, parents of homeless students received <i>Smart from the Start</i> materials encouraging parents to use positive parenting techniques and age-appropriate learning activities with children.</p>	<p>Hamilton County Schools</p> <p>Representing the coordinated efforts of the Hamilton County Department of Education and Chattanooga Public Schools, this program provided outreach and educational services to hundreds of homeless students. McKinney funds provided supplemental instruction after school at area homeless shelters, boys and girls clubs, and numerous community centers. Additional assistance for homeless students included transportation services back to the school of origin; counseling services; the provision of school supplies; cultural and enrichment activities; and health services referrals. A highly successful summer program involving 14 service-delivery sites provided assistance with basic skills development, computer education, and cultural enrichment opportunities.</p>
<p>Elizabethton City Schools</p> <p>The Elizabethton City Schools homeless education program provided numerous services to homeless children during 1995-96. Included among the services were supplemental instruction after school; counseling services; transportation; staff development activities for educational staff to increase their sensitivity to the needs of homeless children and youth; school supplies; and referrals for health services.</p>	<p>Huntingdon Special School District</p> <p>The Huntingdon Special School District homeless education project provided outreach and supplemental educational services to homeless students. Additional services provided included counseling and medical and emergency needs. Enrichment activities included field trips with a mentorship/tutoring program in process while in route to each activity. Students experiencing homelessness also received instructional materials and school supplies.</p>

Texas Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$2,425,860
Amount Awarded to LEAs	\$2,164,422
LEA Award as Percentage of State Award	89%
Number of LEAs Funded	15
Estimate of Homeless Children Served	15,059

All students experiencing homelessness in Texas have benefited from the awareness-raising, collaboration, dispute resolution, and policy-making activities engendered by McKinney Act requirements and carried out by the state coordinator. For example, the Texas homeless coordinator successfully changed residency and guardianship requirements in state education law to reduce the likelihood that homeless children and youth would be denied enrollment. In a recent legislative session, the state coordinator's office added homelessness to pre-kindergarten eligibility criteria in state law, making it easier for all children experiencing homelessness to qualify for state-funded preschool programs.

Real successes have occurred at the local level where school districts awarded McKinney grants have been free to develop and implement specific programs and services to assist homeless students. Texas students in homeless situations received such services as before- and after-school tutoring, summer classes, assessment and diagnostic services, transportation, counseling, health care, school supplies, clothing, and family support. The San Antonio Independent School District's (SAISD) *Transitions Program* is a good example of an effective and resourceful program that met the educational and related needs of homeless students and their families. The SAISD *Transitions Program* located six service sites throughout the district to provide direct and related educational services to homeless students and their families. In 1995-96, the *Transitions Program* provided direct educational assistance via these service sites to a total of 750 homeless students. Out of this total, 466 students received tutoring and 284 received school supplies.

In addition to direct educational services, the *Transitions Program* provided related services at the six sites. These related services included parental/caretaker outreach, counseling, and advocacy. Program participants, including children and their parents/caretakers, received either direct social service assistance, such as counseling and parent education, or referrals to community agencies for emergency food, emergency shelter, housing, medical care, dental care, and mental health services. By establishing working relationships with major community agencies that served homeless families, the *Transitions Program* was able to connect school-age children and their families to appropriate social service and educational resources.

Collaborating with the agencies and providers that constituted the network of programs and services available to homeless children and youth in San Antonio enabled the *Transitions Program* to ensure that local services were not duplicated and that homeless students were quickly and appropriately identified, assessed, and placed in school. This not only contributed to family stability, but also increased the chances that students without homes received the appropriate educational services and programs most likely to help them get back on track and succeed in school. The benefits of this program demonstrated the district's ability to use McKinney funds efficiently, by leveraging available community resources so as to better serve the educational needs of homeless children and youth.

Descriptions of some of the local McKinney programs in Texas are on the following pages.

**Texas McKinney Programs
1995-96 School Year**

<p>Arlington Independent School District</p> <p>This project served 1,536 students who resided in shelters, transitional housing, motels, and other settings. Over 1,500 parents/caregivers were informed about the program. Tutoring and enrichment services were provided at ten <i>Adventure Club</i> sites. Other services included transportation, counseling, school supplies, and scholarships. The project collaborated with over fifteen partners to provide a variety of services to the students.</p>	<p>Austin Independent School District</p> <p>Project <i>HELP (Homeless Education Learning Program)</i> in Austin Independent School District assisted 574 homeless students with their education. Project HELP provided six basic services to homeless children and youth in the district: 1) screening, intake, and assessments for needed support services; 2) advocacy, casework, and preliminary case management for efficient delivery of support services; 3) consultation and training for social workers, campus personnel, and parents regarding the rights and responsibilities of educating homeless students; 4) conflict resolution and mediation between schools, family members, and social service agencies; 5) after-school, weekend, and summer educational and enrichment programs; and 6) effective delivery of alternative options, including accelerated instruction, for over-age high school students.</p>
<p>Brownsville Independent School District</p> <p>The Brownsville program brought educational and social services to over 320 homeless children and youth. The liaison, located at a family shelter, facilitated local collaborations that eliminate duplication of services. She also supervised a tutoring program at six community sites. This project included a program that encourages homeless students to set high aspirations for themselves once they learn that they can set a goal and achieve it.</p>	<p>Dallas Independent School District</p> <p>This project provided extended-day services and counseling activities to 837 homeless students at five school sites in Dallas. Classroom teachers of students served by the program reported that about half made substantial progress and about 30% made satisfactory progress. Parents identified "computers" and "homework help" as the most beneficial aspects of the program.</p>
<p>El Paso Independent School District</p> <p>The El Paso homeless education program provided tutorial and remedial services at 10 shelters within the El Paso Independent School District in 1995-96. The program also provided six weeks of summer school for all children and youth residing in local homeless shelters. El Paso ISD collaborated with 72 community-based organizations and private businesses to provide other services including transportation, social and psychological services, health care, and school supplies. This McKinney program provided services to 654 homeless students and about 80% of these students showed academic improvement in language and math.</p>	<p>Fort Worth Independent School District</p> <p>The Fort Worth ISD <i>Give 'Em A Chance</i> project served 1,366 homeless students in 1995-96. The <i>Give 'Em A Chance</i> project provided tutorial and direct educational services at over 10 sites throughout Fort Worth ISD, including both shelters and schools. In addition to tutoring, this program was able to provide clothing, school supplies, transportation, eye care, medical care, dental care, counseling referrals to community service agencies, and parenting classes. Quarterly interagency meetings, comprised of shelter personnel, school principals, social service agencies, and a representative from a State Senator's office, have been crucial to the success of the program by providing a regular forum for communication and collaboration for all of the local stakeholders.</p>

**Texas McKinney Programs
1995-96 School Year
(Continued)**

<p>Galveston Independent School District</p> <p>The Galveston Project for the Education of Homeless Children/Youth (GPEHC) provided tutoring to 536 homeless students through its after-school and summer camp programs. Students received assistance in reading, math, science, social studies, TAAS remediation, computer skills, art, and health. Additionally, the YMCA provided swimming lessons and the Gulf Coast Center MHMR provided drug education. The GPEHC utilized a case management approach with the participating families in order to facilitate stability and remove the factors that perpetuated their homelessness. In utilizing this approach, the GPEHC dealt with issues such as substance abuse, domestic violence, and parenting skills</p>	<p>Grand Prairie Independent School District</p> <p>The <i>Connections</i> program in Grand Prairie provided direct and supplemental educational services to 785 homeless and at-risk students in 1995-96. Additionally, the project provided approximately 246 counseling hours to homeless children who were victims of abuse and neglect. Throughout the year the <i>Connections</i> homeless liaison collaborated with local schools, shelters, and community-based organizations to assist homeless students and their families access services, which included arrangements for school supplies, transportation, free/reduced lunch, public assistance, and medical services.</p>
<p>Houston Independent School District</p> <p>The <i>Su Casa</i> program in Houston served 845 homeless students residing at the Star of Hope Family residence and the Salvation Army Women's residence. The <i>Su Casa</i> project provided regular instruction, extended-day, and other enrichment activities. In addition to providing educational services, <i>Su Casa</i> teachers provided social skills instruction through a variety of interactive methods. Teachers and peer tutors helped homeless students attain their academic goals. Inservice programs designed to help teachers learn about the special problems of homeless students were provided, as were parental involvement activities for the parents of the <i>Su Casa</i> participants.</p>	<p>Northside Independent School District</p> <p>The <i>Connections</i> program managed identification and outreach to homeless children and youth. In addition, the social service needs of students experiencing homelessness and their families were assessed and prompt referrals were made as needed to a full range of collaborating community agencies. Follow-up was provided by <i>Connections</i> staff to support family self-sufficiency. <i>Connections</i> was the designated point of contact for community agencies serving homeless families and acted to foster a smooth transition for those students moving into the district's areas from a homeless shelter. About 798 homeless and at-risk students were served by the <i>Connections</i> program.</p>
<p>Plano Independent School District</p> <p>The Plano ISD Program for Education of Homeless Children and Youth provided 710 homeless and at-risk students with direct and related educational services, including tutoring, school supplies, clothing, transportation, parenting skills classes, and mental health services. Tutoring sessions were conducted in seven schools and all students of families at Collin County Women's Shelter and the CITY House Shelter had access to the tutoring through the project. During the summer, 37 students from Plano and McKinney shelters were able to attend the Summer Enrichment Program at the University of Texas at Dallas. Scholarships for the summer program, transportation, and refreshments were provided through this project.</p>	<p>Region 10 Education Service Center</p> <p>This consortium of five districts provided over 4,325 hours of tutoring to 645 students in homeless situations scattered across four suburban/rural counties in North Texas. Children from eight shelters, and other homeless situations, received services on 22 campuses. This program also provided school supplies, transportation, parental skills classes, summer programs, and clothing. Staff development activities were conducted for teachers throughout all five districts. This program enabled 18 elementary students to enter projects in their Science Fair, five students to attend Camp Grady Spruce, and 78 students to attend the Kids Kampus Week co-sponsored by the Region 10 Consortium and Rainbow Days, Inc.</p>

**Texas McKinney Programs
1995-96 School Year
(Continued)**

Region 13 Education Service Center

The primary educational service provided by this program was up to twelve weeks of summer school delivered in the context of a day camp at multiple sites scattered throughout the service center region. Many agencies and 218 volunteers contributed to the success of these camps. Region 13 worked with nearly 60 organizations in its area to develop collaborations to meet the needs of children and youth experiencing homelessness. The Region 13 program provided direct student services, tutoring, ESL classes, parent involvement workshops, training sessions, and telephone technical assistance. About 4,907 students received services through this program.

Region 19 Education Service Center

The Region 19 McKinney program provided extensive educational services for children and youth without homes living in three separate independent school districts. About 124 homeless children residing in two colonias (unincorporated areas, usually along the border, where people live in substandard, crowded housing, often without utilities) and one shelter received tutorial and remedial basic skills instruction that was provided in after-school and summer-school sessions. In addition to direct educational services, students received other types of services and materials including school supplies, clothes, medical referrals, dental referrals, parental outreach, mental health referrals, and counseling.

San Antonio Independent School District

The San Antonio ISD *Transitions* program designed and implemented a comprehensive education and outreach program for its homeless students. In 1995-96, the *Transitions* program provided tutoring and other direct educational services to about 750 homeless children and youth in schools, youth centers, and homeless shelters in San Antonio. The *Transitions* program also provided counseling, therapy, parenting education, and other social services to 249 homeless students and their families. Teachers reported that grades and attendance of homeless students improved as a result their participation in the *Transitions* program.

Utah Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$107,266
Amount Awarded to LEAs	\$85,880
LEA Award as Percentage of State Award	80%
Number of LEAs Funded	8
Estimate of Homeless Children Served	3,500

An estimated 3,500 students received personal and educational assistance as a result of McKinney funds during the 95-96 school year. These services included tutoring, before- and after-school services, and provision of clothing, personal care items, and school supplies.

San Juan school district, the poorest school district in the state and among the poorest districts in the nation, used McKinney funds to provide extended-day programs and individual tutoring opportunities at the seven most impacted schools, experiential field trips for students living in extremely isolated regions of the county, and access before school hours to showers and soap. The outcome of these activities has been increased student attendance and participation in school, increased student learning, and decreased spread of disease.

McKinney funds were used to increase awareness among educators of issues related to the education of children and youth experiencing homelessness. This increased awareness yielded tremendous benefits for Utah's poorest children. Homeless families and children were recognized and identified. Public and private agencies increased the accessibility of their programs. Homeless youth and families were referred for appropriate services and were often afforded an advocate to assist them in receiving services. Utah schools increased their willingness, well-supported by policy, to include homeless youth and to work in a very deliberate way to reduce any barriers these young people experienced in accessing the education system.

Vermont Profile

Use of McKinney Funds: 1995-96 School Year

Total State Award	\$100,000
Number of LEAs Funded	4
Estimate of Homeless Children Served	75

Vermont is one of the states that receives the small-state minimum from the McKinney Act. The Vermont Department of Education received \$100,000 in 1995-96, 1996-97, and 1997-98. During the 1995-96 school year, four grants were given to school districts to fund projects for children and youth in homeless situations. One was located in Burlington, Vermont's largest city, and one in Winooski, which is adjacent to Burlington and has a diverse population with characteristics such as high mobility, and, for Vermont, a high percentage of children requiring English as a Second Language services.

Burlington's grant continued a partnership with Spectrum, an agency that works with homeless youth and which opened the first emergency youth shelter in the state as well as a one-stop shopping center for homeless and runaway youth. McKinney funds supported an educational case manager located at Spectrum who helps to bridge the youth to school and community opportunities.

Winooski's grant brought together representatives from schools and community agencies to focus on the goals of improving school attendance, outreach and support for parents, and after-school opportunities for homeless children. Both grants continued to be funded in the 1996-97 school year.

During the 1996-97 school year, a second grant was funded in Burlington. This project focused on issues of domestic violence with homeless children in Barnes and Wheeler Schools. *Women Helping Battered Women* is working with the Burlington School District in the design and implementation of this program. These three grants were recently re-funded for the 1997-98 school year.

Vermont continues its efforts to ensure that students experiencing homelessness are supported by the Consolidated Federal Programs (CFP) at the local school district level. In reviewing 1997-98 CFP applications, it was noted that there has been an increase in funds set aside from Title I to support homeless students in schools that do not have Title I programs.

The state also continues to fund a network of regional coordinators who provide educational support and advocacy for homeless children and youth and their parents. The first year of this effort resulted in more appropriate support, in particular, for homeless youth and for students who were both homeless and eligible for special education. Communication and mutual support were strengthened among regional coordinators, shelter providers, and school personnel to improve outcomes for children and youth experiencing homelessness.

Virginia Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$418,374
Amount Awarded to LEAs	\$335,247
LEA Award as Percentage of State Award	80%
Number of LEAs Funded	16
Estimate of Homeless Children Served	1,600

Virginia's Homeless Education Program is a federally funded grant authorized by the Stewart B. McKinney Homeless Assistance Act. This program facilitates the enrollment, attendance, and success of homeless children and youth in school through public awareness efforts across the state and subgrants to local school divisions. LEAs develop customized programs that meet the needs of homeless children and youth in their area. The Virginia Homeless Education Program funds activities throughout the school year, including summer enrichment programs. Activities include early childhood education, mentoring, tutoring, parent education, and domestic violence and violence prevention programs. In addition, emergency services, referrals for health services, transportation, school supplies, and costs related to obtaining school records may be provided through the local Homeless Education Program.

The number of LEA awards varies depending on the availability of funds and the number of applications. Typically, 14-16 subgrants are awarded annually. All Virginia public school divisions that are on file with the Virginia Department of Education—Federal Programs are eligible to apply. LEA applications are reviewed by a panel inclusive of program staff and independent readers. The criteria for selection and the grant award amount for LEAs is described in the original grant application. The review panel utilizes a point system to rate the overall proposal based on the categories of overview, need, program design, program administration, and budget. The grant amount is determined by the number of homeless students to be served and substantial justification for the use of requested funds.

The Homeless Education program collaborates with other federally funded programs within the Virginia Department of Education, such as Title I, Even Start, and Head Start. In addition, the Homeless Education Program currently works with the Virginia Coalition for the Homeless, the National Coalition for the Homeless, Virginia Interagency Council for the Homeless, the U.S. Census Bureau, the Virginia Housing Development Authority, various professional educational organizations, social agencies, shelters, colleges, universities, and other homeless programs throughout the United States. Local programs collaborate across school divisions and among an array of social agencies. The Homeless Education Program hopes to continue and increase its collaborative efforts as it strives to raise public awareness regarding the issue of homeless children, youth, and families.

**Virginia McKinney Programs
1995-96 School Year**

<p>Charlottesville City Public Schools</p> <p>The Charlottesville <i>Child Advocacy Program</i> provided direct services to children and youth without homes, including school transportation, direct educational services, and school supplies, to promote success and completion of school.</p>	<p>Culpeper County Schools</p> <p>The <i>Homeless Education Learning Program (H.E.L.P.)</i> established a model program for homeless children and youth that provided after-school and summer tutoring, educational materials, transportation, and necessary clothing.</p>
<p>Fairfax County Schools</p> <p>The Fairfax County <i>McKinney Homeless Education Program</i> provided educational support for school-age children and youth. A preschool learning-readiness program provided developmentally appropriate learning opportunities for children three to five years of age.</p>	<p>Fauquier Public Schools</p> <p>The Fauquier Public Schools homeless education program provided children and youth with before- and after-school programs, summer day-care enrichment programs, school supplies, and athletic opportunities as well as the CADRE Scholarship program.</p>
<p>Frederick County Public Schools</p> <p>Frederick County Public Schools McKinney grant funding was focused to improve the delivery of academic tutorial services to homeless children and youth. Tutorial services were delivered directly at area shelters with emphasis on the Virginia Standards of Learning.</p>	<p>Hampton City Public Schools</p> <p><i>REACH (Resources for Education and Advocacy for Children Who are Homeless)</i> ensured program coordination, information and resource sharing, and the reduction of duplication of services for better, more extensive, direct services to homeless children and youth.</p>
<p>King George County Schools</p> <p>The <i>McKinney Homeless Education Program</i> in King George County successfully utilized funding to facilitate access to educational resources and services through active case management. McKinney funds were responsible for providing tutorial services, field trips, transportation needs, and materials.</p>	<p>Lynchburg City Schools</p> <p>The Lynchburg homeless education program provided educational assistance to children and youth in three area homeless shelters. McKinney homeless funds provided children and youth with necessary and adequate study space, school supplies, and educational software.</p>
<p>Montgomery County Public Schools</p> <p>The Montgomery County <i>Regional Homeless Education Program</i> was a cooperative effort involving school districts, social service agencies, regional community action agencies, and homeless shelters. The program facilitated enrollment, transportation, school supplies, and appropriate service referrals.</p>	<p>Norfolk City Public Schools</p> <p>The <i>Homeless Education Program</i> in Norfolk was a collaborative effort that involved Norfolk Public Schools and area shelters. It provided educational services to children and youth to assist them in maintaining academic skills and fostered the value of education as a way out of the cycle of homelessness.</p>

**Virginia McKinney Programs
1995-96 School Year
(Continued)**

<p>Petersburg City Public Schools</p> <p><i>Project Cares Plus</i> was a collaborative effort between the Crisis Assistance Response Emergency Shelter (CARES) and the Petersburg Public Schools. The program provided food/snacks, essential clothing, school supplies, and activities during the summer months.</p>	<p>Portsmouth City Public Schools</p> <p>The <i>HARNES</i> Program provided necessary transportation to the students' home school, school supplies, summer school tuition assistance, and crisis-oriented counseling, as well as information, referral, and coordination with other services offered in the community to homeless children and youth.</p>
<p>Richmond Public Schools</p> <p>The <i>McKinney Homeless Education Program</i> in Richmond continued to focus on reducing the educational barriers experienced by homeless children and youth, including accessing schools, disrupted attendance, frequent school changes, inadequate school supplies, after-school homework assistance, and remediation needs. The program provided in-shelter homework assistance, transportation to the student's home school to avoid unnecessary school changes, essential clothing, and parent education.</p>	<p>Roanoke City Public Schools</p> <p>The <i>McKinney Project</i> in Roanoke provided the only educational and academic support program for children and youth experiencing homelessness in the metropolitan area. This program's focus was to improve student performance and coordinate case management to ensure regular school attendance and educational success.</p>
<p>Virginia Beach City Public Schools</p> <p>McKinney homeless education funds were used to develop direct service plans for homeless children and youth on a case-by-case basis. After-school tutoring services were available two times per week for both elementary and middle school-aged children residing in shelters. The program also provided essential clothing, individual and group counseling, staff development programs, and preschool learning readiness programs.</p>	<p>Williamsburg-James City County</p> <p>The goal of <i>Project AIMS</i> was to facilitate the success of the students in school by providing an after-school and summer tutorial program that focused on strengthening self-concept, math and language arts skills, social skills, motivation, and interest in learning. Future activities will include two Family Fun Nights to foster and strengthen the relationship between the school and the students' families.</p>

Washington Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$413,072
Amount Awarded to LEAs	\$359,242
LEA Award as Percentage of State Award	87%
Number of LEAs Funded	10
Estimate of Homeless Children Served	1,600

The Washington homeless coordinator reported that approximately 1,600 homeless students were served through local districts that provided direct educational services such as before- and after-school tutoring, summer classes, and assessment and diagnostic services. Homeless students also received transportation, counseling, health care, school supplies, clothing, and family support services. In 1995, emergency shelters in Washington reportedly served 17,965 school-age homeless children and youth. This shows that only a small segment of Washington's homeless children and youth were directly served with McKinney subgrants. Countless other homeless students did, however, benefit indirectly from the awareness-raising, collaboration, and policy-making activities engendered by McKinney Act requirements and carried out by the state coordinator for the education of homeless children and youth. For example, in 1989, the state legislature passed a law that relaxed residency requirements for school enrollment, thus making it easier for homeless students to enroll in school. In 1992, criteria regarding homeless children were added to the state's transportation rules relating to special transportation. The rule change was the state's attempt to meet the transportation needs of homeless students and to provide the financial means to transport homeless students to their school of origin. Perhaps the most significant benefit of the McKinney Act has been its ability to raise the awareness of Washington educators and policy-makers about homeless children and the challenges they face accessing educational and related services and programs. This, along with the hard work and persistent efforts of the state homeless coordinator, convinced state leaders to allocate \$750,000 to address the educational needs of homeless students between 1990 and 1993.

Successes have also occurred at the local level where school districts awarded McKinney grants are free to develop and implement specific programs and services to assist homeless students. The Seattle Public Schools homeless education program is a good example of the innovative and resourceful ways that local school districts and communities work together to address the needs of homeless students. The Atlantic Street Center, which administers the local education program for the Seattle Public Schools, provides five case managers for four elementary schools and one middle school. Each manager serves 30 or more homeless families and provides crisis intervention, emergency assistance, resource brokering, child and family advocacy, housing assistance, clothing, food, and school supplies. First Place, another nonprofit organization working with the Seattle program, also provides educational and social services to children in grades K-6 who reside in any of Seattle's emergency shelters for the homeless or in temporary transitional housing. The obvious advantage of the Seattle program is that homeless students receive the direct educational services essential to their academic achievement. However, it also demonstrates how effectively local school districts use McKinney funds to develop and implement holistic programs that meet the broad range of medical, psychological, emotional, and other social welfare needs attendant with homelessness—needs that must be addressed if homeless children are to succeed in school.

More recent milestones include the production of a video in 1995-96 on Washington's McKinney funded projects and the publication of a technical assistance manual on working with out-of-home youth and their families. Both of these critical sources of information on serving homeless children will be distributed to every school district in the state.

A synopsis of some of these programs is provided below.

**Washington McKinney Programs
1995-96 School Year**

<p>Olympia School District</p> <p>The Olympia homeless education program provided a social work assistant to work as a liaison between local schools, homeless shelters, and families of students experiencing homelessness. The liaison attended to the nutrition and hygiene needs of homeless students and worked to ensure a smooth transition into school. Homeless students were provided orientation services upon enrollment to the school. In addition to these services, the program conducted parent involvement activities in the shelter one night a week to encourage parents to become involved with their children's education. Other services included transportation between shelter and school and to other places as needed. Regular visits to shelters were made by the liaison to monitor needs of families and shelters.</p>	<p>Educational Service District (ESD) 112</p> <p>The ESD homeless education program provided a liaison for youth residing at Clark County's Emergency Youth Shelter. The liaison worked to build links between the school, shelter, and other social service providers in the community to expedite school enrollment and ensure that homeless youth were connected to social services they needed. The ESD program focused on addressing the needs of youth ages 13-17; providing family reconciliation, medical, and transportation services; and GED training and tutoring.</p>
<p>Spokane School District</p> <p>The Spokane homeless education program worked with the YWCA Transition School to help it address the educational needs of local homeless students. Through this program, homeless children and youth received educational, counseling, medical, and nutrition services. Additionally, the Olympia program provided linkages to community resources to ensure that homeless students received the necessary social services.</p>	<p>Everett School District</p> <p>Jackson Elementary School/Volunteers of America Kids In Transition (KIT) classroom. After enrollment in the KIT program, students' academic needs were assessed, and they were placed accordingly. The Jackson Elementary School provided academic support in the classroom where needed. The priority was to allow students to maintain placement in the regular classroom while supporting their academic and social and psychological needs.</p>

**Washington McKinney Programs
1995-96 School Year**

<p>Yakima School District</p> <p>The Yakima homeless education program provided tutoring programs to homeless students in six elementary and three middle schools. The program also collaborated closely with a wide range of community service agencies, citizens, and shelter providers to provide direct and related educational services and programs including physical and mental health care, dental care, clothing, shelter, and substance abuse treatment programs.</p>	<p>Tacoma Public Schools</p> <p>Two full-time teachers and two teachers' assistants were assigned to Tone School at the Tacoma Rescue Mission Family Shelter. The school district also provided breakfasts and lunches, transportation, special education support, school curriculum materials, and a nurse. Children who needed special education services had access to the school psychologist and the communication disorder specialist.</p>
<p>Bellingham School District</p> <p>Bellingham School District worked closely with The Opportunity Council to support homeless families in the education of their children. This program provided clothing, health care, transportation, school supplies/meals, special education, counseling, and referrals to community services.</p>	<p>Puget Sound ESD</p> <p>Puget Sound ESD staff received training regarding the use of the homeless education information sheet. Puget Sound ESD met with other ESDs to encourage the adaptation of the information sheet, to train their staff to present at each ESD-sponsored workshop, and to foster awareness on issues facing homeless students.</p>
<p>Seattle Public Schools</p> <p>Atlantic Street Center provided five case managers that served one middle and four elementary schools. Each manager served at least 30 homeless families and provided crisis intervention, emergency assistance, resource brokering, child and family advocacy, housing assistance, clothing, food, and culturally sensitive services.</p> <p>First Place, a nonprofit organization, provided educational and social services to 40 children, grades K-6, living in any of Seattle's emergency shelters or in temporary transitional housing.</p>	<p>Vancouver School District</p> <p>Hough Elementary (Hough Welcome Room)/Valley Homestead Shelter: Hough Elementary served as a magnet site for the district's homeless assistance program. Students from various locations participated in the <i>Welcome Room</i>, which provided a nurturing environment staffed by a teacher and staff assistant.</p>

West Virginia Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$293,335
Amount Awarded to LEAs	\$243,335
LEA Award as Percentage of State Award	83%
Number of LEAs Funded	27
Estimate of Homeless Children Served	1,631

The state homeless coordinator reported that approximately 1,631 students in homeless situations were served in the 1995-96 school year through local districts that provided direct educational services such as before- and after-school tutoring, summer classes, and assessment and diagnostic services. Students experiencing homelessness also received transportation, counseling, health care, school supplies, clothing, and family support services.

During the 1995-96 school year, only a small segment of West Virginia's homeless children and youth received direct services with McKinney subgrants. Numerous other homeless students, parents, and school personnel, however, benefited from other awareness-raising, collaboration, and policy-making activities engendered by McKinney Act requirements and carried out by the state coordinator for the education of homeless children and youth. Most recently, the coordinator was successful in getting the State Legislature to amend the state education law to require that county attendance directors serve as homeless liaisons for the local education agencies (LEAs). As a result, each LEA now has its own homeless liaison to help identify and address the educational and related needs of homeless children and youth living in the district.

Successes have also occurred at the local level. Districts were awarded McKinney grants in the range of \$5,000 - \$7,500 to develop and implement programs and services that meet the specific needs of homeless students. In Kanawha County, Piedmont Elementary School used a \$7,500 subgrant to help fund the *PRO-Kids Program*, an after-school tutoring and enrichment program that provided basic educational services to homeless children and other at-risk students residing in a residential shelter for displaced families (Sojourners), a metropolitan domestic violence shelter for battered women, and two federally subsidized housing projects. Of the 400 students who attend Piedmont Elementary, seventy percent are minorities, seventy-five percent receive free or reduced meals, and more than twenty-five percent of the students enroll annually from the residential Sojourner's Shelter.

Piedmont Elementary's administration and staff have implemented several initiatives to ensure that children experiencing homelessness enrolled in school, attended school, and achieved success in school. First, the administration maintained frequent communication with the shelter personnel and developed a procedure to ensure that students in the shelter were placed in school immediately without jeopardizing confidentiality. They solicited and received from Kanawha County Schools a full-time counselor and social worker to assist the staff in providing help to students and their families in order to promote a successful transition to the school community. In addition, the West Virginia Department of Health and Human Resources provided personnel from the Child Protective Service Agency to work directly with school teams in order to provide immediate social services to students in need by networking with appropriate agencies. Through the *PRO-Kids Program*, more than sixty volunteers from churches, social and service organizations, colleges, and businesses provided tutoring/enrichment activities and/or field trips each week. These cooperative and combined efforts proved effective in dramatically improving academic achievement, attitude, and school attendance. Concrete results included improved grades and CTBS scores.

PRO-Kids was not the only successful McKinney homeless program in West Virginia during 1995-96. A synopsis of some of these programs is provided below.

**West Virginia McKinney Programs
1995-96 School Year**

<p>McDowell County Schools</p> <p>This program served students in homeless situations in grades K-8 at three schools, Bartley, Berwind, and War Elementary Schools. The program provided tutoring at each school, twice weekly for two hours. In addition, Saturday tutoring and enrichment sessions were held twice monthly for three hours. Tutoring assistance was provided by certified teachers and high school students trained in assisting students with study habits, basic skills, social skills, and self-esteem building activities. When possible, homeless students at War High School were selected and trained. They, too, developed self-esteem and were paid a small honorarium.</p>	<p>HOPE, Inc.</p> <p>This project served school-aged children who resided in a domestic violence shelter in city of Fairmont. After-school tutoring was provided for children each day of the school year. In addition to tutoring, enrichment activities and field trips were provided during the summer months, on holidays from school, and on days when schools were closed. County teachers provided assistance to the shelter staff by sponsoring and chaperoning summer activities. Students from four area colleges served as mentors and tutors throughout the year and provided extra activities and assistance to the staff.</p>
<p>Mineral County Schools</p> <p>Mineral County Schools, the Family Crisis Center, and the Burlington Family Services formed an interagency partnership to meet the needs of homeless and at-risk students during the initial transition into the school district and throughout their stay at these shelter facilities. After each student's needs were assessed, an individual plan was developed for that student in order to maximize the student's opportunity for success.</p>	<p>Mingo County Schools</p> <p>This program served homeless school-aged children who resided in a domestic violence shelter in rural West Virginia. The program provided tutorial assistance, homework and study groups, and enrichment activities. Enrichment activities included planned and unplanned events, such as support groups for children from violent homes, summer day camp, holiday parties, family picnics, recreational activities, and library trips. All necessary supplies were provided.</p>

Wisconsin Profile

Use of McKinney Funds: 1995-96 School Year

Total State Award	\$515,895
Number of LEAs Funded	9
Estimate of Homeless Children Served	2,097

The state homeless coordinator reported that approximately 2,100 students experiencing homelessness were served in the 1995-96 school year through local districts that provided direct educational services such as before- and after-school tutoring, summer classes, and assessment and diagnostic services. Homeless students also received transportation, counseling, health care, school supplies, clothing, and family support.

Although Wisconsin directly served only a small portion of its 12,000 identified homeless children and youth with McKinney subgrants in 1995-96, countless other homeless students benefited indirectly from the awareness-raising, collaboration, and policy-making activities engendered by McKinney Act requirements and carried out by the state coordinator for the education of homeless children and youth. For example, the state homeless coordinator led efforts to clarify residency requirements in state law to reduce the likelihood that children and youth in homeless situations would be denied enrollment because they lacked proof of residency. This is an important change since residency requirements had been identified as a significant barrier to the enrollment of homeless students.

Successes have occurred at the local level where school districts awarded McKinney grants are free to develop and implement specific programs and services to assist homeless students. The Milwaukee Education of Homeless Children and Youth program is a good example of an innovative and comprehensive program that successfully met the educational and related needs of local homeless students and their families. The project, which was a partnership between the Milwaukee Public Schools and the Southside Milwaukee Emergency Shelter, provided a before-, during-, and after-school tutoring program for school-age children. The after-school tutoring component engaged community volunteers to assist students experiencing homelessness in completing their homework and to strengthen basic skills through one-on-one tutoring. The project also provided a computer-aided instruction lab and an instructor in the shelter to reinforce the basic math, science, and reading skills learning that the students received from their tutors. The obvious advantage of this program was that the students received the direct and intensive educational services so essential to their academic achievement. It also demonstrated how effectively local school districts use McKinney subgrant awards to leverage additional funds and in-kind donations that expand the financial and human resource capacity far beyond what would have been possible under the original subgrant.

Another innovative aspect of the Milwaukee homeless education project was its transportation program. Responding to McKinney Act requirements relating to transportation, and mounting evidence of high absenteeism among Milwaukee homeless students due to inadequate transportation, the school district, in conjunction with area shelters, designed, implemented, and funded a comprehensive school transportation system specifically for homeless students. Under the new system, all school-age homeless students were provided transportation to Milwaukee public schools, including their school of origin. According to the state coordinator, by using public transportation and establishing bus stops near each shelter, the shelters have been able to reduce their reliance on contracted bus services and in turn increased the school attendance rate of children residing in their shelters to over 95 percent.

The Milwaukee homeless education project is not unique, but similar to Wisconsin's other eight McKinney homeless education programs. A synopsis of some of these programs is provided on the following page.

**Wisconsin McKinney Programs
1995-96 School Year**

<p>Kenosha Unified School District This project promoted enrollment and continuity in school placement to ensure that homeless children and youth had equal access to all available educational services and programs. Program components included raising awareness through staff development; reviewing district policies that acted as barriers to enrollment; coordinating outreach services and access to existing programs; providing tutoring in the Shalom Center shelter; and coordinating existing services agencies with Kenosha County Prevention Services.</p>	<p>Wisconsin Rapids Public Schools This project was designed to 1) increase school staff understanding of the needs of homeless children and youth; 2) improve identification of homeless children and youth by school staff; 3) offer a tutoring club at the Family Center and three schools; 4) keep children in their home schools; and 5) support parents as active partners in education.</p>
<p>Milwaukee Public Schools (MPS) This project provided instructional and related support to homeless children residing in emergency shelters. MPS provided services under a collaborative partnership established with Hope House. A full time MPS instructor was located at Hope House and delivered before-, during-, and after-school supplemental instruction and support services for homeless children and youth. The instructor also coordinated the transportation between all shelters and each child's school of origin.</p>	<p>Chippewa Falls Area School District Chippewa Falls provided services to youth experiencing homelessness, approximately two-thirds of whom were high school students. The project's objectives included provisions for individual academic plans for each student; mentoring and tutoring; standby referral services for counseling and health care; two community workshops; articles for local newspapers; and parent training and involvement.</p>
<p>Madison Metropolitan School District The <i>Transition Education Project (TEP)</i> provided for the enrollment of children and youth entering the Madison Metropolitan School District via the local homeless family shelters and service providers. The <i>TEP</i> staff handled all aspects of enrollment, and students were mainstreamed into classes that best met their educational needs. Tutoring was provided and conducted at the school. Service referrals were provided for parents. Transportation and school supplies were also provided. The McKinney grant funded a supplementary teacher/tutor, transportation, and an after-school recreation program. The school district collaborated with the Salvation Army, Tullerian, the YWCA, the UW-Madison Department of Social Work, and private physical/mental health providers.</p>	<p>Platteville School District The <i>Kids in Transition (KIT)</i> project provided coordination, consistency, and continuity of educational services to homeless children and youth. The major program components were educational services; counseling and support services (with special focus on needs caused by domestic violence); early childhood programs; parent and family support services; community services coordination; and school supplies. The school district worked in collaboration with Family Advocates, Inc.; Grant County Department of Social Services; La Fayette County Human Services; Unified Counseling Services of Grant and Iowa Counties; University of Wisconsin-Platteville; Head Start; Platteville FAST Program and the Community Action Program.</p>
<p>Racine Unified School District Tutorial services that targeted K-12 basic skills remediation were a major thrust for the Racine <i>Homeless Improvement Project (HIP)</i>. Tutors worked at three homeless shelter sites. Recreational activities through the YMCA and the YWCA were available to homeless children and youth from the shelters. The school district worked in collaboration with the Gateway Technical College, the Racine Job Service, the Women's Resource Center and Homeward Bound Shelters, Bethany Apartments, and Racine Area Manufacturers and Commerce.</p>	<p>Unity School District <i>The Partnership for Youth Enrichment Program</i> was designed to provide after-school tutoring, study support, and enrichment activities while stressing the value of education for all homeless students.</p>
<p>Delavan-Darien School District This project's goal was to facilitate the enrollment, attendance, and success of homeless children residing at Twin Oaks Shelter for the Homeless. Children and youth received needs assessments and enrollment services in the shelter. In addition, the project provided a parent-to-school connection; provisions for early morning supervision and education; a year-round tutoring program; and training to increase school staff awareness of the special needs of homeless children and youth.</p>	

Wyoming Profile

Use of McKinney Funds: 1995-96 School Year	
Total State Award	\$100,000
Amount Awarded to LEAs	\$45,615
LEA Award as a Percentage of State Award	46%
Number of LEAs Funded	2
Estimate of Homeless Children Served	500

Considered a "Frontier" state with a total population of approximately 450,000, Wyoming has its share of children and youth in homeless situations. The Wyoming Department of Education (WDE) received the minimum funding of \$100,000 for the education of its youth and children experiencing homelessness. The 1995-96 estimate of homeless children was 1,474 (duplicated).

A twelve-member state advisory council representing various service agencies advised the WDE on program development and implementation. The council also planned the annual Governor's Conference on the Homeless, which was held in Riverton, Wyoming, on the Wind River Reservation.

The two districts that received McKinney funds were Natrona County School District #1 in Casper and Laramie County School District #1 in Cheyenne.

Wyoming McKinney Programs 1995-96 School Year

Natrona County School District #1	Laramie County School District #1
<p>In collaboration with Seton House, a shelter for homeless families, the school district subcontracts with the staff of Seton House to provide: 1) before- and after-school tutoring; 2) pre-school care; 3) individual education plans for all homeless students; 4) in-service for school staff involved with the education of homeless children; 5) parent training; and 6) basic needs, e.g., school supplies, clothing, and shoes.</p>	<p>The school district provides a subgrant to the Laramie Community Action program in Cheyenne to collaborate with community agencies to meet the needs of homeless children and youth by providing supplemental educational services. This includes tutoring, student assessments, referral to the Cheyenne Community transition Services Team (26 agencies), and parent training.</p>

1997 Directory Of State Coordinators For The Education of Homeless Children and Youth Program

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A Brief Legislative History of the Stewart B. McKinney Homeless Assistance Act

In 1987 the United States Congress enacted the Stewart B. McKinney Homeless Assistance Act (P.L. 100-77) to respond to the growing and complex needs of the nation's homeless population. At that time, the homeless population was rapidly increasing, and there were early indications that the demographics were changing: that women and children increasingly represented a larger portion of the population. Recognizing the expanding diversity of the homeless population, Congress included provisions in the Act requiring states to ensure that all homeless children have the same right to a free and appropriate public education as nonhomeless children. In support of this policy, Congress adopted additional provisions requiring states to review and undertake steps to revise residency requirements for school attendance to ensure that homeless children did not experience delays with school enrollment.

To help states meet the new requirements, Congress appropriated funds so that states could establish or designate an office of coordinator for the education of homeless children and youth. In addition to other responsibilities, the state coordinator's office was given authority to gather data on homeless children in the state and develop a state plan providing for their education. While these provisions sought to give states the ability to gain a better understanding of the challenges facing homeless students, there can be little doubt that Congress' primary intent was to make states responsible for ensuring that homeless children were not denied access to a free and appropriate public education.

In 1990, Congress revisited the McKinney Act and took another major step toward improving the educational opportunities for the nation's homeless children and youth. Provided with the new information and data collected by state coordinators that revealed that homeless children encountered significant obstacles in obtaining free and appropriate educational services, Congress amended the McKinney Act (P.L. 101-645) and expressed an intolerance of any barrier that prohibited the enrollment of homeless children and youth. Furthermore, Congress acknowledged that the true challenge was not simply to enroll homeless children, but to promote their academic success in public school.

Specifically, the McKinney amendments required state homeless education coordinators to look beyond residency issues toward other issues that were keeping homeless children and youth out of school. Congressional policy expanded the state's responsibility to eliminate the barriers to the education of homeless children and youth. As a result, states were required to review and revise all policies, practices, laws, and regulations that might act as a barrier to the enrollment, attendance, or academic success of homeless children and youth. States were additionally responsible for assuming a leadership role in ensuring that local education agencies review and revise policies and procedures that might similarly impede the access of homeless children and youth to a free and appropriate public education.

With Congressional recognition of the need to promote the academic success of homeless students came authorization for the provision of direct educational services. Prior to passage of the 1990 amendments, states were prohibited from using McKinney funds to provide direct educational services. Since 1990, however, states have been authorized within certain limits to award grants to local education agencies (LEAs) for an array of educational and support services in response to the needs of homeless students. Today, schools that apply for, and receive, McKinney funds may use them to provide before-school and after-school programs, tutoring programs, referrals for medical and mental health services, pre-school programs, parent education, counseling, social work services, transportation services, and other services that may not otherwise have been provided by the public school program. In furtherance of this policy, Congress increased appropriations significantly from 1987 levels.

Congress amended the McKinney Act again in 1994 as part of its reauthorization of the *Improving America's Schools Act* (P.L. 103-382). In this legislation, Congress demonstrated continued support for its previous policies and worked to increase legal protections of homeless children and youth to ensure that

they had greater access to the appropriate educational services provided under federal, state, and local law. Under the new amendments, states are authorized to extend the program services funded by McKinney to preschool children and on sectarian property, where it is constitutionally permissible to do so. Additionally, LEAs receiving McKinney funds were provided greater flexibility in developing programs to meet the educational, social, and health needs of homeless children and youth by removing categorical spending limits within the law. Congress also added protections requiring states to ensure that school districts abide by a parent's or guardian's request to enroll a homeless child in a particular school to the extent that such a request is feasible. Congress also strengthened provisions in the Act requiring interagency coordination and collaboration between state and local education agencies and other agencies and organizations that provide services to homeless people.

PREVIOUS EXECUTIVE SUMMARY

When looking at the issue of homelessness from the perspective of education, there seems to be little that can be done to significantly impact the problem because the immediate solution will come only through the provision of adequate affordable housing. Yet, if we fail to do what we can about educating homeless children, then as a nation, we may forfeit our opportunity to make a dramatic difference in the lives of hundreds, thousands, or hundreds of thousands of children and youth.

These words, part of the first position document produced by the National Association of State Coordinators for the Education of Homeless Children and Youth (NASCEHCY) in 1990, illustrate the immense challenge and responsibility that faced Association members as they set out to improve educational opportunities for homeless children and youth. Today, these words compel us to take stock of what we have made of our opportunity to improve the lives of homeless children through public education. It has been over a decade since advocates first identified and documented the barriers that homeless children encounter in public education and nine years since Congress authorized the McKinney Act to help homeless children and their families overcome these barriers. It is appropriate then, that, as a professional organization, whose members are responsible for implementing the McKinney Act and who believe in the power of education to improve the lives of poor and homeless children, we examine the progress we have made in fulfilling our responsibility to ensure that homeless children and youth enroll, attend, and succeed in school.

To assess the progress states have made in removing the barriers that impede homeless students' access to a free, appropriate public education, the National Association for the Education of Homeless Children and Youth conducted two surveys in 1995 and 1996. Additionally, two studies measuring state compliance with the McKinney Act were released in 1996. The first study, *A Foot in the Schoolhouse Door: Progress and Barriers to the Education of Homeless Children and Youth*, was conducted by the National Law Center on Homelessness and Poverty. The second study, *An Evaluation of State and Local Efforts to Serve the Educational Needs of Homeless Children and Youth*, was conducted by Policy Studies Associates, through a contract with the U.S. Department of Education.

Taken together or separately, the results of these surveys and studies are inconclusive with respect to the progress that states have made through the McKinney Act. On the one hand, they indicate that state coordinators and their local counterparts have made measurable progress in reducing some of the institutional and procedural barriers to public school access that have historically prevented homeless children from enrolling and succeeding in school. On the other hand, they show that other barriers, some of which are new, continue to plague homeless students' ability to fully participate in and benefit from public education.

Among the findings of the reports and surveys:

- In the 1994-95 school year, 33 state coordinators estimated that at least 275,000 homeless children and youth were served through state and local McKinney programs.
- In 1995, the Policy Studies report revealed that the average attendance rate for identified homeless students in elementary, middle, and high school was 86 percent. This represents a 66 percent increase since 1987 when the Child Welfare League first reported that approximately 57 percent of American homeless children did not attend school.
- In its 1995 survey, the NASCEHCY found that the majority of state coordinators reported that they had undertaken efforts to change state laws, policies, practices, and procedures relating to residency, compulsory attendance, guardianship, school records, enrollment, and transportation.

- In the 1994-95 school year, at least 520 local education agencies received McKinney funds to develop and implement programs to provide direct and related educational services to homeless children and youth.
- Among the 37 state coordinators who reported awarding subgrants, an average of 88 percent of their McKinney Act grant funds for 1994-95 school year were awarded to local education agencies to develop and provide direct and related educational services to homeless children and youth.
- According to Policy Studies Associates, 50 state coordinators reported that tutoring, supplemental instruction, and other education services receive the most funding through McKinney subgrants to local education agencies.
- Many states have undertaken legislative and regulatory reform to remove residency laws and rules as obstacles to enrollment of homeless children and youth. Additionally, homeless providers now view residency requirements as a minor barrier to school enrollment.
- Despite states' successes at reviewing and revising their laws, regulations, and policies to remove obstacles to the education of homeless children and youth, some barriers have proven difficult to overcome. Specifically, Policy Studies Associates found that barriers relating to guardianship, immunization, and transportation were particularly resistant to change.
- Policy Study Associates reports that in response to McKinney, most states have relaxed record requirement laws and made systemic changes to assist homeless students in obtaining their records. Furthermore, it was the opinion of a majority of state coordinators that all children without records are now able to enroll in school.
- According to the National Law Center on Poverty and Homelessness, a majority of service providers and shelter operators surveyed considered it a problem for homeless children to be evaluated for special education programs and services, to participate in after-school events and extra curricular activities, to obtain counseling and psychological services, and to access before- and after-school care programs.
- Data collected by the NASCEHCY indicate that local education agencies are very effective in using McKinney subgrant awards to leverage additional funds and in-kind donations to expand the financial and human resource capacity far beyond the original subgrant award, thus increasing the number of homeless children and youth they are able to serve.

Recommendations For Improving McKinney

Fully Fund the McKinney Program

The NASCEHCY recommends that Congress and the President fulfill their promise to children in homeless situations by fully funding The Stewart B. McKinney Education for Homeless Children and Youth program. The McKinney homeless education program suffered a 20 percent cut in funding in fiscal year 1996. This occurred, despite increasing evidence that the fastest growing group in the U.S. homeless population is families with children. According to a survey of 29 cities conducted by the U.S. Conference of Mayors in 1995, families with children account for 36.5 percent of the homeless population. Additionally, reports to the Congress from the U.S. Department of Education show that the number of homeless children and youth more than doubled from 1991 to 1993. When Congress first passed the McKinney Act in 1987, it authorized states to receive \$50 million for the education of homeless children and youth. In the nine years since its passage, the Education of Homeless Children and Youth program has yet to receive full funding. The most that Congress has ever appropriated under the McKinney Act was \$28 million in 1995. With the 20 percent cut in 1996, Congress has dealt a serious blow to efforts of state and local education agencies to effectively address the educational needs of homeless children and youth. The effect of the cut on homeless children is exacerbated by the fact that appropriations for the McKinney program have not kept pace with the rate of inflation. This, combined with the growing number of homeless children needing assistance, has jeopardized the educational and social welfare of tens if not hundreds of thousands of homeless children and youth across the country.

If children experiencing homelessness are to be educated, it is vital that the federal government continue to take a leadership role. Prior to passage of McKinney in 1987, there was virtually no leadership at the state and/or local level regarding the education of homeless students. Over the past nine years McKinney has played an important role in laying the foundation that has provided the financial, legal, and technical resources and assistance that have allowed states and local education agencies to address the educational and related needs of homeless children and youth. However, with only three percent of the nation's local education agencies receiving McKinney funds in 1993-94, the majority of local school districts nationwide needing assistance from McKinney were still unable to provide any direct services to homeless children and youth. This and findings by Policy Studies Associates that secondary students who are homeless have been significantly underserved by local McKinney programs suggests that leadership from the federal government remains essential. Although Congress and the President increased funding for McKinney in 1997 by \$2 million, it is far short of the full appropriation authorized under the Act, thus guaranteeing that the promise to America's homeless children and youth made in 1987 will remain unfulfilled.

Remove Administrative Funding Cap for Minimum-Funded States

Though all state coordinators want to maximize the percentage of federal funds going directly to programs that increase educational opportunities of homeless children and youth, for the 14 states that receive \$100,000 or less, that goal is a burden. In many states, for instance, there is no full time state coordinator for homeless education because the spending restrictions in the McKinney Act limit the amount of funds that a minimum-funded state may spend on state-level activities (Nevada, Vermont, Idaho, Alaska, Hawaii and others). While this may not seem like an impediment to successful implementation of the McKinney program, it has a profound impact on the amount of time the state coordinator is able to commit to developing and implementing a state wide program. State coordinators do not want bigger bureaucracies; they want only the opportunity to make their programs effective and successful.

The McKinney homeless education program has been successful thus far because it has attracted very dedicated professionals who are committed to helping homeless students. In order to prevent a loss of these professionals and their expertise and to improve the quality of statewide homeless education

programs, the NASCEHCY strongly recommends that the McKinney Act be amended to remove the five percent funding cap for minimum-funded states. This will allow the states to set their individual salary costs, thereby improving statewide services to homeless students. The responsibilities of the office necessitate funds for more than a coordinator's salary-- whether for providing services to preschoolers, or determining the needs of homeless families, or rendering technical assistance to districts, or conducting an accurate count. In short, full-time state coordinators will be able to start more programs in schools and remove more barriers to the education of homeless children and youth.

Extend Subgrant Eligibility to Non-LEA Organizations

Over the years, many local education agencies have contracted with local not-for-profit organizations to help them develop and implement programs to address the educational and related needs of children and youth in homeless situations. Local education agencies have benefited greatly from these partnerships because many of these organizations have more experience serving homeless people, are more thoroughly acquainted with homeless people's problems and needs, and are more integrally involved in their lives than most local education agencies. In some states, the local education agencies contract with not-for-profit organizations to manage and implement entire McKinney projects, reserving for themselves the nominal role of fiscal agent. Conversely, some community-based organizations that have identified a need for a local McKinney education program have not been able to provide services because their local education agencies refuse to apply for subgrants. Consequently, many state coordinators now believe that McKinney subgrant eligibility should be extended to include non-LEA organizations in order to take advantage of their expertise, eliminate unnecessary duplication of administrative services, and overcome the reluctance of some LEAs to apply for McKinney subgrants. This would greatly enhance the efficiency and effectiveness of local McKinney programs by reducing administrative costs and providing increased opportunity for more experienced community-based organizations to design and implement programs that are capable meeting the diverse needs of homeless children and their families.

Mandate the Appointment of a Homeless Liaison in All School Districts

One of the most successful and effective provisions of the Stewart B. McKinney homeless education law has allowed local McKinney subgrant recipients to appoint homeless liaisons. According to state coordinators and their local counterparts, homeless liaisons have played a key role in linking local education agencies that serve homeless students to community-based organizations such as not-for-profit organizations, church and civic groups, clinics, and traditional homeless providers, including shelters and food banks. Through these linkages, homeless children and their families are connected to services and programs that help stabilize their lives more quickly so that they are more responsive and amenable to school enrollment. In many states, the homeless liaisons help establish relations between schools and shelters where none previously existed. This often leads to the development of a pre-enrollment process in the shelters to help facilitate the enrollment process and sort out the educational needs of the students. This is important because it eases the process of enrollment and eliminates most barriers that might have existed between the shelter and the school system that may have prevented the enrollment and attendance of homeless children and youth previously. All evidence seems to indicate that homeless liaisons have probably saved thousands of homeless students from failing a grade and/or dropping out of school. Because of this success, the NASCEHCY now supports amending the McKinney Act by expanding the mandate to appoint homeless liaisons only in LEAs that receive McKinney subgrants to all school districts in the state. The value of this recommendation is reinforced by findings of the Policy Studies Associates report that showed that "37 percent of all LEAs in the country--both with and without--subgrants have designated a liaison for homelessness issues--12 times the number of LEAs with McKinney Act subgrants".

EFFECTS OF MCKINNEY

Identified Barrier	Legislative Response	Effect of Legislation
<p>Residency Requirements</p> <p>Research by homeless advocates and educators shows that homeless children and youth experience enrollment delays and are denied enrollment and admission into schools because they fail to meet school districts' residency requirements. (NASCEHCY Position Document, 1990)</p>	<p>1987 McKinney Act (P.L. 100-77)</p> <p>Requires states to review and revise their laws and policies to eliminate residency requirements as an obstacle to school enrollment and admission for homeless children and youth.</p>	<ul style="list-style-type: none"> • Many states have undertaken legislative and regulatory reform to remove residency laws and rules as obstacles to enrollment of homeless children and youth. (Anderson, Janger, and Panto, 1995) • Shelter providers now view residency requirements as a minor barrier to school enrollment. (National Law Center on Homelessness and Poverty, 1995)
<p>School Records Requirements</p> <p>Homeless children and youth experience enrollment delays and are denied admission into school because they are unable to produce prior school records, immunization records, birth certificates, report cards from previous schools, etc. In many situations, the homeless child's receiving school may not be able to obtain records because a book was not returned when the child ran away, became evicted, was removed from his or her home, or was abandoned. In some situations, the receiving school will not enroll a child without the previous school records. (NASCEHCY Position Document, 1990)</p>	<p>1987 McKinney Act (P.L. 100-77) 1990 Amendments (P.L. 101-645) Sec 722(e)(6)</p> <p>Any record ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, and evaluation for special services or programs of each homeless child and youth shall be maintained—</p> <p>(A) so that records are available in a timely fashion when a child or youth enters a new school district;</p> <p>(B) in a manner consistent with Section 438 of the General Education Provision Act.</p>	<ul style="list-style-type: none"> • Today, the majority of state coordinators report that all children are able to enroll in school without records. (Anderson, Janger, and Panto, 1995) • In response to McKinney, most states have relaxed record requirement laws and made systemic changes to assist homeless students obtain their school records. (Anderson, Janger, and Panto, 1995) • Shelter providers still rank the transfer of school records as a significant enrollment barrier of homeless students. (National Law Center on Homelessness and Poverty, 1995)
<p>Guardianship Requirements</p> <p>Because of a concern for safety and the welfare of children, and to protect themselves from legal liability, schools have denied and delayed the enrollment of homeless students who do not reside with a parent or legal guardian in the school district. (NASCEHCY Position Document, 1990)</p>	<p>1990 McKinney Act Amendments (P.L. 101-645) Sec 722(e)(1)(H)</p> <p>States are required to address problems with respect to the education of homeless children and youth, including problems related to guardianship issues.</p>	<ul style="list-style-type: none"> • Although many states have made special allowances for homeless students on guardianship requirements, most state coordinators report that guardianship requirements remain a hindrance to school enrollment. (Anderson, Janger, and Panto, 1995) • Concern over liability is the primary impediment to overcoming guardianship issues. (Anderson, Janger, and Panto, 1995)

Identified Barrier	Legislative Response	Effect of Legislation
<p>Transportation</p> <p>Some homeless children and youth who were able to enroll in school often faced another obstacle: inability to get to their school because of a lack of transportation. Homeless families may not have access to a family car. Many shelters are unable to provide transportation, and frequently shelters are located in neighborhoods that may be perceived to be dangerous. Consequently, walking to school may be the only option available to some homeless children, and that option may not be a realistic one if the neighborhood is unsafe. (NASCEHCY Position Document, 1990)</p>	<p>1990 McKinney Act Amendments (P.L. 101-645) Sec 722(e)(1)(G)(i)</p> <p>States are required to address problems with respect to the education of homeless children and youth, including problems related to transportation issues.</p>	<ul style="list-style-type: none"> •A large majority of state coordinators surveyed reported that transportation remained one of the top three barriers to school enrollment in their state. (Anderson, Janger, and Panto, 1995) •Although a large majority of shelter providers reported that transportation was not a problem if homeless students attended school inside the shelter's district, a slightly smaller majority cited transportation as a barrier for children who wanted to attend their original school outside the shelter's district. (National Law Center on Homelessness and Poverty, 1995)
<p>Immunization Requirements</p> <p>In some states with immunization requirements, state law prohibits the enrollment of students without documentation of immunizations. In many situations, homeless children do not have immunization documentation when they seek enrollment. Sometimes the documentation may have been lost. In some situations, the children may not have been immunized. Frequently, homeless children are unable to enroll for extended periods of time as they seek to acquire immunizations or they seek the documentation of their immunizations. (NASCEHCY Position Document, 1990)</p>	<p>1990 McKinney Act Amendments (P.L. 101-645) Sec 722(e)(9)</p> <p>Each state and local education agency shall review and revise any policies that may act as a barrier to the enrollment of homeless children and youth in school. In reviewing and revising such policies, consideration shall be given to issues concerning requirements of immunizations.</p>	<ul style="list-style-type: none"> •Immunization requirements remain a major enrollment barrier of homelessness students. (National Law Center on Homelessness and Poverty, 1995) •Most states (42), still require all students to be immunized to enroll. In 27 of these states, the school districts endeavor to see that students are immunized and enrolled without delay. (Anderson, Janger, and Panto, 1995)

Identified Barrier	Legislative Response	Effect of Legislation
<p>School Fees</p> <p>Another factor that may limit the effectiveness of record transfer policies and procedures in some states is the existence of state laws or regulations that give districts the opportunity (or require districts) to withhold records if the student has outstanding fees, fines, or textbooks that have not been returned. (<i>NASCEHCY Position Document, 1990</i>)</p>	<p>1990 McKinney Act Amendments (P.L. 101-645) Sec 721(2)</p> <p>[T]he State will review and undertake steps to revise such laws, regulations, practices, or policies to assure that children of homeless individuals and homeless youth are afforded a free and appropriate public education.</p>	<p>•Although the issues of residency, school records, immunization, transportation, and guardianship have received particular attention at the prompting of the McKinney Act, the problem of school fees also emerged as an issue. (<i>Anderson, Janger, and Panto, 1995</i>)</p>
<p>Access to Comparable Services</p> <p>Fifty-five percent of the States indicated that homeless children were being denied access to comparable services such as special education, compensatory education programs, English as a second language, gifted and talented programs, and before- and after-school programs. (<i>National Coalition for the Homeless, 1990</i>)</p> <p>The number of homeless children who might qualify for bilingual education, Chapter 1 services, special education, or gifted and talented programs is unknown. However, it is clear that some homeless students do not access such services because their transience prevents them from being evaluated. (<i>NASCEHCY Position Document, 1990</i>)</p>	<p>1990 McKinney Act Amendments (P.L. 101-465) Sec 722 (e)(5)</p> <p>Requires that each homeless child be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including transportation, educational services for which the child meets eligibility criteria, such as compensatory educational programs, educational programs for the disabled, and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meals.</p>	<p>•A significant proportion of homeless children and youth experience difficulty in gaining access to federally funded educational services (e.g. Title I, special education, Head Start, etc.) (<i>Anderson, Janger, and Panto, 1995</i>)</p> <p>•A majority of service providers and shelter operators surveyed considered it a problem for homeless children to be evaluated for special education program and services and to participate in after-school events and extra curriculars, to obtain counseling and psychological services, and to access before- and after-school care programs. (<i>National Law Center on Homelessness and Poverty, 1995</i>)</p> <p>•A large majority of shelter providers did not consider participation in school meal programs to be a problem. (<i>National Law Center on Homelessness and Poverty, 1995</i>)</p>



Identified Barrier	Legislative Response	Effect of Legislation
<p>Absenteeism</p> <p>In 1989 the United States Department of Education estimated that the attendance rate among homeless students was 69 percent.</p>	<p>1990 McKinney Act Amendments (P.L. 101-465) Sec 721(1)</p> <p>[E]ach State agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate, public education which would be provided to the children of a resident of a State and is consistent with the school attendance laws.</p>	<ul style="list-style-type: none"> •The average school attendance rate for identified homeless students in elementary, middle, and high school was 86 percent. (<i>Anderson, Janger, and Panto, 1995</i>) •A majority of service providers and shelter operators surveyed viewed absenteeism as problem for homeless children and youth. (<i>National Law Center on Homelessness and Poverty, 1995</i>)
<p>School Choice</p> <p>Homeless students were not given the option of attending the school in the district where the shelter or temporary residence was located. Similarly, some homeless students were denied the opportunity to attend their school of origin. Even though many school districts served homeless students in both settings, there was no clear policy that required placement decisions to be based upon the best interest of the homeless child.</p>	<p>1987 McKinney Act (P.L. 100-77) Sec 722 (e)(3) 1990 Amendments (P.L. 101-645) Sec 722 (e)(3)(A)(B)(C)</p> <p>Requires that each homeless child be allowed to maintain enrollment in the school the child attended before becoming homeless, or to enroll in the school where the child is located, whichever is in the child's best interest.</p>	<ul style="list-style-type: none"> •Most students living in shelters were transported to school; however, many were not transported to their school of origin, due to the costs of transportation across attendance zones or district lines. (<i>Anderson, Janger, and Panto, 1995</i>) •When deciding whether to continue a homeless child in the school of origin or to transfer the child to a school in the shelter's attendance area, a majority of shelter providers estimated that school officials very often or often make 'best interest determinations' (<i>National Law Center on Homelessness and Poverty, 1995</i>)

History Of The National Association for the Education of Homeless Children and Youth (NASCEHCY)

In the late 1970s and early 1980s, service providers working with the homeless began to report an escalating demand for their services. This was the beginning of the current homeless crisis, a crisis that has persisted and continues to grow. Although the first federal response to this crisis occurred with the Emergency Food and Shelter Program contained in the Jobs Stimulus Act of 1983 (P.L. 98-8)*, the educational needs of homeless children were not addressed by the federal government until the passage of The Stewart B. McKinney Homeless Assistance Act in July 1987. The McKinney Act was the first substantial federal legislation concerned with homelessness. Despite the complexity of the homeless crisis, however, the McKinney Act was primarily concerned with providing various types of emergency assistance. Along with the portion that addressed the education of homeless children, the act included provisions for emergency shelter, food assistance, transitional housing, health and mental health care, job training, and a couple of permanent housing programs.

The original McKinney Act addressed the education of homeless children through two provisions. In the first provision, formula grants were made available to states that submitted acceptable plans for the education of homeless youth. The allocation for these McKinney grants was based on the state's Chapter One allocation. These formula grants could not be used to provide direct services to homeless children. States that received this formula grant were required to establish an office of the State Coordinator for the Education of Homeless Children and Youth. The State Coordinator would be responsible for writing and implementing the state's plan. States that received the McKinney grants were required to do the following:

1. submit a plan for the education of homeless children;
2. submit a count of all the homeless children in the state;
3. assure that each child of a homeless person and each homeless youth have access to the same public education that non-homeless children in the State had; and
4. review and revise any residency requirements to assure that homeless children have access to a free and appropriate public education.

Although the second provision authorized \$2.5 million for competitive grants for exemplary programs, this money was not funded until three years later. The competitive grants did have fewer proscriptions than the formula grants and could be used for providing direct services to homeless youth. However, because these grants were not funded for three years, no money was available for providing direct services to homeless children and youth during the initial implementation of the McKinney Act. The competitive grants for exemplary programs were discontinued in the reauthorization of the McKinney Act in 1990, at which point the formula grant program was amended to allow for the provision of direct services and the authorization ceiling of the McKinney Act was increased to \$50 million.

The initial response by the US Department of Education to the passage of the McKinney Act was criticized by homeless activists for being too slow. Activists initiated a lawsuit against the US Department of Education that eventually resulted in a timetable for implementation of the program. Because of the delays at initiating the program, there was no meaningful way to evaluate its effectiveness when it was up for reauthorization or expiration in 1988. The McKinney Act was reauthorized at this time, however, with virtually no change in the education component.

Although the formula grants provided by the McKinney Act were small, most states applied for them. In 1988, the education of homeless children was completely unmapped territory: there was little knowledge anywhere about educating homeless children. The states were receiving their McKinney funds and there was a time line for implementation, but the US Department of Education was now being criticized for providing little or no oversight once the programs were up and running.

The first state coordinators to be hired included Cindy Uline (PA) and Peggy Jackson-Jobe (MD). When Ms. Jackson-Jobe was hired she felt a need to reach out to other coordinators. Early state coordinators were in the unenviable position of being new to a newly created position, yet expected to be experts. Ms.

*Burt, Martha R. and Barbara E. Cohen. 1989. *American's Homeless: Numbers, Characteristics, and Programs that Serve Them*. Washington, D.C.: The Urban Institute., 11.

Jackson-Jobe introduced herself via a letter to the other state coordinators and sent updates as each subsequent coordinator was hired in an attempt to foster the exchange of ideas and information. These informal newsletters were the first steps towards the establishment of the National Association of State Coordinators for the Education of Homeless Children and Youth.

At the same time that the coordinators were communicating more frequently because of the letters, the US Department of Education began to provide technical assistance. This technical assistance was initiated partly in response to the earlier criticisms, but also in response to a dissatisfaction with the counts of homeless children that had been received at the end of 1988. The US Department of Education held two regional technical assistance workshops in the beginning of 1989 for the coordinators, one on the East Coast (Hartford, Connecticut) and one out West (Salt Lake City, Utah). Already familiar with each other via the newsletters and informal contacts, the coordinators found these meetings to be valuable not only because the US Department of Education sponsored workshops, but also because it provided coordinators an opportunity to exchange ideas and experiences.

At the Salt Lake City meeting, some of the state coordinators decided that they wanted to explore the idea of forming a national association. They felt that a national association would provide more efficient avenues for communication with each other as well as the opportunity to present a unified voice on issues affecting the education of homeless youth. Joseph F. Johnson (TX) surveyed all of the state coordinators in March 1989 to determine the degree of interest in establishing a national association. The vast majority of the 33 respondents felt that a national association was needed and said that they would join one if it existed.

In discussions about the national association, two initial concerns surfaced. State coordinators wanted to avoid creating a bureaucratic nightmare. Mr. Johnson interviewed people from the National Association of State Directors of Special Education (NASDSE), the National Association of State Directors of Migrant Education (NASDME), and the National Association of State Coordinators of Chapter One—ECIA (NASC Chapter 1--ECIA), and was reassured about the possibility of creating a national association that avoided mutating into a bureaucratic monster.

The second concern involved institutionalizing homelessness. Educators wanted to avoid responding to the educational needs of homeless children in a manner that only perpetuated homelessness. Governmental responses, including the Stewart B. McKinney Homeless Assistance Act, had already taken giant leaps toward the institutionalization of homelessness. In discussing this concern, some state coordinators felt that homelessness could be further institutionalized by failing to act as well as by taking actions. By creating a national association, coordinators would be able to voice their concerns over the inappropriate emphasis that had been placed on counting, rather than serving, homeless students; share information, ideas and experiences; communicate with each other, the US Department of Education and the United States Congress in an organized, coherent fashion; and coordinate activities on a regional or even national basis.

The coordinators met to discuss a national association on June 9, 1989. At that meeting in Washington, DC, over 30 state coordinators voted unanimously (with one abstention) to establish the National Association of State Coordinators for the Education of Homeless Children and Youth (NASCEHCY). They adopted the following mission statement at this meeting:

The National Association of State Coordinators for the Education of Homeless Children and Youth believes that in each state and territory, coordinated efforts must be implemented to ensure that children and youth residing in temporary living situations receive equal access (equity) to appropriate educational services employing every effort to maintain continuity and enhancement in instructional and non-instructional programming (excellence), and that strategies for effective instruction, comprehensive pupil services, and research must be developed, conducted, and disseminated.

Coordinators in attendance agreed on 10 goals and objectives for the coming year and created a number of committees designed to further the mission statement, goals, and objectives. The goals they outlined were:

1. To obtain guidance, direction, and information in a timely manner from the U.S. Department of Education.
2. To formalize a system for exchanging information between and among ourselves.
3. To work for full funding of the McKinney Act, including additional funding for service to children.

4. To identify recommendations to Congress on the 1990 reauthorization of the McKinney Act.
5. To establish a vehicle for providing input to USDE, Congress, and other policy makers regarding major issues of concern.
6. To establish a vehicle for accessing information from Capitol Hill.
7. To review ways states have organized their program within their state departments and to define alternatives. This would be for information only.
8. To prepare an annual report on education needs and best practices for dissemination to coordinators, national associations, legislators, etc.
9. To begin to explore ways to provide developmental and awareness activities to coordinators at national conferences.
10. To stimulate research on the issue of educational services to children who are homeless.

At the June 9th meeting state coordinators also agreed to initiate a newsletter, the *Homeless Education Beam*, as a means to increase and improve communication between association members. The original editor was Bill Scheel (AZ) and the first issue was distributed in October 1989. In the fall of 1992, Luke Chiniche (LA) became the editor. (In the first issue of the *Beam*, Bill provides the official NASCEHCY pronunciation—"Nas-ketch-ie." Since 1989, custom has changed and most people pronounce it "Nas-setch-ie." Where'd that "k" disappear to?) After a few years out of circulation, Dona Bolt (OR) revived the BEAM in early 1997, offering an expanded and improved publication.

The next time that most of the state coordinators convened was when the US Department of Education called a meeting for November 7-8, 1989. NASCEHCY held a state coordinators meeting on November 6th. At the November 6th meeting, officers were elected and by-laws were tentatively approved. The first officers of NASCEHCY were: Joseph Johnson (TX), president; Michelle Linehan (MA), vice-president; Claudette Nelson (MI), secretary; and Bill Scheel (AZ), treasurer.

The real importance of the November 6th meeting, however, concerned the approval of the policy statement on the reauthorization of Subtitle VII-B of the McKinney Act. The reauthorization of Subtitle VII-B is an example of NASCEHCY's value in the education of homeless children. NASCEHCY issued a policy statement on the reauthorization and distributed it to as many policymakers as possible. As chairman of the Education and Labor Committee, Senator Ted Kennedy (MA), was taking the lead in drafting the reauthorization for the Senate. He received the policy statement and decided that NASCEHCY's input would be useful. Senator Kennedy's office contacted NASCEHCY for help in writing the reauthorization. On the House side, Representative Louise Slaughter (NY) worked with NASCEHCY on creating the companion bill. Both Congresspersons continued to solicit NASCEHCY's input throughout the reauthorization process. The language regarding the education of homeless children was strengthened considerably and an increase in funding for homeless education was authorized, all due to NASCEHCY's input.

NASCEHCY was created out of a desire to serve the educational needs of homeless children. As an organization, the primary focus has always been on those needs. Because the only federal legislation dealing with the education of homeless children has been the McKinney Act, NASCEHCY's activities have often revolved around ways to strengthen McKinney. It is likely that at some point in the future, the federal response to homelessness will change. As the federal laws relating to homelessness evolve, NASCEHCY will evolve in its attempt to ensure that all homeless children and youth have access to a free and appropriate public education.



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