



Supporting Students Experiencing Homelessness

Patricia A. Popp, Ph.D.
State Coordinator, Project HOPE-VA
The College of William & Mary
Virginia Department of Education

Kim Pickles, Ed.D.
Principal
WJCC Public Schools

Goals

- Highlight key McKinney-Vento Homeless Education Act requirements
- School of origin and transportation
- New Title I, Part A Guidance
- Implementation successes and challenges

Project



HOPE

VIRGINIA

EDUCATION FOR HOMELESS CHILDREN AND YOUTH
Virginia Department of Education
Coordinated by the College of William and Mary

Causes and Impact of Homelessness

- Causes

- Poverty
- Substance Abuse
- Domestic Violence
- Mental Illness
- Affordable Housing
- Economic crises

- Impact

- Absenteeism is greater
- Developmental delays occur at 4 times the rate reported for other children
- Learning disabilities identified at double the rate
- Twice as likely to repeat a grade



**McKinney-Vento Homeless
Assistance Act
Education for Homeless Children and
Youth (EHCY)
Program**

**Title X, Part C
2001 Reauthorization of the Elementary
and Secondary
Education Act**

Defining homelessness for EHCY

- An individual who lacks a **fixed, regular,** and **adequate** nighttime residence, including children and youth :
 - *sharing housing* due to loss of housing or economic hardship
 - living in **motels**, hotels, *trailer parks*, or camping grounds due to lack of alternative adequate housing
 - living in emergency or *transitional housing*.....**housing first; rapid rehousing**

Defining homelessness (cont'd)

Including children and youth :

- abandoned in hospitals
- *awaiting foster care*
- having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations

Defining homelessness (cont'd)

- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- *migratory students* meeting the description
- *unaccompanied youth* meeting the description
- How eligibility is determined by a liaison:
http://center.serve.org/nche/downloads/briefs/det_elig.pdf

Fixed, Regular, and Adequate

- **Fixed:** Stationary, permanent, and not subject to change
- **Regular:** Used on a predictable, routine, or consistent basis (e.g. *nightly*)
- **Adequate:** Sufficient for meeting both the physical and psychological needs typically met in home environments

Can the student go to the SAME PLACE (fixed) EVERY NIGHT (regular) to sleep in a SAFE AND SUFFICIENT SPACE (adequate)?



McKinney-Vento EHCY Requirements

- Appoint a local homeless education *liaison* in every LEA
- For Virginia liaisons, visit:
 - www.wm.edu/hope
- Provide outreach and coordination to identify students

EHCY Requirements (cont'd)

- Enroll students *immediately* in local school OR
- Maintain student enrollment in the *school of origin* when feasible and in the student's best interest
 - Includes transportation
 - Even across school division lines

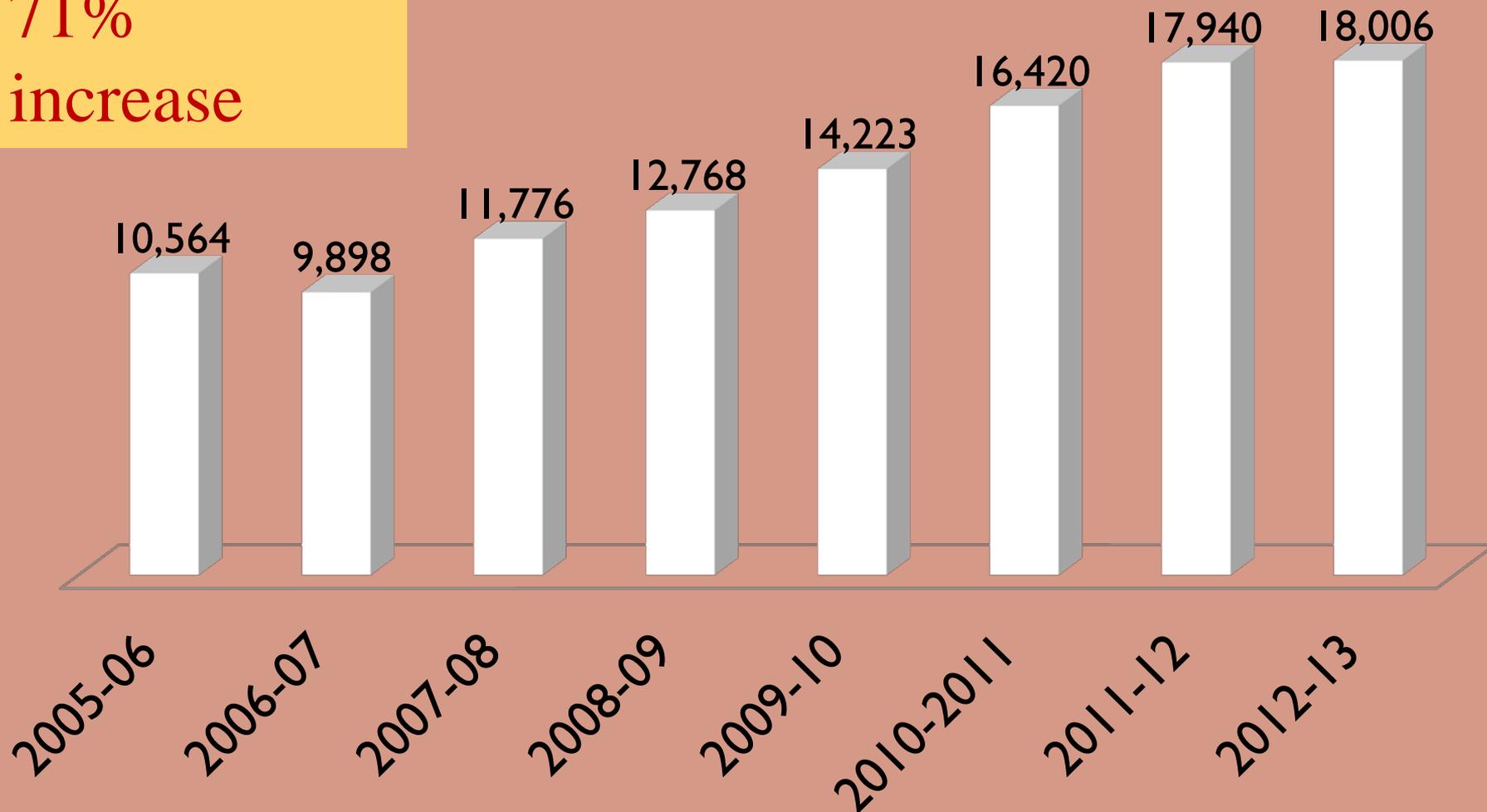
**Get the student enrolled and
keep the student enrolled!**

National Numbers

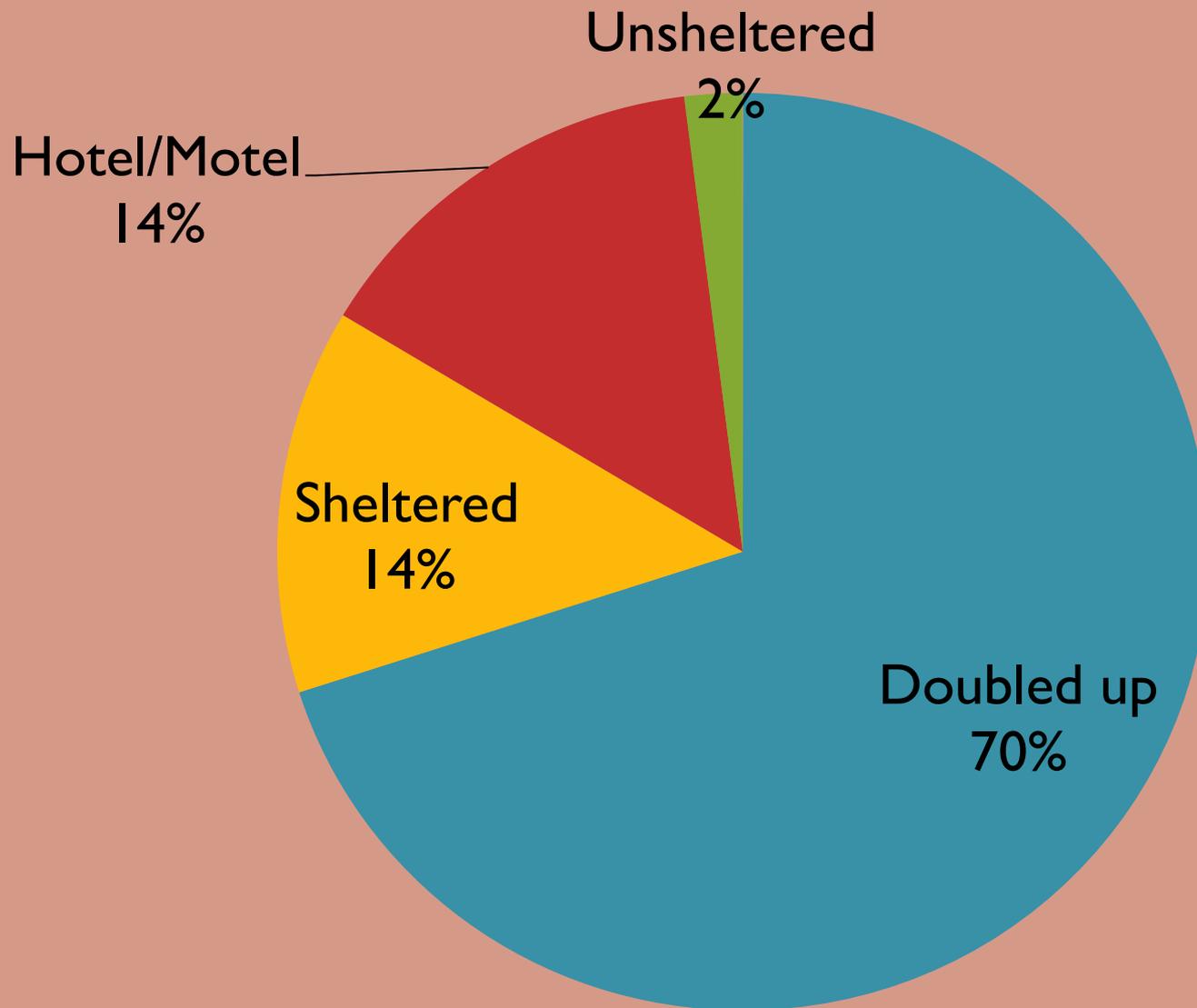
- Approx. one-third are families
- 1.6 million children – one in 45 experience homelessness (NCFH)
- **1,168,354** in SY 2011-12, a 24% increase over three years (VA – 27%)
- [NCHE State Profile Pages](#)

Students Identified as Homeless Total Enrolled in Virginia Schools

71%
increase



Virginia 2012-13 Initial Primary Nighttime Residence





The child's classroom may be the **only** place where the child can experience quiet, interact with children his/her age, and experience success...

*School is the most **normal** activity that most children experience collectively...For homeless children it is much more than a learning environment. It is a place of safety, personal space, friendships, and support.*

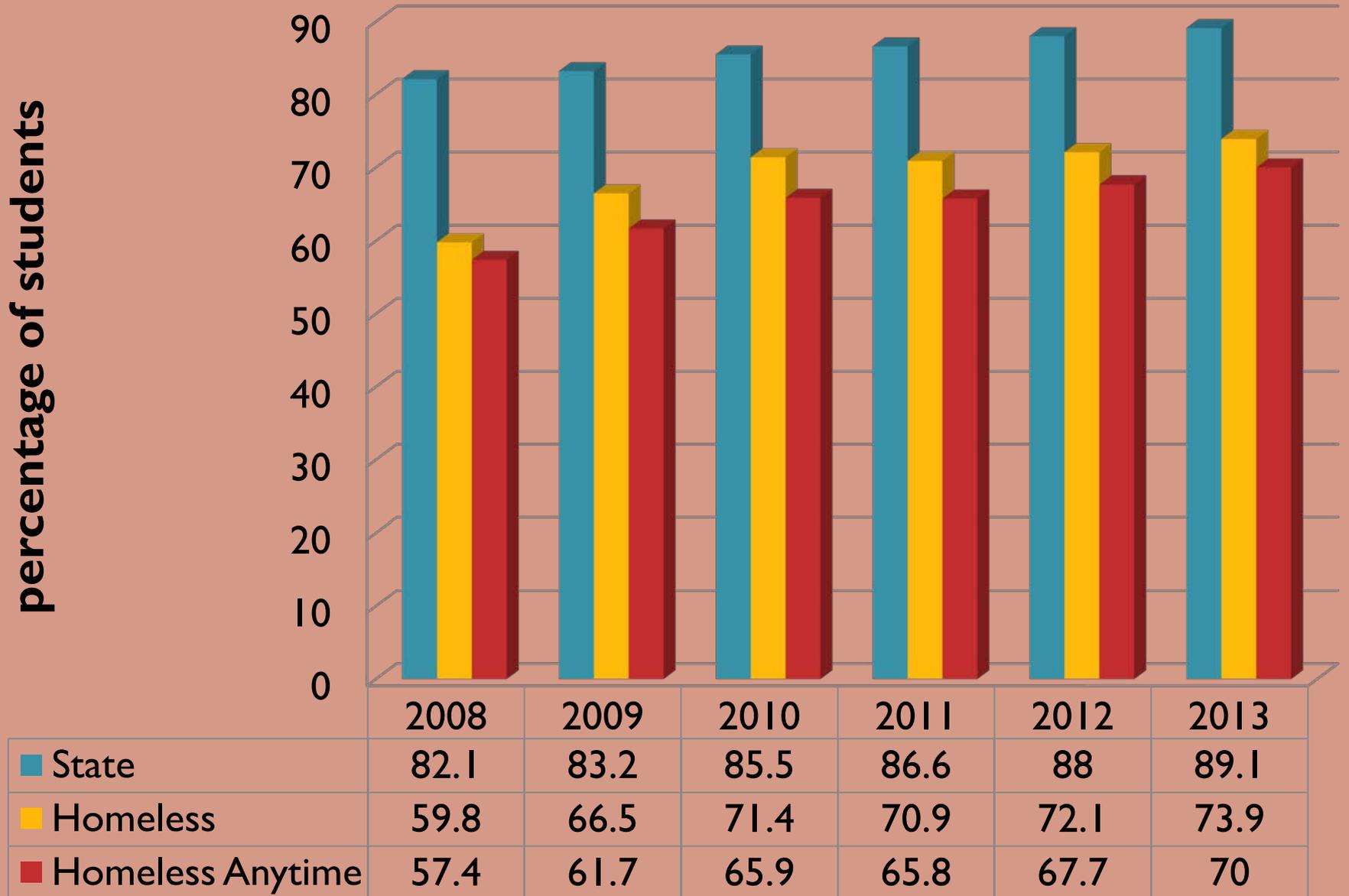
Oakley & King, 2000

Virginia's On-Time Graduation Rate:



http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

Virginia's On-time Graduation Rate



New Title I, Part A Guidance

- Transportation to school of origin while homeless is **NOT** considered supplanting and is allowable
- Funding homeless liaison is allowable
- For
 - 2013-14 carryover funds
 - 2014-15 funds

Successful Educational Strategies of Elementary Teachers of Homeless Students

- Case study conducted 2013-2014
- 2 suburban elementary schools
- Teacher interviews
- Observations (Differentiated Classroom Observation Scale)
- Artifacts

Instructional and Classroom Management Practices

- Most used with homeless students compared to regularly housed students
 - Questioning by teachers
 - Student Responding
 - Technology Use – Teacher
 - Teacher interaction with individual student
 - Anchoring activity during lesson
 - Small group discussion
 - Lecture
 - Learning Centers



Instructional Practices to Promote Academic Success

- Planning
- Learning Groups
- Homework

Instructional Practices to Promote Academic Success

- Planning
 - Planning based on assessments
 - Planning using background knowledge and differentiation
 - Planning backwards

Instructional Practices to Promote Academic Success

- Learning Groups
 - Allows for ability grouping
 - Increases confidence levels for students in each learning group
 - Promotes collaborative learning differentiation

Instructional Practices to Promote Academic Success

- Homework
 - Provide supplies for home
 - Complete assignments at school
 - Time extensions
 - Simplify/modify for success

Non-Instructional Practices to Promote Academic Success

- Relationships
- Supports
- Needs

Non-Instructional Practices to Promote Academic Success

- Relationships
 - Builds from the very beginning
 - Build trust
 - Welcomed and loved
 - Build home communication

Non-Instructional Practices to Promote Academic Success

- Supports
 - Providing extra assistance
 - Monitoring/checking in more
 - Assist with social behaviors
 - Connections/support system

Non-Instructional Practices to Promote Academic Success

- Needs
 - Awareness
 - Physical
 - Emotional

Implications for Practice

- Teachers must be aware of various challenges that homeless children may deal with when applied to the educational setting.
- Teachers must be aware of instruction and modifications to promote success.
- Teachers must be aware of social supports available.
- Teachers need to utilize strategies for success in the classroom to promote a positive learning experience.



*And miles to go
before I sleep;
and miles to go
before I sleep.*

Robert Frost

**“I may be
Homeless,
but I am not
Hopeless.”**

--Florida LeTendre Scholarship
Recipient





Thanks for all you do!

[HMSE_PICS.mpg](#)

Resources

- HUD Virginia Resources - www.hud.gov/local/index.cfm?state=va&topic=homeless
- NAEHCY – www.naehcy.org
- NCHE - www.serve.org/nche
- NLCHP - www.nlchp.org
- NLIHC – www.nlihc.org
- Project HOPE-VA: www.wm.edu/hope

Contact Information

Project HOPE-Virginia
The College of William & Mary
P. O. Box 8795
Williamsburg, VA 23187
757-221-4002
757-221-5300 *Fax*
homlss@wm.edu