

Meeting the Educational Needs of Pennsylvania's Homeless Children and Youth

Commonwealth of Pennsylvania Task Force on
Homeless Children's Education

Report to the Governor and General Assembly of
Pennsylvania



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

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Executive Summary

On July 5, 2012, the General Assembly of the Commonwealth of Pennsylvania passed and Governor Tom Corbett signed Act 123 of 2012 creating a Task Force within the Pennsylvania Department of Education to examine the educational needs of Pennsylvania's homeless children and youth. The Task Force brought together leaders from both the public and private sector representing education, community organizations, faith-based organizations, advocacy organizations, housing services and state officials. The Task Force was chaired by the Secretary of Education and the Secretary of Public Welfare.

The Task Force was charged with making recommendations regarding the collection and use of data gathered by the Department of Education and issuing a report of its findings and recommendations. To this end, the Task Force organized into three subcommittees (1) Data Review; (2) Early Childhood Barriers and Best Practices; and (3) Best Practices. to investigate various aspects of the education of homeless children and youth, identifying priorities and offering recommendations in relation to those priorities.

The Task Force studied the demographics and education of Pennsylvania's homeless child population and their educational needs. The study included:

1. Demographic survey of homeless parents and homeless youth;
2. Assessment of difficulties in providing educational services to homeless students;
3. Assessment of barriers to serving the needs of preschool children experiencing homelessness, including access to early intervention services;
4. Assessment of successful strategies for serving homeless students, including parents, homeless shelters, students and school district educational services available to homeless students;
5. Assessment of best practices used in other states to educate homeless students; and
6. Recommendations regarding the collection and use of data currently collected by the Department of Education.

To assist with the demographic survey, the Task Force asked the Department of Education to coordinate the administration of the statewide survey to parents of families experiencing homelessness. The Department designed and mailed the parent survey to administrators of Local Education Agencies (e.g., school districts, charter schools or intermediate units) and regional homeless coordinators. The work of the Task Force subcommittees and survey data was used in formulating the report recommendations.

A Case for Action

There are an estimated 19,914 children and youth reported to be experiencing homelessness and receiving supportive services through Pennsylvania's Education for Children and Youth Experiencing Homelessness Program. Of the 19,914 children and youth reported as homeless, 18,231 children were identified as being enrolled in school. This represents about one percent of the Pennsylvania public school population.

Homelessness can be distressing for children and youth, as they can experience multiple moves in a given year, staying in shelters, doubling up in overcrowded apartments with relatives or family friends, or sleeping in motels, cars and campgrounds.

Homeless students have an increased likelihood of being placed in special education programs. Additionally, the instability of homeless students who are in special education, are more likely to lag behind other students academically, are less likely to graduate from high school in four years as their special education peers and have a higher risk of repeating a grade than those who are not in special education. Approximately 25 percent of Pennsylvania students experiencing homelessness who are identified and enrolled in school were designated as having a disability.

Forty-two percent of homeless children are age six or under, with over 40 percent of the children under the age of five. Children who experience homelessness at such a young age can be significantly impacted and are more likely to demonstrate behavioral problems such as aggression, social withdrawal, depression and anxiety. These can affect academic, social and economic outcomes. These children can have fragile relationships with their parents and limited access to early developmental opportunities. Therefore, interventions that strengthen parent-child relationships and offer easy access to quality early childhood programs and services should be undertaken.

Pennsylvania estimates 7,567 children and youth experiencing homelessness were classified as unaccompanied youth and enrolled in school. Even though the number of unaccompanied youth enrolled in school is known, Pennsylvania has limited knowledge about the number and experiences of unaccompanied youth living in the state, not attending school and/or living in emergency or transitional housing. This lack of reliable and comprehensive data on this unaccompanied youth population limits the commonwealth's ability to identify and connect with a large number of highly mobile youth who are not enrolled in school and at times invisible. Without access to these youth and/or the acquisition of reliable data, it is difficult to identify effective ways to intervene with supportive programming and services for this population.

Summary of Recommendations from the Commonwealth of Pennsylvania Task Force on Homeless Children's Education

This report offers 13 recommendations which collectively serve as a framework which builds upon existing efforts and seeks to advance change within the system to meet the educational needs of Pennsylvania's children experiencing homelessness. The findings and recommendations contained in this report are presented to the Governor, the President pro tempore of the Senate, the Minority Leader of the Senate, the Speaker of the House of Representatives, the Minority Leader of the House of Representatives, the chairman and minority chairman of the Education Committee of the Senate and the chairman and minority chairman of the Education Committee of the House of Representatives.

These recommendations are organized within four overarching categories of need: 1) Collaboration and Coordination; 2) Data Collection; 3) Outreach and Engagement; and 4) Service Delivery. The 13 recommendations appear below in an abridged version. The full text of these recommendations is found in the *Task Force Recommendations* section of this report.

Collaboration and Coordination

1. A statewide advisory council should be established for the purpose of providing appropriate state agencies with local program and policy guidance with respect to children experiencing homelessness in the commonwealth.
2. State and local level interagency agreements and protocols specific to Title I, McKinney-Vento, OCDEL, Special Education, Migrant Education should be developed to promote cross-system professional development, resource sharing, smooth student transitioning, and support for families, leading to better educational outcomes for the children.
3. A statewide system of practices should be developed focusing on family-centered intervention strategies, family team decision-making and parent engagement. These practices should enable children experiencing homelessness to foster stable and secure attachments to responsible adults. This system of practice should promote state and local coordination of parent training and engagement requirements found within current federal and state regulations.
4. A uniform service intake process for parents, children and unaccompanied youth experiencing homelessness should be established and adopted across the appropriate state agencies. This system should include cross-agency guidance and development of related policies and practices.

Data Collection

5. Using existing early intervention systems, a coordinated approach to the collection of data for students experiencing homelessness should be used to uniformly report the educational outcomes of children who participate in school age and regulated pre-kindergarten programs across Pennsylvania. The coordinated approach should include LEA level McKinney-Vento data annually published and made electronically available to the general public for the purpose of local program improvement.

Outreach and Engagement

6. Develop a statewide identification and engagement strategy which will locate children and youth experiencing homelessness and enroll them in supportive programs and services, specifically those who are of early childhood age and unaccompanied.
7. Appropriate state agencies should administer an annual survey to parents experiencing homelessness which contain parent demographic questions and qualitative components related to their children's education. The survey should be available for online and paper submission in the parent's primary language.
8. Local stakeholder participation should be formally established as part of the McKinney-Vento Homeless Assistance Act sub-grantee application to the commonwealth.

Service Delivery

9. Implement a comprehensive statewide cross-system developmental screening process for infants, toddlers and preschool children experiencing homelessness which results in their increased access to early childhood programs, including early intervention.

10a. Quality programming and services should be available to homeless families with children and unaccompanied youth experiencing homelessness in Pennsylvania through the promotion of exemplary practice and continuous quality improvement. Resource and support information should be annually published by the relevant state agencies through their respective websites.

10b. Program quality indicators should be added to Pennsylvania's McKinney-Vento compliance monitoring document to improve program quality.

11. Full or partial credit for coursework satisfactorily completed by students who attend public schools, juvenile court ordered alternative education programs, or a nonpublic, nonsectarian schools or agencies should be awarded as children transfer from one school district to another. Policy changes should be undertaken to enable all school districts across the commonwealth to uniformly issue these credits.

12. State financial incentives should be established to supplement the commonwealth's existing regional federal funding methodology.

13. In accordance with requirements outlined in the McKinney-Vento Homeless Assistance Act, improve transportation services for students experiencing homelessness.

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Introduction

*An estimated 1.6 million children are likely to experience homelessness over the course of a year, with more than a third of the total homeless population of the United States comprised of families.*¹

On July 5, 2012, the General Assembly of the Commonwealth of Pennsylvania passed and Governor Tom Corbett signed Act 123 of 2012 creating a Task Force within the Pennsylvania Department of Education (PDE) to examine the educational needs of Pennsylvania's homeless children and youth. Prescribed Task Force members are leaders from both the public and private sector representing education, community organizations, faith-based organizations, advocacy organizations, housing services and state officials. The Task Force was chaired by the Secretary of Education and the Secretary of Public Welfare.

The Task Force was created to conduct a study of the demographics and education of Pennsylvania's homeless child population and their educational needs. The study included:

- Demographic survey of homeless parents and homeless youth;
- Assessment of difficulties in providing educational services to homeless students;
- Assessment of barriers to serving the needs of preschool children experiencing homelessness, including access to early intervention services;
- Assessment of successful strategies for serving homeless students, including parents, homeless shelters, students and school district educational services available to homeless students;
- Assessment of best practices used in other states to educate homeless students; and
- Recommendations regarding the collection and use of data currently collected by the Department of Education.

The Task Force was tasked to make recommendations regarding the collection and use of data currently collected by the PDE and issue a report of its findings and recommendations to the Governor, the President pro tempore of the Senate, the Minority Leader of the Senate, the Speaker of the House of Representatives, the Minority Leader of the House of Representatives, the chairman and minority chairman of the Education Committee of the Senate and the chairman and minority chairman of the Education Committee of the House of Representatives.

The 14-member Task Force worked both in subcommittees and as a whole. The Task Force engaged diverse stakeholders in its deliberations, heard from experts and reviewed national and commonwealth studies and reports, and drew upon research. The members of the Task Force can be found in the Supportive Documents section of this report.

To facilitate its actions, the Task Force organized into three subcommittees that could appropriately investigate various aspects of the education of homeless children and youth, identifying priorities and offering recommendations in relation to those priorities. The three subcommittees are: (1) Data Review; (2) Early Childhood Barriers and Best Practices; and (3) Best Practices.

The Task Force consolidated the subcommittee reports and findings into a consensus set of recommendations for action. Throughout the Task Force process, members emphasized the recommendations were interrelated, thus ensuring implementation of a more comprehensive and integrated approach in addressing the educational needs of children and youth experiencing homelessness.

The Task Force also asked PDE to coordinate the administration of a statewide survey to parents of families experiencing homelessness. PDE designed and mailed the parent survey in both English and Spanish across the state to administrators of Local Education Agencies (LEAs) (e.g., school districts, charter schools or intermediate units) and regional homeless coordinators in October 2013. PDE received 643 responses to the survey. Survey data was compiled and presented to Task Force members for use in formulating the Task Force recommendations. A copy of the parent survey and summary of survey findings can be found in the Supportive Documents section of this report.

The Task Force members recognize parents have the ultimate responsibility for their children's education and healthy well-being. If parents are to make the best choices for their children, then society and government can and should provide them with the needed information in ways which are easily understood and attainable. This can be achieved through a well-informed, integrated and comprehensive system of supports and settings.

The Case for Action

Homeless Families are everywhere – in most cities and in many communities. In January 2011, Pennsylvania had an estimated 2,396 homeless families on a single night being sheltered, with providers serving more than twice their bed capacity over the course of the year.²

Homeless children and youth primarily fall into one of two groups - *children and youth who experience family homelessness* and those identified as *unaccompanied youth*. For the purpose of this report, early childhood and school age children and youth who are homeless and living with their parent or caregiver are referred to as *children living in homeless families*, while those who are homeless, not in the physical custody of parent or guardian and any age, birth to age 21 are identified as *unaccompanied youth*.

Within Pennsylvania's homeless families there are an estimated 19,914 children and youth reported to be experiencing homelessness and receiving supportive service through Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program. Details of the ECYEH Program are discussed later in this report. Of the 19,914 children and youth reported 18,231 children were identified as being enrolled in school.³ This represents about one percent of the 2011-12 school year population enrolled in Pennsylvania's public schools. Within this group of children 7,567 (42 percent) are classified as unaccompanied youth. In terms of the type of schools these students attended, 48 percent attended school-wide Title I schools, 21 percent attended targeted Title I schools and 26 percent attended non-Title I schools.⁴ According to preliminary 2012-13 data, 19,459 students experiencing homelessness and enrolled in school have been

identified. *Chart 1* shows a breakdown by grade level of homeless students enrolled in school as reported by LEAs.

Chart 1		
Homeless children and Youth Enrolled in School as Reported by Local Education Agencies		
Grades	Number Enrolled	Reporting LEAs
2010-11		
Pre-Kindergarten	604 (Includes non-LEA pre-kindergarten programs)	566 Reporting LEAs
K-5	9,436	
6-8	3,670	
9-12	4,797	
Total All Grades	18,621 (Includes ungraded 23 and unknown 90)	
2011-12		
Pre-Kindergarten	461 (Does not include Non-LEA pre-kindergarten programs)	613 Reporting LEAs
K-5	9,146	
6-8	3,757	
9-12	4,831	
Total All Grades	18,231 (Includes 16 ungraded and 20 unknown)	
2012-13 (Preliminary)		
Pre-Kindergarten	545	668 Reporting LEAs
K-5	9,771	
6-8	3,941	
9-12	5,084	
Total All Grades	19,459 (Includes 8 ungraded and 110 unknown)	

Of these reported students in 2012-13, 59 percent had nighttime living arrangements that include doubling-up with others, 31 percent were living in shelters, transitional housing, or awaiting foster care placement; six percent were staying in hotels or motels; one percent was unsheltered; and two percent was unknown.⁵

Acquiring an accurate number of children living with homeless families and unaccompanied youth can be difficult to obtain, especially if these children and youth are not receiving supportive services, housed in shelters, transitional living facilities or enrolled in school. Many of these individuals and their family members can go undetected if they are living in unsheltered environments, are mobile and not receiving services.

For students experiencing homelessness and enrolled in local education agencies (LEAs), the LEAs are required to provide information on these students who attend their schools regardless of the services the students receive from ECYEH Program. Additionally, all non-LEAs (includes shelters and non-LEA pre-kindergarten programs) receiving direct or indirect services through ECYEH Program are also required to provide information on the children and youth who attend their schools or reside in their facilities. In the United States, African-American children disproportionately experience homelessness (47 percent), and children of American Indian and Alaska Native backgrounds have a slightly higher proportion of homelessness (2 percent), compared with their representation in the population.⁶ In Pennsylvania, the 2011-12 and 2012-13 ECYEH

Program State Evaluation Reports indicate the enrolled students experiencing homelessness were approximately one percent of the state public school population. In 2012-13, the race of those

enrolled students experiencing homelessness were 70 percent White/Caucasian (not Hispanic), 15 percent Black/African American (not Hispanic), and 9 percent Hispanic (any race). The remaining 6 percent represents various other race categories.⁷

Upon further examination of the race of students experiencing homelessness in comparison to state race categories, White/Caucasian (not Hispanic) students experiencing homelessness were approximately one percent of the state White/Caucasian (not Hispanic) public school population, Black/African American (not Hispanic) students experiencing homelessness were approximately three percent of the state Black/African American (not Hispanic) population, and Hispanic (any race) students experiencing homelessness were approximately one percent of the state Hispanic (any race) student population.

Early Childhood and School Age Children and Youth

Homelessness can be distressing for children and youth, as they can experience multiple moves in a given year, staying in shelters, doubling up in overcrowded apartments with relatives or family friends, or sleeping in motels, cars and campgrounds. Providing a stable and nurturing environment during a child's early years is important to connect early learning to lifelong growth and development. According to a study done by the Center on the Developing Child at Harvard University, a child's early experiences contribute to their brain development, which in turn can affect their future learning, behavior and health. Young children, especially infants who experience stable environments with access to stimulating play and early educational experiences, develop neural pathways in the brain that lays a foundation for academic readiness, positive social skills, and emotional stability. Unfortunately, children and youth experiencing homelessness tend to be very young and grow up in families headed by young parents, usually single mothers in their twenties, with low levels of education.⁸ The level of education acquired by a parent can be a significant predictor of how successfully parents structure their home environments; interact with their children; influence their children's educational development and foster their academic success.⁹

Children who experience homelessness can have fragile relationships with their parents and limited access to early developmental opportunities. Therefore, interventions that strengthen parent-child relationships and offer easy access to quality early childhood programs and services should be undertaken. Research findings indicate that at-risk children who become involved in early educational interventions have substantive short- and long-term effects on cognition, social-emotional development, school progress, antisocial behavior, and even crime.¹⁰

Forty-two percent of homeless children are age six or under, with over 40 percent of the children under the age of five.¹¹ Children who experience homelessness at such a young age can be significantly impacted and are more likely to demonstrate behavioral problems such as aggression, social withdrawal, depression and anxiety. These can affect academic, social and economic outcomes.¹²

Education can be the stabilizing aspect in many children's life. For children who become homeless and frequently move into shelters or transitional housing, forced transfers from their schools often

occur. These school transfers disrupt their relationships with teachers and peers. This disruption can impact their learning and impede their social and emotional development. Moving to a new school can result in an educational setback of four to six months, while switching schools multiple times in a single school year can mean the equivalent of a year's loss in education.¹³ Homeless students are eight to nine times more likely to repeat a grade than their housed peers.¹⁴

It is not surprising that children and youth experiencing family homelessness and subsequent mobility can have difficulty learning. Absenteeism and frequent moves can seriously hinder children's educational growth and impact long-term academic achievement across age levels.¹⁵ Reading, spelling, and mathematics scores are more often below grade level for children and youth experiencing family homelessness, compared with their housed peers.¹⁶ Collectively, this lack of stability may prevent the student from having the opportunity to meet the same challenging, local and state performance standards all students are expected to meet. In a study conducted in Los Angeles, California, an estimated 39 percent of children and youth who experience family homelessness and were sheltered missed more than one week of school during the immediate past three month period and changed schools two to five times in that past 12 month period.¹⁷

The 2012-13 program year was the first time school information was complete enough to examine students' various LEA-school combinations. In Pennsylvania the rate of students experiencing homelessness and their school mobility is better than many other states. Mobility findings in Pennsylvania indicate for the most part, students stayed in their LEA-school of origin. However, there are a number of students who experienced a great deal of mobility. Of those students experiencing homelessness and enrolled in LEAs, 14,016 (72%) remained in the same LEA, 3,904 students (20%) attended two LEAs, 1,121 students (5%) attended more than two LEAs, and 421 (2%) could not be determined.¹⁸

Schools, early care and education programs, service providers, communities, and parents all have a significant role in reducing the harmful effects that mobility due to homelessness has on a child's education. School officials, shelter staff and families must collectively be educated and informed about the legal right and importance of keeping children in the same school, whenever possible.

Homeless students also have an increased likelihood of being placed in special education programs or having an Individualized Education Plan (IEP) developed to measure and meet their educational goals. Additionally, the instability of homeless students who are in special education, are more likely to lag behind other students academically, are less likely to graduate from high school in four years as their special education peers and have a higher risk of repeating a grade than those who are not in special education. Pennsylvania 2011-12 data indicate approximately 25 percent of the students experiencing homelessness who were identified and enrolled in school were designated as having a disability. Of this group of students, about 33 percent were categorized as having a "specific learning disability."¹⁹ Similar percentages were also found in 2012-13.

The negative effects on children and youth experiencing homelessness are not always school related. These children and youth have a lack of regular nutritious meals and have a greater risk of experiencing medical and mental health problems, including suffering acute and chronic medical

illnesses. A study on school-aged children of homeless families indicate that a higher proportion of children experienced mental disorders with impairment, such as disruptive behavior disorders, social phobia, and major depression, as compared to their low-income housed peers.²⁰ These factors can collectively have long-term impact on their ability to function and form sustaining, supportive adult relationships.

Unaccompanied Youth

Nationally, an estimated 1.6 to 1.7 million youth become runaways and homeless each year.²¹ This group of individuals is identified as a sub-set of the defined unaccompanied youth population and fall into sub-groups:

- Runaway homeless youths, who stayed away overnight without parents' or guardians' permission;
- 'Throwaway'²² youths, who left home because parents locked them out of the home or asked them to leave;
- Migrant youth who come into the state to work; and
- Independent youths who feel that they cannot return home due to irreconcilable family conflicts or have lost contact with their family members.²³

Nationally, within these sub-groups, more runaway homeless and independent youth are females, with more youth identifying as African-American, Hispanic and Native American.²⁴

Data findings indicate that unaccompanied youth are much less likely to complete high school, compared with those without runaway or homeless experiences²⁵ and are more likely to experience physical or sexual assault resulting in post-traumatic stress disorder (PTSD). Among these adolescents, an estimated 45 percent of PTSD males and 28 percent of females experienced assault with a weapon; 42 percent of female runaways experienced sexual assault.²⁶

In the United States, between 20 and 40 percent of all unaccompanied youth identify themselves as lesbian, gay, bisexual or transgender (LGBT).²⁷ LGBT homeless youth have an even higher likelihood of being victimized on the streets, compared with their heterosexual peers. Nearly one in five homeless youth attempted suicide,²⁸ and more than half of heterosexual homeless youth had suicidal thoughts while about three-fourths of LGBT youth have reported having such thoughts.²⁹ The majority of homeless youth on the streets use substances such as tobacco (81%), alcohol (80%), or marijuana (75%), while those in shelters had slightly lower substance use (52%, 67% and 71% respectively).³⁰

Pennsylvania estimated during 2011-12 that 7,567 children and youth experiencing homelessness were classified as unaccompanied youth and enrolled in school. Even though the number of unaccompanied youth who are enrolled in school is known, Pennsylvania has limited knowledge about the number and experiences of unaccompanied youth living in the state not attending school and/or living in emergency or transitional housing. Data obtained from the emergency and transitional housing programs, which report ECYEH data, indicate that youth ages 13-17 represent the smallest percentage of youth served by these housing programs.³¹ Male youth appear less likely to take advantage of emergency or transitional housing and choose instead to find an

alternative living arrangement by doubling up with other family members or friends. Some shelters also have age limits for males needing services. This finding would therefore underestimate annually the number of older youth experiencing homeless within the state. A Philadelphia-based study conducted in 2012 found that of the more than 2,000 youth who identified as having been homeless, approximately 80 percent reported that they were sleeping doubled-up with family or friends and only 3 percent reported that they were sleeping in shelters with their families.³²

The fluctuation in the number and estimates of unaccompanied youth across the commonwealth is indicative of the lack of reliable and comprehensive data available on this unique youth population. At the present time the state reporting process only captures information on unaccompanied youth if they are enrolled in school, receiving supportive services, and/or are housed in shelters. This limits the state's ability to identify and connect with a large number of highly mobile youth who are not enrolled in school and at times invisible. Without access to these youth and/or the acquisition of reliable data, it is difficult to identify effective ways to intervene with supportive programming and services for this population. The commonwealth needs to recognize the importance of implementing prevention strategies for long term stabilization and achieving positive youth outcomes. Investments of time and resources must be made to locate, engage and support these individuals.

Pennsylvania is seeking ways to find workable solutions to meet the educational needs of unaccompanied youth. The commonwealth has established a Continuum of Care (CoC) subcommittee to examine ways to identify and serve this population.

States across the nation are also examining the issue of how best to obtain reliable and comprehensive information on unaccompanied youth. One state, the Commonwealth of Massachusetts established a Special Commission of Unaccompanied Homeless Youth in 2013. This commission was charged with examining ways to reduce barriers in serving unaccompanied homeless youth. A link to Massachusetts's report can be found at http://www.massappleseed.org/pdfs/special_commission_uhy_report.pdf.

Pennsylvania's Current Response

McKinney-Vento Homeless Assistance Improvement Act

While the definitions of homeless may vary across federal agencies, the United States Department of Education (US ED) has a broad and comprehensive definition of homeless children and youth established under the Stewart B. McKinney Homeless Assistance Improvement Act of 1987 and most recently reauthorized in 2001 as Title X, Part C, of the No Child Left Behind Act (P.L. 107-110) (McKinney-Vento Homeless Act). The education law defines homeless children and youth as those who do not have a stable, consistent place to stay at night.³³

According to the McKinney-Vento Homeless Assistance Act, the term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- (i) children and youth who share the housing of other persons because of loss of housing, economic difficulties, or other similar reasons; those living in motels, hostels, trailer parks, or camping grounds because they lack alternative adequate accommodations; those living in temporary housing such as emergency or transitional shelters; being abandoned in hospitals; are waiting to be placed in foster care;
- (ii) children and youth whose primary nighttime residence is a public or private place not designed for or generally used as a regular sleeping accommodation for human beings [within the meaning of section 103(a)(2)(C)];
- (iii) children and youth who are living in automobiles, public spaces such as parks, bus or train stations, or other type of public areas, abandoned buildings, substandard housing, or similar settings; and
- (iv) migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because the children are living in circumstances described in above conditions (i) through (iii).³⁴

The McKinney-Vento Homeless Assistance Act authorizes the US ED to provide funds through the PDE to coordinate the enrollment and delivery of services for the educational success of homeless children. PDE receives a formula grant under McKinney-Vento Homeless Assistance Act, which provides program administration funding that supports the responsibilities of the State Coordinator for homeless education and awards competitive subgrants on the basis of need to LEAs through PDE's ECYEH Program.

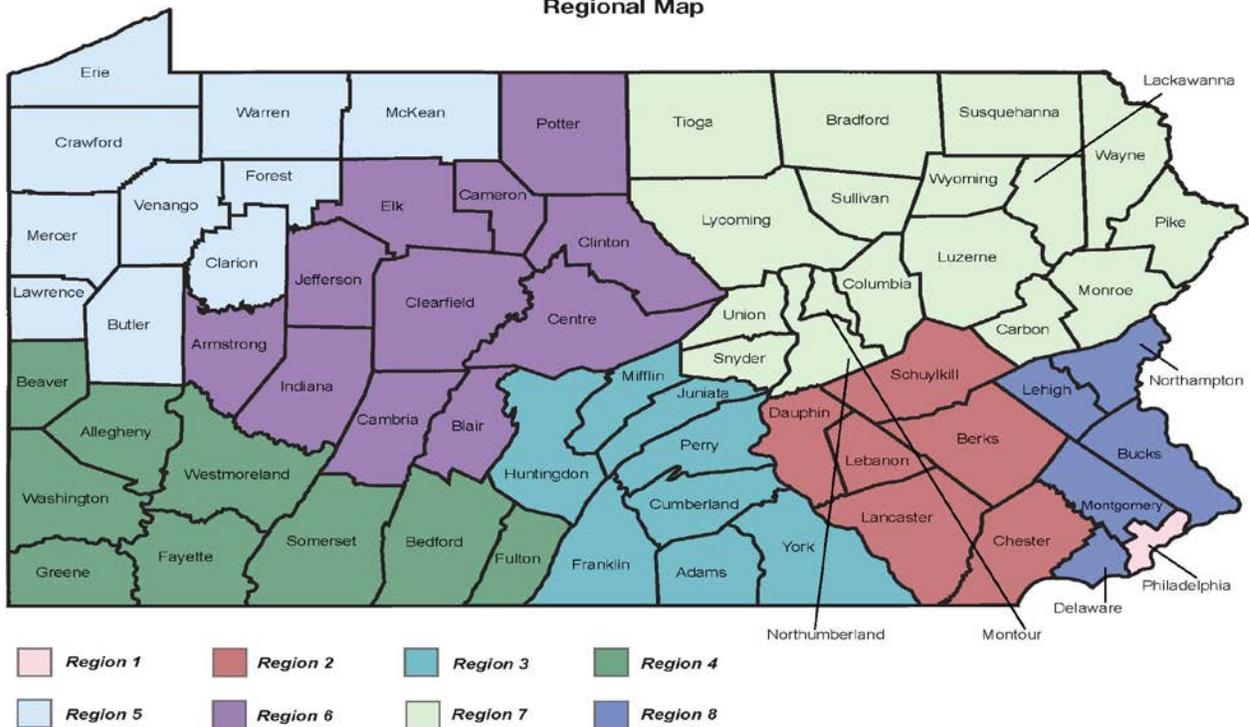
Established in 1988, the ECYEH Program assesses the commonwealth's homeless children's population and works with LEAs to facilitate the enrollment, attendance and success of each child living in homeless families and each unaccompanied youth in school. The ECYEH Program provides regional funding to eight sub-grantees whose primary goal is to educate LEAs and other entities who work with children, youth and families, on the rights of children and youth experiencing homelessness and work collaboratively to eliminate barriers that may impede enrollment, attendance, or receipt of services that support academic success, including special student populations such as preschool-aged homeless children, unaccompanied youth and out of school youth. The ECYEH Program also provides support for activities or services that enable children and youth to enroll in, attend, and succeed in school. As such, the ECYEH Program requires commitment of a full-time, 12 month position to serve as regional coordinator to fulfill all necessary duties as outlined in the state plan. Through a Request for Application, LEAs have an opportunity to apply for these regional grants to coordinate the enrollment policies and delivery of services that ease identified barriers to enrollment, attendance and success in school for children and youth who are experiencing homelessness.

Services can be delivered on school grounds or at other facilities (e.g., shelters and nonprofit community social service centers), with providers required to collaborate and coordinate with other local and state agencies that serve children and youth experiencing homeless. LEAs across the commonwealth have Homeless Liaisons to support students and receive policy and practice information to strengthen the services provided to these students.

To effectively implement McKinney-Vento Homeless Assistance Act across the commonwealth, Pennsylvania adopted a regional approach in 2005 to identify and serve all children living in homeless families and unaccompanied youth. Pennsylvania’s ECYEH Program contains eight designated regions that enable all LEAs to have access to McKinney-Vento Homeless funding and services. The eight ECYEH Program regions are:

- Region 1 - Philadelphia County
- Region 2 - Berks, Chester, Dauphin, Lancaster, Lebanon and Schuylkill counties
- Region 3 - Adams, Cumberland, Franklin, Huntingdon, Juniata, Mifflin, Perry and York counties
- Region 4 - Allegheny, Beaver, Bedford, Fayette, Fulton, Greene, Somerset, Washington and Westmoreland counties
- Region 5 - Butler, Clarion, Crawford, Erie, Forest, Lawrence, McKean, Mercer, Venango and Warren counties
- Region 6 - Armstrong, Blair, Cambria, Cameron, Centre, Clearfield, Clinton, Elk, Indiana, Jefferson, and Potter counties
- Region 7 - Bradford, Carbon, Columbia, Lackawanna, , Luzerne, Lycoming, Monroe, Montour, Northumberland, Pike, Snyder, Sullivan, Susquehanna, Tioga, Union, Wayne, and Wyoming counties
- Region 8 - Bucks, Delaware, Lehigh, Montgomery, and Northampton counties

**Pennsylvania’s Education for Children and Youth Experiencing Homelessness Program
Regional Map**



Each of the eight designated program regions has a regional coordinator. Six regional coordinators are assisted in providing training, technical assistance and resource services to children, youth, and families experiencing homelessness by site coordinators. Statewide technical assistance is delivered to coordinators and LEAs by the Center for Schools and Communities, a division of the Central Susquehanna Intermediate Unit.

Prior to adopting the regional approach, a school district or consortia of school districts applied for funds to implement services for children and youth experiencing homeless in their district or districts. Eligible children and youth not in the grantee area were not able to access to McKinney-Vento Homeless Assistance Act funds and services, and had difficulty accessing or receiving services outside their respective school district. These service access issues were significant factors in implementing a regional-based service delivery model across the commonwealth.

The McKinney-Vento Homeless Assistance Act, through the U.S. Department of Housing and Urban Development (HUD) provides funds to states, local governments and non-profit organizations to address the housing and service needs of homeless families and individuals. This HUD funding provides supportive services, transitional housing and permanent housing for families and individuals who are homeless. Funding is awarded competitively to local communities to develop a CoC system to address the critical problem of homelessness. This homeless assistance CoC is developed through a coordinated community-based process of identifying needs and building a system to address those needs. There are 18 CoCs (regionally- and county-based) across the commonwealth. Rural regions of the state are less likely to have emergency/transitional housing programs. If any programs exist, they usually serve specific populations, such as victims of domestic violence. Given the limited number of other service supports, like public transportation, children, youth and families experiencing homelessness may have difficulty accessing services.³⁵

Pennsylvania Practice

Pennsylvania is one of 13 states which has implemented a regional approach to deliver ECYEH Program services across the Commonwealth. ECYEH regional and site coordinators offer a variety of innovative services and participate in various activities to their respective LEAs. Common or typical activities, collected through regional monitoring reports included activities such as serving on the board of local community agencies or groups, collaborating with other agencies that serve the homeless population, making presentations to community or school groups to increase awareness about the McKinney-Vento Homeless Assistance Act and the ECYEH Program. In addition, coordinators present information and assist with facilitating student access to or LEA provision of transportation to and from school, providing referrals for families and children to other community or government agencies, and collaborating with others or holding supplemental academic programs or tutoring.

Regional coordinators play a supportive role by providing training and technical assistance to LEA homeless site coordinators to increase their program knowledge and assist in helping groups implement a range of program services. The services provided include the development and maintenance of informational websites, summer programming and activities, and facilitation of donated goods and money to serve the needs of children and youth experiencing homelessness.

Antidotal information is collected by the ECYEH Program evaluator on the unique and innovative strategies and programs occurring in Pennsylvania. These practices are organized around key areas of activity: Academic Programs; Awareness Activities; Community Collaboration; Migrant Collaboration; Outreach Activities; Pre-K Collaboration; Title I Collaboration; and Special Projects. For the purpose of this report, the Task Force asked for the innovative practice information to be compiled. The result is *Pennsylvania Regional Exemplary Practice Grid*. A copy of the grid describing these Pennsylvania exemplary program practices can be found in the Supportive Document section of this report. Further information regarding Pennsylvania's structure and practice to meet the educational needs of children and youth experiencing homelessness can be found at the following website link.

http://www.portal.state.pa.us/portal/server.pt/community/homeless_education/7491

To help increase awareness and promote the ECYEH Program and the services available to children, youth and families experiencing homelessness across the state, a marketing committee, led by program coordinators was established at the regional level in 2013. Given the newness of this committee, analysis of its work and impact within the state has yet to be determined.

To have an effective program delivery system which meets the diverse needs of educating students experience homelessness, it is important for school administrators to be actively engaged with their respective ECYEH Program's Regional Coordinators and Homeless Liaisons. This active engagement will enable these administrators to understand the significant role they play in educating these students and knowing their school district responsibilities as detailed within the McKinney-Vento Homeless Act. To underscore the important role administrators have in this effort, the Acting Secretary of Education at that time, William Harner Ph.D. sent email correspondence to all LEAs outlining their responsibilities for compliance with the McKinney-Vento Homeless Assistance Act. The correspondence can be found in the Supportive Documents section of this report.

Pennsylvania Data Collection

The PDE collects data annually on children living in homeless families and unaccompanied youth. Through the ECYEH Program, LEAs are required to provide individual data on students who attend their schools. In addition to the LEAs, providers delivering services to homeless children and youth are also required to collect information on these children. In Pennsylvania, most non-school settings typically include shelters and community-based pre-kindergarten programs.

Individual child data is collected and submitted by LEA site coordinators, shelter staff and regional site coordinators. Child data is also collected on children enrolled in both LEA and county Head Start programs. In 2011, a data collection tool named *The Student Information and Service Delivery Data Instrument* was implemented statewide. This tool collects individual children and youth homeless information and service delivery data, including the identification of funding used to support the service(s) delivered. PDE, through the Allegheny Intermediate Unit conducts an annual comprehensive external evaluation of the ECYEH Program to meet federal requirements and provide recommendations for program improvement. The Task Force acknowledges that

improvements have been shown each year of the data collection and reporting process and the 2012-13 evaluation report contains the most comprehensive set of program recommendations to date. These recommendations can be found on pages 55-58 of the preliminary 2012-13 state evaluation report. The full *Pennsylvania's Education for Children and Youth Experiencing Homelessness Program 2011-12 State Evaluation Report* and the preliminary *Pennsylvania's Education for Children and Youth Experiencing Homelessness Program 2012-13* can be found in the Supportive Documents section of this report.

Although significant progress has been made with data collection over the last several years, there is still limited national, state and local data on the numbers, patterns and characteristics of children and youth experiencing homelessness. Pennsylvania's ECYEH data represents children and youth who are enrolled in LEAs, reside in shelters or transitional housing facilities, attend non-LEA pre-kindergarten programs, or are served by emergency and transitional housing programs. Students, not enrolled in school, who are living doubled-up with family or friends, in hotels and motels, in cars, or other public places, may not be captured through any of the state's existing data collection methods.

Barriers and Limitations

The Task Force examined the systems serving children, youth and families (e.g., education, early care and education, housing, etc.) and the ECYEH Program and services to identify the barriers and limitations which exist within the statewide program at both the state and local levels. For the purpose of this report, barriers are defined as situations which interfere with children and youth's enrollment, attendance, and/or educational success. Limitations are defined as the narrowing, tightening or restricting of situations which would interfere with children and youth's enrollment, attendance, and/or educational success. Barriers are documented in the Student Information and Service Delivery instrument that LEAs, shelters, Head Start programs, and regional site coordinators complete on an annual basis. This was one of the three data collection systems evaluators used to create a comprehensive list of children and youth eligible for services. Limitations are defined as the lack of ability which controls the extent something is doable, possible or allowed to occur. The Task Force organized the identified barriers and limitations into four areas: 1) Collaboration and Coordination; 2) Data Collection; 3) Outreach and Engagement; and 4) Service Delivery.

Collaboration and Coordination

For many families, the fears and stresses of homelessness are experienced for the first time, often coming quickly and unexpectedly. In certain communities, not knowing what services are available and where they can be found, can keep the family from finding shelter, safety and peace of mind. Others, like unaccompanied youth who run away from family are sometimes unwanted and find it hard to fit in anywhere, especially if there are no local runaway programs in operation. In addition, there are some families who are chronically homeless and rely on homeless resources too often taking advantage of the system that is there to help them. These situations are not isolated, but occur regularly across the state, requiring a homeless system which provides well-coordinated, responsive, and easily accessible services.

Pennsylvania’s Public School Code of 1949, the State Board of Education attendance regulations and the 2001 No Child Left Behind Act ensure Pennsylvania’s homeless children and youth access to free education. To support those students, the US ED allocates federal McKinney-Vento funding to the states. Pennsylvania received for FY 2013-14, \$2.3 million dollars in funding to provide services to children and youth who experience family homelessness and unaccompanied youth. See *Chart 2*.

Chart 2

**U. S. Department of Education’s
McKinney-Vento Allocation to Pennsylvania**

Fiscal Year	USDOE Federal Allocation (In Millions)	Awarded to Pennsylvania (In Millions)
2009-10	\$65,427,000	\$1,719,278.00
2010-11	\$65,427,000	\$2,578,809.00
2011-12	\$65,296,146	\$2,384,170.00
2012-13	\$65,172,591	\$2,592,529.00
2013-14	\$61,771,052	\$2,345,862.00

In accordance with federal requirements, twenty-five percent (\$586,465, FY 2013-14) of those funds are retained by PDE for state level activities, which including state level program coordination and management, technical assistance, program evaluation and federal reporting. Seventy-five percent (\$1,759,397, FY 2013-14) of funds are awarded to provide services across the state. The amount allocated to Pennsylvania has decreased over the past several years due to federal budget constraints. Pennsylvania currently budgets no

state funds for state level activities or to expand the federal funding base it receives to provide services to children experiencing homelessness and unaccompanied youth. Most states provide additional supportive services to meet the needs of children and youth experiencing homelessness beyond the services implemented through McKinney-Vento. The Commonwealth of Massachusetts has taken an additional step of supplementing its federal McKinney-Vento allocation with a state appropriation. Historically, other states have also provided state funding.

With 67 urban, suburban and rural counties, 499 school districts, 173 charter and cyber charter schools, 29 intermediate units, and 12 full time career and technical centers, and several hundred county, state, or federally funded pre-kindergarten programs, knowing what services are available, where they are located, and how to access them, can be overwhelming for families. Strong collaboration and coordination is needed within schools, pre-kindergarten programs, shelters and other community service providers, including ECYEH Programs to maximize the availability accessibility and quality of services offered to children youth and families. The McKinney-Vento Homeless Assistance Act requires child welfare agencies and LEAs to work together to promote school stability and continuity, including trying to ensure children remain in the school in which they were enrolled at the time of becoming homeless to help ensure their educational progress. Best practice suggests that decisions should be made collaboratively between LEA personnel, parents, child welfare agencies and other individuals involved in the child’s case, including the child.

Student Identification and Enrollment

The Task Force believes Pennsylvania must strive to reach 100% of the children living in homeless families and unaccompanied youth, and therefore recognizes the important role LEA administrators

have to successfully address the federal mandate of student identification and remove any barriers which impact student access. Identifying students who are experiencing homelessness is the first step in having them access and obtain beneficial services. LEA administrators, Homeless Liaisons and other personnel are on the front line in identifying and enrolling these children. Ongoing changes in personnel can impact the identification process, and hinder the review of school policies and procedures to determine if revisions are needed to improve student identification and decrease barriers to school access. LEA personnel must have common understanding of the relationship between homelessness and risk factors which impact the child's education. This includes nurturing resiliency and building effective classroom environments. Having information on how homelessness can affect children's ability to learn, socialize and cope with everyday circumstances is important to achieve positive student outcomes.

The primary task of ECYEH regional coordinators is to assist LEA Homeless Liaisons in the identification and enrollment of children and youth experiencing homelessness and to ensure compliance with all McKinney-Vento Homeless Assistance Act requirements. Continuous education, outreach and training is provided through Pennsylvania's ECYEH Program coordinators (regional and site) to help LEA administrators and personnel increase their knowledge of children and youth experiencing homelessness and strengthen the systems that serve them. Often, regional coordinators subcontract with site coordinators or existing intermediate unit staff to increase awareness among stakeholder groups, as well as the general public on the scope and availability of homeless programs and services. These capacity building opportunities enable personnel to revise policies and procedures related to homeless students, improve staff sensitivity to the multiple aspects of homelessness, and increase understanding of becoming proactive partners in locating, identifying and enrolling students who are homeless.

ECYEH Program coordinators also provide these education and training services to emergency and transitional shelters and non-LEA pre-kindergarten programs across the state. In 2012-13, preliminary data indicates that services were provided to 83 nonpublic, parochial, or private schools or non-LEA pre-kindergarten program facilities, an increase from 57 facilities in 2010-11. In spite of increasing the delivery of continuous education and training, Task Force members believe additional continuous education needs to be offered to improve program uniformity across the regions, strengthen working partnerships between ECYEH Programs and LEAs, and increase LEA personnel knowledge of available homeless programs and services.

Program Uniformity

Building capacity and increasing awareness at the local and regional levels can result in a stronger more coordinated approach to identify and enroll children and youth who experience family homelessness, and unaccompanied youth. Given this important task, regional and site coordinators need supportive cross-system state policies which remove school enrollment barriers and improve collaboration and coordination across each region.

Through its work, the Task Force learned that no state-level inter-agency team meets to discuss and coordinate the educational, health and human service needs of children and youth experiencing homelessness. This hinders cross-department interaction, thereby limiting policy

coordination, streamlining enrollment and eligibility systems, implementing financing strategies and sharing of information among state agencies.

Currently, no statewide mandated program standards exist to guide the development of homeless programs and services in education. Without established quality program measures, regional coordinators design interventions and practices to identify, enroll and serve students. This effort results in a lack of program uniformity across the commonwealth. Having a set of agreed upon quality measures ensures that quality programming is developed, exemplary practices are promoted, and uniformed service delivery approaches are adopted.

<p><i>Sample</i></p> <p>ECYEH Program Performance Indicator</p> <p>Professional development and outreach</p> <ul style="list-style-type: none">▪ Increase in professional development, training, or awareness opportunities offered for educators and other school personnel.▪ Increase in LEAs (districts, charter schools, CTCs) participating in region-provided professional development, training, or awareness opportunities.▪ Increase in individuals from LEAs (districts, charter schools, CTCs) participating in region-provided professional development, training, or awareness opportunities.▪ Increase in professional development, training, or awareness opportunities offered for social service agencies and shelters.▪ Increase in social service agencies and shelters participating in region-provided professional development, training, or awareness opportunities.▪ Increase in individuals from social service agencies and shelters participating in region-provided professional development, training, or awareness opportunities.▪ Increase in social service agencies, shelters, LEAs, or other defined groups or organizations which actively participate in or collaborate with the region on specific initiatives or projects.
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Pennsylvania’s ECYEH Program currently has in place Performance Indicators (PIs) that are applied regionally as a condition of the ECYEH grant application process. PIs are applied as appropriate within each region of the state to meet specific individual needs. The flexibility allowed through the PIs, while desirable, can result in a lack of available service and resource uniformity across the state. A complete list of *Pennsylvania Education for Children and Youth Experiencing Homelessness Performance Indicators for Grantees* can be found in the Supportive Documents section of this report.

For Pennsylvania to improve the identification and enrollment of children and youth experiencing homelessness there needs to be effective cross system collaboration and coordination at the state and local levels, increased program awareness across schools and agencies to identify students, and increased uniformity of quality programs across the commonwealth.

Data Collection

PDE has collected limited information through PIMS on enrolled students. In addition it collects data directly from LEAs, pre-kindergarten programs, shelters, and

the ECYEH staff on children living in homeless families and unaccompanied youth. Pennsylvania began collecting this data in 2010 and has refined and enhanced each subsequent year. With

limited state-level interagency coordination of data collection systems and no state funding to expand the Pennsylvania’s homeless program, the children and youth captured through the ECYEH Program data collection process are those children, required under the McKinney-Vento Homeless Assistance Act. Children who may not be captured include children under the age of five and teenage youth who are not enrolled in school. This limitation significantly impacts in the commonwealth’s ability to obtain an accurate number of children experiencing family homelessness and unaccompanied youth in the state.

Task Force members recognize the ongoing importance of collecting, submitting and using data to improve program quality and make effective use of financial resources. Members advocate for improvements in how data is reported, analyzed and disseminated to the field. They also support the investment of funding to expand the collection process to capture all children, youth and families experiencing homelessness, especially unaccompanied youth not currently enrolled in school.

Reporting

Individual child data is collected and submitted to the state by LEA Homeless Liaisons, shelters, and pre-kindergarten programs through their regional ECYEH Program Coordinators. Program service and funding data are also collected. Each LEA in Pennsylvania is required to submit through the ECYEH reporting process, demographic, barrier to enrollment and service delivery data. Data are also pulled from the Pennsylvania Information Management System (PIMS) and from Migrant Information System (MIS2000). Determining if limitations or barriers exist within LEAs reporting students experiencing homelessness can be challenging since it relies on the accuracy of the LEA to identify and report these students. Since the initial reporting in 2010-11, the required percentage of LEAs reporting students identified as experiencing homelessness has steadily improved (91 percent of all school districts, 72 percent of all charter schools, 92 percent of all intermediate units and 88 percent of all comprehensive career and technical education centers). Preliminary data from 2012-13 indicated that the LEAs had students identified as experiencing homelessness (98 percent of school districts, 77 percent of charter schools, 100 percent of intermediate units and 100 percent of comprehensive career and technical education centers). These percentages demonstrate LEAs understand the reporting process and timeframe for student data submission.

Chart 3 Local Education Agencies Identifying Ten or Less Students Experiencing Homelessness				
Reporting Year	School Districts	Charter and Cyber Charter Schools	Intermediate Units	Career and Technical Centers
2010-11	249	127	25	12
2011-12	225	132	20	10
2012-13	159	124	6	8

What is unknown from the data collected is the accuracy in the number of students experiencing homelessness which are being identified and reported. The number of Pennsylvania LEAs who identify ten or less students experiencing homelessness is represented in *Chart 3*. See the Supportive Document section of this report for a breakdown of

identified students experiencing homelessness as reported by LEAs in 2011-12 and 2012-13.

Information collected over this three year period indicates the number of LEAs identifying students has been decreasing, even though other data, such as free and reduced lunch, and higher rates of poverty could imply a greater incidence of student homelessness. A schools Title I status and the percentage of students who receive free or reduced lunch at school can convey something about the economic status of the community in which the identified student attends school and/or resides. About 50 percent of the identified students (9,136 of 19,459) attended schools where poverty is prevalent based upon the Title I status of the school. The Task Force is concerned regarding the lack of students being identified and reported, and believes further examination is needed to determine if issues exist with LEAs to accurately identify and report student homelessness.

Traditionally research has indicated that the incidence of homelessness tends to be higher in areas of higher poverty. During 2011-12, 34 school districts across the state (seven percent of LEAs) reported not serving any students experiencing homelessness. To explore this further and determine if an issue exists with under reporting, the data disaggregated by school district, should be shared directly with the district to improve programming and frame follow-up technical assistance by the Regional Coordinator, as needed. LEA's overall student enrollment may be a factor, as well as the location of shelters, refugee resettlements, or migrant work. All could contribute to variations in the number of students being identified. Task Force members realize the identification and reporting by shelters, LEAs, and coordinators is improving each year and therefore, if student identification anomalies are uncovered as program data is reviewed, then targeted technical assistance to those sites may be needed to determine if under-identification or some other circumstance is the reason for the low student number.

Pre-Kindergarten

The McKinney-Vento Homeless Assistance Act encourages the expansion of program services to pre-kindergarten children experiencing homelessness by clarifying activities that can be funded for these children. Site coordinators link eligible homeless preschoolers to the appropriate child development and early learning programs such as: Early Intervention, Head Start Supplemental Assistance Program, Early Head Start, Child Care Works, Childcare, Pennsylvania Pre-K Counts, Parent-Child Home, and Nurse-Family Partnership and other local pre-kindergarten programs. Regional and site coordinators work with LEAs, Head Start centers and local shelters to capture the pre-kindergarten children who are experiencing homelessness, but this work is not uniformly carried out across the state.

According to the McKinney-Vento Homeless Assistance Act identified pre-kindergarten children experiencing homelessness should be enrolled in an LEA-operated pre-kindergarten program, even if the LEA does not receive direct or indirect services from the ECYEH Program. Those children who are enrolled in a non-LEA pre-kindergarten program and become homeless are not necessarily counted under McKinney-Vento unless the regional and site coordinators provide direct or indirect services to the non-LEA pre-kindergarten program. This action could result in some children enrolled in pre-kindergarten programs not to be counted.

Each year a greater emphasis is placed on outreach to non-LEA pre-kindergarten programs. Shown in *Chart 4* are those preschoolers experiencing homeless that are enrolled in early care and education programs across the state and counted under McKinney-Vento.

<i>Chart 4</i> Preschool Children Experiencing Homelessness and Enrolled Under McKinney-Vento			
Pre-Kindergarten Children	2010-11	2011-12	2012-13
Birth-2	456	482	1,248
Ages 3-5, Non Pre-K	584	694	1,257
Ages 3-5, Pre-K (LEA and non LEA)	604	608	856
Total	1,184	1,784	3,361

Many children receiving these services are living with their families in shelters, motels, other temporary sites or doubled up with others. These families are transient and often live outside the geographical area served by the pre-kindergarten program. Given these circumstances, strong efforts need to occur to identify and enroll homeless pre-kindergarten children to support the continuation of their early education experience.

Shelters

Many families experiencing homelessness who have preschool-age children reside in temporary shelters. Almost 100 percent of LEAs and shelters reported groups of children and youth not being included in their reporting. These included students identified, but not in need of ECYEH Program services, or children not attending school or preschool but residing in a shelter. Historically, shelters only reported on enrolled students. In certain regions of the state, shelters report their child data directly to LEAs, who in turn include these pre-kindergarten children in their school data report. In other regions, shelters report their data directly to their regional coordinator or to the ECYEH Program evaluator. This varies across individual shelters even within a region.

Although children being reported from non-LEA pre-kindergarten programs have increased each year, the diverse mix of LEAs providing pre-kindergarten services and the lack of uniformity in data submission raise questions regarding the completeness and accuracy of the pre-Kkindergarten data submitted.

Parents

Parent demographic data is collected in a limited manner. However, many of the child’s elements can be inferred from the parent (i.e., race/ethnicity, limited English proficient (LEP) status, migrant status, economic status, lunch status, nighttime status, history of homelessness [calculated based on inclusion on prior year(s) reporting], mobility [calculated based upon the different number of schools a student is enrolled in over the course of an academic year]).

PDE collects Title I type and funding from federal programs. While not a direct parent demographic, it provides an indirect relationship to the poverty status of the students attending the school and the community (73% of students remain in the LEA of origin).

Task Force members recognize that the collection of parent data on an annual basis is important to keep parents engaged with services, and to inform ECYEH policies and practices. The Task Force would like to see the parent survey which was initially administered during this Task Force process be conducted by PDE on an annual basis across the state via LEAs and regional homeless coordinators. The survey results to be compiled and shared with state agencies working with children and youth living with homeless families.

The ECYEH Program recognizes limitations exist in identifying and enrolling the pre-kindergarten population experiencing homelessness in program services, and has made this a priority for 2013-14. To successfully use the multiple sources of data collected across PDE departments, including the McKinney-Vento data, there must be a complete systematic review and analysis of the collection and reporting process and protocols. PDE's Division of Student Services and the Office of Child Development and Early Learning (OCDEL) must explore how best to use the student-level data currently being collected, and determine how it can be shared across departments.

Analysis

PDE's Division of Student Services contracts with the Allegheny Intermediate Unit to conduct an annual comprehensive external evaluation of the ECYEH Program to fulfill the federal evaluation requirement. FY 2012-13 is the third year of program evaluation for Pennsylvania's ECYH Program. This evaluation takes a close look at the program services offered within each region, and examines the implementation, outcomes, and impacts of the program. Evaluators also work with PDE to prepare the homeless portions of the annual federal consolidated performance report. See Supportive Documents for PDE's *Consolidated Performance Report - Parts I and II*.

The evaluators use *EDFacts* file formats and the *Comprehensive State Performance Report (CSPR)* to identify all required federal reporting data elements. Evaluators also use the National Association for the Education of Homeless Children and Youth Quality Standards and their evaluation guidance to ensure adequate data are included in the evaluation. Working with PDE, the evaluators make

Pennsylvania's ECYEH Program Evaluation Examines:

- Coordinators efforts in providing support to LEAs to meet the goals and objectives of the program
- How students identified as experiencing homelessness receive program services and supports
- Types of services and supports students receive
- How each region uses data to obtain results and make program and service improvements
- Overall program improvement and provides recommendations

sure all data elements are identified and no duplication of effort is required by LEAs. Homeless liaisons in LEAs where students are enrolled, representatives from shelters where children and youth reside, and regional or site coordinators complete and submit the requested student information and service delivery data. Each regional coordinator collects and compiles the information for their region and submits it to the evaluators.

At this point in time, the ECYEH Program data collection and analysis protocol collects information beyond those elements

required by the McKinney Vento Homeless Assistance Act. Only the information required under the Act is placed into *EDFacts* and *CSPR*. Since McKinney-Vento funding only supports the current collection and analysis process, limitations exist to expand the data reporting process to capture other children, families and unaccompanied youth who are outside the ECYEH Program and experiencing homelessness. This limitation results in Pennsylvania not having an accurate statewide number of children, families and unaccompanied youth who experience homelessness.

The Task Force, through the ECYEH Program evaluation, has identified that a lack of standardized language and general misunderstandings of program information across regions is problematic with data collection. Variables, such as LEA's different interpretations of terminology (i.e., between doubled-up nighttime status designation multiple occupancy, and definition of homelessness) and misunderstandings (i.e., barriers to enrollment, attendance or services, unaccompanied youth) may result in inaccuracies in data being reported, or not collected.

Another limitation has been found within school attendance data. Information is currently collected to examine any delay in the identification of students experiencing homelessness and their enrollment/attendance at school to determine existing barriers. Data received from the LEAs are not complete enough to effectively use in the PDE report. The evaluators continue to follow up with this data element and would also like to examine school attendance data for these identified students, with the intention of including it in future annual reports.

Student graduation and drop-out data are collected at the state level but are not available until after the evaluation report is complete. Evaluators have access to this information for the identified homeless students after the *EDFacts/CSPR* graduation and dropout files are complete for internal program use. Strategies regarding using this information should be considered.

Dissemination

Upon completion, the annual Pennsylvania ECYEH Program evaluation report is reviewed and submitted to PDE, who publically posts the evaluation report on the PDE website. The evaluation report data is aggregated at the state level and at the regional (sub-grantee) level. Additionally, the evaluation report includes all individuals identified including those child/student counts which may have been excluded from the *EDFacts* LEAs level files. At the present time, LEA specific information is provided to the coordinators to assist with program development, outreach, training and technical assistance. PDE submits its homeless program information to US ED, through *EDFacts* and *CSPR*.

To strengthen coordination across service systems, reduce service fragmentation and duplication, Pennsylvania must have in place more integrated approaches which involve greater coordination and collaboration across state agencies, service regions and LEAs to address the needs of children living in homeless families and unaccompanied youth. The sharing of local level ECYEH Program information is needed to build a cross-systems approach within regions and LEAs. Just sharing information is not enough to have an integrated system. ECYEH Programs and LEAs must have access to their local program level data using a clear, understandable report format. To address limitations such as, local program and LEA staff turnover, interpretation of data usage, and limited

knowledge regarding how to use data to change policy and practice, a training and technical assistance strategy to assist programs in using these data reports will be needed. In addition, a systematic or uniform way program information is shared across local, regional and state levels must be developed to maximize use of these local program data reports.

Outreach and Engagement

Parents

Families experiencing homelessness are usually reluctant to share information about their life situation and are sometime embarrassed and fearful of school official's reactions if their homeless status were discovered. Those parents and guardians experiencing homelessness which results in a loss of home and belongings, and unaccompanied youth living on their own or estranged from their families, are more concerned about meeting the basic needs of food and shelter for themselves and their children than they are in viewing education as a priority. When parents focus on their child's education, they often lack adequate up-to-date information regarding the rights of their children to attend school and are usually unable to produce school records. When the response for record transfer is slowed, it can delay the student's enrollment in school. School personnel are then called upon to make enrollment decisions based on known information. This is especially true for students with special needs. As previously noted, the Task Force supports the administration of an annual parent survey via LEAs and regional ECYEH coordinators to families experiencing homelessness.

In enrollment of students experiencing homelessness, parents need to receive appropriate information, ongoing encouragement and guidance to obtain the necessary paperwork to enroll and keep their children in school. The use of web-based technology and telephoning health officials to verify immunization records has improved the record process. This has streamlined the enrollment process and enabled students to enter school more quickly. ECYEH Program staff provides the needed supports through the delivery of technical assistance to parents. These encounters are usually initiated by the LEA, a collaborating partner, or through shelter requests or visits. With continued staff training, all families can be welcomed into schools and shelters in a thoughtful, respectful manner. Maintaining a warm and engaging relationship with parents and having open lines of communication among shelters, agencies, schools and local McKinney-Vento homeless sites can support families in overcoming the temporary disruption of not having a home.

Unaccompanied Youth

Unaccompanied youth are highly mobile and largely invisible. Life for these youth is extremely difficult, and at times dangerous and uncertain. Given this instability, these youth have a wide range of unique needs which require a wide range of developmental services and interventions. Many of these youth are not attending school, are highly mobile and are reluctant to engage in local services and/or seek out needed supports. Despite these experiences, a full understanding of how to meet the needs of and provide support to this population is unknown. The three federal funding entities which support unaccompanied youth each define youth homelessness differently. These different definitions result in funding restrictions which impact the provision of services to these youth who fit the specified definitions. Having a common definition would contribute to an

effective comprehensive, coordinated response to the problems experienced by unaccompanied youth.

The federal McKinney-Vento Homeless Assistance Act reporting requirements provide minimal value in assessing the needs of unaccompanied youth and in identifying strategies for their academic achievement. Many unaccompanied youth not enrolled in school, not receiving ECYEH Program services, or are not connected to a caring adult, go undetected. Given the limitations in understanding the scope and demographics of this highly mobile and largely invisible population, Pennsylvania must begin to determine to what extent this group of youth exists within the state and current ways to identify this population. Once complete, related policies, outreach methods and advocacy strategies, will need to be designed to locate these youth and address their unique, unmet needs.

Service Delivery

McKinney-Vento Homeless Assistance Act funding can be used by regional coordinators to deliver a wide range of education, and support services to children living in homeless families and unaccompanied youth. These services and supports include, but are not limited to clothing to meet school requirements, school supplies, transportation, and medical, dental and other health related services. Instructional and tutorial supports are also covered, including: early childhood programs; before- and after-school programs, mentoring, and summer programs. Costs related to the transfer of records, counseling, needs related to domestic violence and emergency assistance related to school attendance are a few of the additional program services covered. The three most common services delivered to students experiencing homelessness across all regions are 1) clothing to meet school requirements, 2) transportation and 3) school supplies. Therefore, the largest amounts of program funds support the delivery of these services. When examining services by funding source, coordination between schools and agencies, and school supplies were the most frequently cited using McKinney-Vento funds.

The commonwealth and its respective LEAs are required to adopt policies and practices to ensure transportation is provided to students experiencing homelessness to and from the school of origin when requested by the parent, guardian or liaison, as in the case of an unaccompanied youth. Detailed protocols have been established regarding LEA responsibility in providing, arranging and covering the cost of transportation. Pennsylvania's ECYEH Program regional and site coordinators are available to help LEAs identify solutions to transportation issues related to homeless youth. Additionally, PDE's Division of Subsidy Data and Administration assists LEAs in determining effective transportation strategies.

Service delivery to children and youth experiencing homelessness is documented annually through the ECYEH Program data collection process at both the individual and group levels. Individual data are collected on the Student Information and Service Delivery spreadsheet and group data are captured on the Student Detail. In 2011-12, almost 60 percent of all children and youth were documented as receiving services by reporting entities. In 2012-13, the percentage increased to 80 percent.

In 2011-12, a component was added to the ECYEH Program data collection instrument to determine if there was a relationship between funding and eligible services. The funding sources referenced in the instrument were McKinney-Vento, Title I, and Other funds, which primarily included district funds, collaborating agency/organization funds, grant funds, or donations. The data indicate services provided to children and youth were mostly being funded through the “other” funding category.

Transportation

Transportation to and from school can be a major barrier to educating students experiencing homelessness. The McKinney-Vento Homeless Assistance Act requires school districts to provide transportation for students experiencing homelessness in three situations. First, school districts must provide transportation to the school of origin upon the request of a parent or guardian, or in the case of an unaccompanied youth, upon the request of the liaison. Second, LEAs must provide or arrange the student’s transportation to and from the school of origin. If the student is living outside of the school of origin’s LEA, the LEA where the student is staying and the school of origin’s LEA must determine how to divide the responsibility and cost of providing transportation, or they must share the responsibility and cost equally. Third, for other transportation (as opposed to the school of origin), the McKinney-Vento Homeless Assistance Act requires districts to provide transportation comparable to that provided to housed students.

As long as attendance at the school of origin is feasible, reasonable, and in the best interest of the student, transportation is required, even if it means students cross district lines. If two districts are involved, an agreed upon method to apportion the cost and responsibility for the transportation is determined. If the LEAs cannot agree upon such a method, the responsibility and costs must be shared equally. Distance, time of year, options available, the effects of a transfer, etc., should all be addressed.

The possibility of nonpayment does not affect school districts' obligation to provide transportation and disputes between districts cannot delay the immediate enrollment of children in the school selected. In spite of these established guidelines issues still exist across the commonwealth including:

- Lack of school districts financial resources to cover the cost of transporting students;
- Invoicing and payment problems for costs incurred; and
- Mileage issues related to crossing school district lines.

These are cited by ECYEH Programs as barriers to ensuring that children and youth experiencing homelessness are transported in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.

The provision of transportation to the school of origin is based on a students' status as homeless. The provision to remain in the school of origin during the remainder of the academic year is offered to provide for school stability. However, the transportation mandate is for homeless students only. Once a student becomes permanently housed and chooses to remain in their school of origin, it is at the district's discretion to continue to provide or arrange transportation, as appropriate. The

district is under no statutory obligation.

Enrollment

In 2011-12, 608 children attended an LEA or non-LEA pre-kindergarten program and were experiencing homelessness. Three percent of those individuals (21 children) were reported as having a barrier to enrollment. Preliminary data from 2012-13 indicates that there were 856 children identified and of those children, four percent (38 children) were identified as having one or more barriers to enrollment. Barriers are collected and examined separately through the annual data collection process for the pre-kindergarten population whether they are enrolled in either a LEA or non-LEA pre-kindergarten program. The identified barriers associated with this pre-kindergarten population included eligibility for services, transportation, medical records, immunizations, and/or school records. See *Chart 5* for the total number of homeless children and youth experiencing school enrollment barriers.

<i>Chart 5</i>								
Homeless Children and Youth Experiencing School Enrollment Barriers								
2010-11			2011-12			2012-13 (Preliminary)		
Grades	Number Enrolled	Reporting LEAs	Grades	Number Enrolled	Reporting LEAs	Grades	Number Enrolled	Reporting LEAs
Pre-K	N/A	N/A	Pre-K	21 of 680, 3% (includes non-LEA pre-kindergarten programs)	613 LEAs (Not separated by grade)	Pre-K	38 of 856, 4% (includes non-LEA pre-kindergarten programs)	668 LEAs (Not separated by grade)
K-12	35% reported as experiencing barriers	566 LEAs (Not separated by grade)	K-12	13% reported as experiencing barriers		k-12	9% reported as experiencing barriers	

Pennsylvania's Homeless Children's Initiative Evaluation Report data for 2011-12 indicates 13 percent (of 19,513) children and youth were reported as experiencing a barrier to school enrollment. The most common barrier interfering with immediate enrollment of a student in school was determining if a student was eligible for homeless services. Transportation responsibilities, obtaining medical and/or immunization records, securing school records, and determining which school a student should attend are the most commonly reported barriers effecting students experiencing homelessness. The number of children and youth reported as experiencing these barriers is down 35 percent (of 17,676) in 2010-11. Preliminary date from 2012-13 indicate nine percent of 19,459 students have currently experiencing these same barriers.

Task Force Recommendations

The Commonwealth of Pennsylvania Task Force on Homeless Children's Education's recommendations serves as a framework for moving forward, which builds upon existing efforts to meet the educational needs of Pennsylvania's children experiencing homelessness. These 13 recommendations are organized within four areas which impacts the education of children experiencing homelessness. These four areas are: 1) Collaboration and Coordination; 2) Data Collection; 3) Outreach and Engagement; and 4) Service Delivery.

Collaboration and Coordination

1. **A statewide advisory council should be established for the purpose of providing appropriate state agencies with local program and policy guidance with respect to children experiencing homelessness in the commonwealth.**

Task Force Rationale: To achieve increased uniformity within the ECYEH Program, improve the data collection and reporting process a statewide Advisory Council is needed. The Council will focus attention on children and youth experiencing homelessness and offer guidance to state departments on the design and development of cross-system protocols, interagency agreements, proposed enhancements to the ECYEH Program and its data reporting process. Council members can explore new financing strategies and advance program standards for service uniformity.

Next Steps: The Advisory Council would be comprised of 15-20 individuals representing rural, suburban and urban areas of the commonwealth. These diverse members of the Advisory Council would include representatives of the existing Task Force, staff from the Departments of Education and Public Welfare, staff from the Office of Child Development and Early Learning, regional coordinators, local site liaisons, LEA program staff, parents and community service providers engaged in the delivery of homeless services to children, youth and their parents. The Advisory Council would have three time-limited chairs representing urban, suburban and rural areas of the state and have professional expertise in homeless education. This would provide both program and service delivery diversity. The advisory council would work to develop a comprehensive cross-systems approach for the education of children and youth experiencing homelessness and would assist with the implementation of the Task Force report recommendations. It is suggested that the Advisory Council meet quarterly.

Given the diversity of the desired constituency of the Advisory Council it is suggested that an external agency/consultant be engaged to serve as staff support to the Council, and would convene and facilitate the quarterly meetings of this group. The external agency/consultant should bring a broad perspective on exemplary and promising practices in homeless education, understanding of common issues facing the commonwealth and LEAs, and a neutral base from which consensus can reach among Council members.

- 2. State and local level interagency agreements and protocols specific to Title I, McKinney-Vento, OCDEL, Special Education, Migrant Education should be developed to promote cross-system professional development, resource sharing, smooth student transitioning, and support for families, leading to better educational outcomes for the children.**

Task Force Rationale: Children and youth experiencing homelessness are engaged in many state-level child serving agencies, although not as a focused priority. In a period of limited financial resources and continued movement toward outcomes-based accountability, investments must be made at both the state and local levels to design and manage a more flexible and coordinated service delivery system to respond to the needs of children, youth and families experiencing homelessness. Workers within the education and human service systems who share a common interest in working with children, youth and families experiencing homeless, must realize the degree to which they are capable of supporting and enabling each other's efforts resulting in better services and improved outcomes for these individuals. Collaborative planning is at the core of implementing quality homeless programs at both the state and local levels.

Next Steps: Outcomes must continue to play a prominent role in the further development of Pennsylvania ECYEH Program. Research-based quality measures should be developed to advance uniformity of service, promote quality programming and share effective practices throughout all regions of the commonwealth. Any standards, agreements and protocols should be drafted through a process that engages diverse constituents, drawing upon, where possible, nationally recognized research and standards for educating students experiencing homelessness. These program supports should be developed through the Advisory Council. Their use should be encouraged and supported in all ECYEH Program settings and with the delivery of all services. A system of incentives should be developed to assist programs in working to achieve high quality, uniform homeless services for students.

- 3. A statewide system of practices should be developed focusing on family-centered intervention strategies, family team decision-making and parent engagement. These practices should enable children experiencing homelessness to foster stable and secure attachments to responsible adults. This system of practice should promote state and local coordination of parent training and engagement requirements found within current federal and state regulations.**

Task Force Rationale: There is an increasing body of research which seeks to support parents, particularly low-income or teenage parents in their ability to raise their children. All parents and others with parental responsibilities can benefit from parenting advice and supportive resources, obtained from a variety of sources which are comprehensive, and voluntary. Research has shown the parent education is the most effective when coupled with comprehensive family related services and direct services to children.³⁶ Children who become involved in early educational interventions services have greater social and emotional stability and do better educationally over the long-term.

Next Steps: A better coordinated, easily accessible family-centered system of parent training and engagement is needed to provide the interventions and resources to parents who will foster a stable and secure parent-child relationship, and promote greater educational stability with their children. Regional staff members need to coordinate parent training at both the state and local levels. The Advisory Council should make family-centered intervention a focused priority and therefore partner with key content experts to design and deliver effective parent engagement services to regional programs and LEAs across the state.

- 4. A uniform service intake process for parents, children and unaccompanied youth experiencing homelessness should be established and adopted across the appropriate state agencies. This system should include cross-agency guidance and development of related policies and practices.**

Task Force Rationale: Many families and unaccompanied youth experiencing homelessness seek services from several different health and human service programs in order to obtain the basic needs which enables enrollment in school to occur. Completing the steps needed to identify, register, enroll, gain eligibility for and actually receive services takes significant time and effort discouraging many who try to obtain services and frustrating those who try to provide them. The process can be frustrating when each program requires similar information but uses different definitions and requires different verification forms

Next Steps: A uniform service intake process and program delivery framework should be developed on the state-level. The framework should be designed around Pennsylvania's McKinney-Vento State Plan and outlined in the state's ECYEH application. The design and implementation of the framework by the sub-grantees could be highlighted in their annual application. The framework would identify priorities for outreach, streamlining and simplifying processes for easy access to common information, elimination of unnecessary tasks, use of technology to transfer information, and strengthening and building partnerships among agencies and LEAs within the region.

Data Collection

- 5. Using existing early intervention systems, a coordinated approach to the collection of data for students experiencing homelessness should be used to uniformly report the educational outcomes of children who participate in school age and regulated pre-kindergarten programs across Pennsylvania. The coordinated approach should include LEA level McKinney-Vento data annually published and made electronically available to the general public for the purpose of local program improvement.**

Task Force Rationale: Increasingly state, regional and local decision-makers are placing issues of educational outcomes, accountability and achievement at the forefront of their efforts. At least three factors contribute to the emphasis on collective outcomes accountability for educational and public services. First, there is a growing recognition that the current systems serving children, youth and unaccompanied youth are failing too many

children they are designed to serve. Second, there is a growing belief the current array of public services is too inflexible, arbitrary and lacks coordination to provide the supports and services needed to vulnerable children and youth experiencing family homelessness and unaccompanied youth. These services largely are held accountable to categorically designed regulations. To build more flexible, transparent and responsive systems to meet the needs of students and families, new outcome-based accountability systems need to be developed. Third, there is growing understanding of the need for comprehensive, cross-system and collaborative strategies to achieve success. No one LEA or ECYH Program alone can guarantee success for the children, youth and families it serves. Individual responsibility must give way to collective responsibility to achieve broader outcomes.

Focusing on outcomes information, based upon accurate program and service data can assure funders and the general public their investments are producing results. Funders and the public are demanding transparency and information on which informed judgments can be made about whether systems, programs, and policies are achieving their intended purpose. Given the fiscal constraints which exist at the federal and state levels, LEAs, agencies and ECYEH Programs must be willing to be held accountable for achieving agreed-upon results in order to have a greater chance of obtaining increased funding. Referenced in the Supportive Documents section of this report is the number of students experiencing homelessness as reported by LEAs.

Next Steps: Use of and access to accurate ECYEH Program data at the regional and LEA level provides the foundation for the continuing move toward data driven decision-making and results-based accountability. The sharing of information is not enough to have an integrated system. ECYEH Programs and LEAs must increase their understanding of how to interpret and use the data available, at the program, LEA and community levels. Investments of training and technical assistance need to be made to assist programs in effectively using the data and starting the shift toward a uniformed results-based accountability system to meet the needs of children, youth and unaccompanied youth.

Outreach and Engagement

- 6. Develop a statewide identification and engagement strategy which will locate children and youth experiencing homelessness and enroll them in supportive programs and services, specifically those who are of early childhood age and unaccompanied.**

Task Force Rationale: The stakes are too high to not locate these children and youth and prevent them from falling through the cracks. A new methodology for capturing an accurate count of children and youth experiencing homelessness in the commonwealth, especially early childhood age children and unaccompanied youth must be thoroughly investigated and implemented. Due to the transient and vulnerable nature of the unaccompanied youth population, the response must be comprehensive and well-coordinated to locate and enroll these children. It must include strategies for strong cross-system community outreach and the establishment of multi-system data collection and reporting protocols and procedures.

Next Steps: Under the McKinney-Vento Homeless Assistance Act, Pennsylvania's LEAs provides individual data on students who attend their school. Providers who deliver services to children and youth are also required to collect information on these individuals. The result of this data collection requirement lets an undisclosed number of Pennsylvania children and youth experiencing homelessness unaccounted for, and without support services to continue their education. Both state and regional programs must work collaboratively to thoroughly examine this issue and design outreach strategies that will locate and enroll these youth in school and/or homeless service programming.

- 7. Appropriate state agencies should administer an annual survey to parents experiencing homelessness which contain parent demographic questions and qualitative components related to their children's education. The survey should be available for online and paper submission in the parent's primary language.**

Task Force Rationale: Parent surveys are one strategy to collect parent-related information to further program goals. Consideration should be given to expand parent surveys and employ different strategies and tools which collect, analyze and use information to further program and service improvement efforts. These strategies actively engage parents and provide an important role in helping guide program improvement. These strategies are:

- *Participatory, empowerment and self-evaluation* – new approaches to evaluation that work with those who are involved in the program rather than remaining external to the process.
- *Service resource and asset mapping* – identify the range of community services and resources in a community or LEA, often to prepare resource lists for other persons who may seek services.
- *Youth mapping* – youth have energy, the ability to enlist friends, willingness to try new approaches and a natural comfort with technology to engage other youth in asset and service mapping, most likely focused on specific youth issues. Youth mapping may be an effective strategy in helping address the issue of locating unaccompanied youth.
- *Issue-driven data collection* – identify issues which need to be addressed and where additional information can make the case for program improvement. Outside assistance can help parents develop efficient and credible strategies to collect, analyze and present information that can be tailored to the program or LEA's specific interests and needs.
- *Policy advice and support* – programs and parents can frequently benefit from broader policy research regarding useful models, innovative approaches and creative solutions. Outside assistance can be used to work closely with both programs and parents.
- *Involvement in evaluation design* – Parents can be influential partners in establishing parameters for research design, including how they are enlisted in the process.

Next Steps: Pennsylvania’s ECYEH Program data collection and reporting goes beyond the requirements of McKinney-Vento. There is a lack of reliable qualitative data collected regularly to obtain insight and information regarding ECYEH programming from the parent perspective. It is common to conduct parent surveys to measure program needs. Involving parents in the annual survey process should occur to produce results which move beyond the survey itself to actively engage parents, and the broader community. Surveys should be designed and used as planning tools to focus attention of specific concerns, seek out program improvements and examine service activities.

8. Local stakeholder participation should be formally established as part of the McKinney-Vento Homeless Assistance Act sub-grantee application to the commonwealth.

Task Force Rationale: Stakeholder expertise provides proven tools and systematic knowledge which offers a diagnosis, creates standards of practice, and builds accountability. Alone, stakeholder expertise cannot create solutions or be a substitute for the direct expertise and insight of those who are engaged directly in the work or are coping. New partnerships are needed which blend both professional and experiential expertise, formal and informal systems of support, and public and private response. This broad base of stakeholder partnerships recognizes the values and experiential expertise as being fundamental to growth and development, and to inform and change professional practice. In both service delivery and systemic level change efforts, stakeholder representatives from appropriate service and sector levels are necessary to achieve program goals and intended outcomes.

Next Steps: The current ECYEH sub-grantee application process requires stakeholder participation. The approaches used to obtain stakeholder involvement vary across the ECYEH regions and within each grant application. A standardized framework needs to be designed and included in the application process to create more uniformity regarding stakeholder responsibilities, active engagement and use of stakeholders, and expected input into the program and services being delivered in the region. The application framework should also include the development of stakeholder strategies to increase awareness and promote ECYEH programs and services within the region.

Service Delivery

9. Implement a comprehensive statewide cross-system developmental screening process for infants, toddlers and preschool children experiencing homelessness which results in their increased access to early childhood programs, including early intervention.

Task Force Rationale: Efforts are emerging in all public systems, including schools and early care providers to enable services to be more family-based and responsive to a child’s needs in the context of his or her family and community. Services are more responsive when the decision-making authority occurs at the regional and local community level, rather than centralized decision-making in state agencies. Services which use a balanced service

approach, placing greater emphasis on quality program development and service prevention, provides the level of support needed to intervene early with children and their families.

Next Steps: Pennsylvania's early childhood system is designed to be comprehensive, child-centered and family-focused. To strengthen enrollment of infants, toddlers and preschoolers experiencing homelessness in Head Start/Early Head Start, Early Intervention, Pre-K Counts, Parent/Child Home and Nurse Family Partnerships, state and local policies and procedures will need to be re-examined, and possibly modified to increase program access and eliminate enrollment barriers.

Review of policies and procedures should be accompanied by the identification of state-level incentives which will encourage the programs under the Office of Child Development and Early Learning to re-examine their service delivery model and implement service strategies that will increase access and improve enrollment protocols. These new strategies will address any identified barriers and limitations, advance quality developmental screening processes, achieve outcome accountability and encourage exchange of exemplary practice.

10a. Quality programming and services should be available to homeless families with children and unaccompanied youth experiencing homelessness in Pennsylvania through the promotion of exemplary practice and continuous quality improvement. Resource and support information should be annually published by the relevant state agencies through their respective websites.

10b. Program quality indicators should be added to Pennsylvania's McKinney-Vento compliance monitoring document to improve program quality.

Task Force Rationale: Since the late 1990s, there has been a growing momentum at the state and local levels to design a systematic approach for both benchmarking program quality and identifying programs that provide high quality services to children, youth and families experiencing homelessness. Research clearly indicates delivering high quality programs with well-trained and educated staff, sustained high quality operations, and documented impact serve as an effective part of a continuum of program and service supports. These supports promote effective education, encourage life-long learning, and foster positive youth development.

Next Steps: Pennsylvania's current early intervention monitoring document incorporates quality indicators as a component of their program review process. This unique and innovative approach has been well received by early care and education programs and with program and policy decision-makers. Incorporating a similar approach within the current homeless monitoring tool and process would strengthen program quality and increase program uniformity across the commonwealth.

To advance and exchange exemplary practice and resources, program and practice information will be collected annually through the ECYEH Program data collection and site monitoring processes. Exemplary practices and resources will be posted for statewide access and review. Professional development opportunities and technical assistance communication will draw reference to this web-based information in a visible and cost effective manner.

11. Full or partial credit for coursework satisfactorily completed by students who attend public schools, juvenile court ordered alternative education programs, or a nonpublic, nonsectarian schools or agencies should be awarded as children transfer from one school district to another. Policy changes should be undertaken to enable all school districts across the commonwealth to uniformly issue these credits.

Task Force Rationale: A “just in time” economy needs “just in time” educational credit recovery options to all students, especially those most at risk of dropping out and those seeking to re-engage with school. Research shows more support a youth has, both inside and outside the classroom, the more likely they are to stay in school. Research also indicates students who drop out of school earn significantly less than their peers who graduate from high school. The odds of a high school dropout striking it rich are slim to none, and the chances he or she will find employment to support a family and a middle-class lifestyle are just as unlikely.

For students experiencing homelessness and needing to relocate from their home district to another, this may result in not receiving course credit. This lack of awarding or accepting credit from students experiencing homelessness due to relocation is penalizing them for circumstances beyond their control. Such loss of credits for students who are already experiencing difficulties in their personal life can be a significant educational setback, resulting in an increased risk of these students dropping out of school.

Next Steps: Currently in Pennsylvania, decisions regarding the issuance of course credit is determined at the local level, by local school boards who set the related district policy. Changing this policy is not advocating for major change regarding course credits, but rather taking a common sense approach which recognizes the unique circumstances affecting these students. A similar approach is currently being implemented in California which addresses the issuance of credits for courses accrued during the time the student was designated as homeless. Advancing this policy change would have a positive impact on these at-risk students who are at-risk of not remaining in school.

12. State financial incentives should be established to supplement the commonwealth’s existing regional federal funding methodology.

Task Force Rationale: Financial incentives should reflect and reinforce a new set of principles and characteristics for service delivery, and should support the development of a

more comprehensive program service system that is responsive to children, youth and families experiencing homelessness. To create a more comprehensive system, effective financial strategies should incorporate multiple funding sources, cut across traditional separate service domains and makes use of dollars being expensed in the service system. This type of fiscal change usually requires state policy shifts and alterations in service governance and service delivery.

Fiscal strategies to be considered by state agencies include:

- *Pooling* of funds across agency lines to achieve common goals;
- *Delegating* greater authority over the use of existing funding to regional programs and administrative systems, rather than state agencies, are in the best position to determine specific funding priorities;
- *Redeploying* existing funds from higher cost services to lower cost services. Redeploying funds from multiple service systems by can take place when an integrated service plan is in place for children and families served by multiple systems (such as special education, child welfare, mental health, and juvenile justice);
- *Refinancing* through a greater use of federal programs, accompanied by *reinvestment* to expand the funding base for services;
- *Leveraging* private sector and foundation funding to expand the funding base for services;
- *Investing* newly acquired funding into prevention oriented services with clear outcome accountability.³⁷

These strategies must be accompanied by state-level incentives which will motivate and encourage local programs and LEAs to re-examine existing service protocols and delivery practices, and investigate new service delivery strategies. These new strategies should address program barriers and limitations, advance the delivery of quality services, encourage cross-system exchange of exemplary practice and stress outcome accountability.

Next Steps: The current McKinney-Vento federal allocation to the commonwealth has decreased over \$250,000 from FY 2012-13 to FY 2013-14. This reduction in federal funds is insufficient to meet the increased number of children, youth and families experiencing homelessness. Therefore new and innovative financing strategies must be applied to a more comprehensive and responsive homeless service system which meets the educational needs of students experiencing homelessness. The Task Force suggests that Pennsylvania Legislators join with other states to advocate for increased federal funding through the McKinney-Vento Homeless Assistance Act.

13. In accordance with requirements outlined in the McKinney-Vento Homeless Assistance Act, improve transportation services for students experiencing homelessness.

Task Force Rationale: Students experiencing homelessness must be provided with transportation without delay. The McKinney-Vento Homeless Assistance Act first gives school districts and states the ability to agree upon a method to apportion cost and responsibility for transporting children and youth experiencing homelessness. The Act further states that in the absence of an agreement, the two districts must apportion cost and responsibility equally. Inter-district disputes cannot delay the immediate enrollment of children in the school selected. As long as attendance at the school of origin is feasible, transportation is required, even if it involves students crossing school district lines. The possibility of nonpayment does not affect the districts' obligation to provide transportation. States have available their state attorney general's office to help resolve these issues, if necessary.

Next Steps: In practice, Pennsylvania has published Child Accounting Guidelines in 2012 to assist school districts with the issue of school placement and transportation. Task force members believe the issue of transportation should be thoroughly examined by the Advisory Council to identify the underlying issues which result in delays initiating services to students. Any such delays would violate the McKinney-Vento Homeless Assistance Act's requirement that students be immediately enrolled in the selected school.

Pennsylvania should consider developing a sample inter-district transportation agreement and related protocols to assist school districts in handling transportation issues and minimizing disputes. Apportioning costs and accepting responsibility would be included in this agreement.

Fiscal Impact and Considerations

Based upon months of extensive review of research and examination by Task Force members, the findings and recommendations contained in this report represent a comprehensive approach to improving the education of children and youth experiencing homelessness in the commonwealth. By examining data, evaluating effective systemic approaches and reviewing early childhood education impacts, the Task Force has advanced a set of recommendations they believe Pennsylvania should pursue.

The Task Force recognizes that before these recommendations are implemented, policy makers need to determine the full cost of these actions. Program components and cost factors will need to be considered when estimating the potential cost of implementing new inter-agency models, expanding or altering existing programs, methods and strategies (e.g., staffing education and training, technical assistance, data collection, regulatory requirements). Consideration must also be given to the offsetting impact these changes will have on tax revenues and on the allocation of new funding.

A Pennsylvania specific analysis of the costs and benefits should be undertaken as the Administration and General Assembly consider these recommendations to enhance and improve the services provided to children living with homeless families and unaccompanied youth.

Task Force members believe that the current McKinney-Vento Homeless Assistance Act federal allocation to the commonwealth, which has decreased over the last several years, is insufficient to meet the increasing needs of children, youth and families experiencing homelessness. The Administration and General Assembly should give serious consideration to investing state funds and advocate for the pooling of funds across state child serving agencies to achieve common goals, while strengthen the homeless service delivery system for children, youth and their families.

Whether justified or not, common wisdom holds that government is the largest investor in public systems, but other entities, both business and philanthropy can and should have a meaningful role in supporting those systems. Therefore, Task Force members ask that the Administration and General Assembly champion state financing strategies that leverage private sector and foundation funds to expand the funding base. Advancing this effort will further develop a more comprehensive homeless service delivery system across the commonwealth and cover start-up costs associated with these systemic reform recommendations.

Supportive Documents

- General Assembly of the Commonwealth of Pennsylvania Act 123 of 2012,
- Task Force Member List
- Homeless Children’s Education Task Force Parent Demographic Survey (English and Spanish) and Survey Results
- Pennsylvania’s Education for Children and Youth Experiencing Homelessness Program Performance Indicators
- Pennsylvania Regional Exemplary Practice Grid
- Pennsylvania Homeless Children’s Initiative Evaluation Report - 2011-12 Program Report (The full report can be found at file: //s-drive/home/Profiles/trobel/My%20Documents/Downloads/2011-12%20Pennsylvania%20ECYEH%20State%20Evaluation%20Report%20OFFICIAL%20REPORT.pdf)
- Pennsylvania Homeless Children’s Initiative Evaluation Report – 2012-13 (Preliminary)
- Consolidated Performance Report - Parts I and II for State Formula Grant Programs under the Elementary and Secondary Education Act – As Amended in 2001 for Reporting on School Year 2010-11 (The Consolidated Performance Report can be found at <http://www2.ed.gov/admins/lead/account/consolidated/index.html>)
- Pennsylvania’s Education for Children and Youth Experiencing Homelessness Program – State Plan (Amended October 2013) (The State Plan can be found at file://s-drive/home/Profiles/trobel/My%20Documents/Downloads/ECYEH%20State%20Plan%202013%20FINAL.pdf)
- Email Correspondence to LEAs from Acting Secretary Harner
- Identified Homeless Students as Reported by Local Education Agencies 2011-12 and 2012-13
- Endnotes

**TASK FORCE ON HOMELESS CHILDREN'S EDUCATION - ESTABLISHMENT, POWERS
AND DUTIES AND ADMINISTRATIVE SUPPORT**

Act of Jul. 5, 2012, P.L. 1078, No. 123

Cl. 24

An Act

Establishing a Task Force within the Department of Education,
providing for its powers and duties and providing for
administrative support.

The General Assembly of the Commonwealth of Pennsylvania hereby
enacts as follows:

Section 1. Task Force on homeless children's education.

(a) Establishment.--There is established within the Department
of Education a Task Force on homeless children's education.

(b) Composition.--The Task Force shall be composed of the
following members:

(1) The Secretary of Education, who shall act as
chairperson of the Task Force.

(2) The Secretary of Public Welfare or a designee from the
Office of Children, Youth and Families.

(3) Twelve members to be appointed by the Secretary of
Education, within 30 days of the effective date of this act, to
include:

(i) Five representatives of local agencies assisting
homeless children and families, one each from southwestern,
northwestern, central, southeastern and northeastern
Pennsylvania.

(ii) Three representatives from the Commonwealth's
public schools, one of which shall be from a charter school,
representing urban, suburban and rural areas of
Pennsylvania.

(iii) Two representatives from Pennsylvania
intermediate units.

(iv) Two representatives from Pennsylvania social
services organizations or advocacy organizations with
experience working with homeless children and education
issues.

(c) Study.--The Task Force shall conduct a study of the
demographics and education of Pennsylvania's homeless child
population and their educational needs. The Department of Education
shall develop uniform forms and surveys necessary for obtaining the
information required for the study. If the department has already
collected the data or information required, the Task Force shall
incorporate the data or information into the report required under
subsection (d). The study shall include:

(1) A demographic survey of homeless parents and homeless
youth.

(2) An assessment of the difficulties in providing educational services to homeless students.

(3) An assessment of barriers to serving the needs of preschool children experiencing homelessness, including access to early intervention services.

(4) An assessment of successful strategies for serving homeless students, including strategies for informing parents, homeless shelters, students and school districts of the educational services available to homeless students.

(5) An assessment of best practices used in other states to educate homeless students.

(6) Recommendations regarding the collection and use of data currently collected by the department.

(d) Report to the General Assembly.--The Task Force shall issue a report of its findings and recommendations to the Governor, the President pro tempore of the Senate, the Minority Leader of the Senate, the Speaker of the House of Representatives, the Minority Leader of the House of Representatives, the chairman and minority chairman of the Education Committee of the Senate and the chairman and minority chairman of the Education Committee of the House of Representatives. The initial report shall be submitted within 18 months of the effective date of this section. The report shall be distributed to State and local agencies that work with homeless children, as well as to all Pennsylvania school districts.

(e) Meetings.--The Task Force shall meet at least once each quarter and shall hold its first meeting within 60 days of the effective date of this section.

(f) Compensation.--Task Force members shall receive no compensation for their services but shall be reimbursed for all necessary travel and other reasonable expenses incurred in connection with the performance of their duties as members.

(g) Duties of department.--The Department of Education shall provide administrative support, office space and any other technical assistance required by the Task Force to carry out its duties under this section, including access to all reports and data required by the Federal Government to comply with Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10, 20 U.S.C. Ch. 63, et seq.) and McKinney-Vento Homeless Assistance Act (Public Law 100-77, 42 U.S.C. § 11301, et seq.).

Section 2. Expiration.

This act shall expire two years following the effective date of this section.

Section 3. Effective date.

This act shall take effect in 60 days.

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The Homeless Children's Education Task Force is conducting a study of demographics and educational needs of Pennsylvania's children, youth and families experiencing homelessness. In order to be able to complete this study, the Pennsylvania Department of Education is to administer a survey to the parents of the children and youth experiencing homelessness.

The Pennsylvania Department of Education is asking for the parents of the children and youth experiencing homelessness to complete this survey and return to their child's school liaison. To protect the privacy of the parents we are asking not to write their name or their child's name.

On behalf of the Pennsylvania Department of Education and the members of the Homeless Education Task Force we want to thank you for your contribution to this project by completing this survey.

- 1) What is your age?
 - a. 18-24 years old
 - b. 25-34 years old
 - c. 35-44 years old
 - d. 45 to 54 years old
 - e. 55-64 years old
 - f. 65 years or older

- 2) What is your gender?
 - a. Female
 - b. Male

- 3) Please specify your ethnicity (Race)?
 - a. White/Caucasian
 - b. Hispanic/Latino
 - c. Black/African American
 - d. Native American/American Indian
 - e. Asian/Pacific Islander
 - f. Other: _____

- 4) What is the primary language spoke at home?
 - a. English
 - b. Spanish
 - c. Other: _____

- 5) What is your current marital status?
- Single, Never Married
 - Married
 - Separated
 - Divorced
 - Widowed
- 6) What is your level of school you have completed?
- No schooling completed
 - Elementary School to 8th Grade
 - High School, No Diploma
 - High School Graduate
 - GED
 - Trade/Technical School
 - Associate Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctorate Degree
 - Other: _____
- 7) Employment Status:
- Employed
 - Unemployed
 - Homemaker
 - Student
 - Military
 - Retired
 - Unable to Work
- 8) In the past year how many times have you moved due to homelessness?
- Once
 - Two – Four
 - Five or more
- 9) What are your living arrangements?
- Live with Friends
 - Live with Relatives/Family Members
 - Live in Hotel/Motel
 - Live in Shelter
 - Live in Transitional Housing
 - Unsheltered

g. Other: _____

10) How many children under 18 years old live in your household?

- a. None
- b. One
- c. Two
- d. Three
- e. Four or More

11) Are you aware of the services available to the parents of the children and youth experiencing homelessness through the school liaison, site or regional coordinators?

- a. Yes
- b. No

12) Have you accessed services available to the parents of the children and youth experiencing homelessness through:

- a. School Liaison
- b. Regional Coordinator
- c. Site Coordinator
- d. School Counselor
- e. Shelter Staff
- f. Housing Provider
- g. Other: _____

13) Please indicate what services or resources have you accessed:

For any questions regarding this survey please contact Sheldon Winnick at 717-772-2066 or swinnick@pa.gov.



El Comité de Educación de niños desamparados y sin albergue (The Homeless Children's Education Task Force) está llevando a cabo un estudio demográfico y de las necesidades educativas de los niños, jóvenes y sus familias que no tienen vivienda en Pensilvania. Para poder completar este estudio, el Departamento de Educación de Pensilvania está administrando una encuesta a los padres de los niños y jóvenes que tienen falta de vivienda.

El Departamento de Educación de Pensilvania le está pidiendo a los padres de los niños y jóvenes que están desamparados y sin albergue que completen esta encuesta y se la entregue a la persona encargada de este programa en la escuela. Para proteger la privacidad de los padres, les pedimos que no escriba su nombre o el nombre de su hijo(a).

En nombre del Departamento de Educación de Pensilvania y los miembros del Comité de Educación de niños desamparados y sin albergue (The Homeless Children's Education Task Force) le queremos dar las gracias por su contribución a este proyecto por completar esta encuesta.

Por favor marque su contestación hacienda un círculo en la letra indicada. Gracias.

- 1) ¿Cuál es su edad?
 - a. 18-24 años
 - b. 25-34 años
 - c. 35-44 años
 - d. 45 to 54 años
 - e. 55-64 años
 - f. 65 años o mayor

- 2) ¿Cuál es su sexo?
 - a. Femenino
 - b. Masculino

- 3) Pro favor especifique su raza:
 - a. Blanco
 - b. Hispano/Latino
 - c. Afro-Americano
 - d. Indio Americano
 - e. Asiático/Isleño Pacífico
 - f. Otro: _____

- 4) ¿Qué idioma habla en la casa?
- Inglés
 - Español
 - Otro: _____
- 5) ¿Cuál es su estado civil?
- Soltero(a), Nunca se ha casado(a)
 - Casado(a)
 - Separado(a)
 - Divorciado(a)
 - Viudo(a)
- 6) ¿Qué nivel de educación ha completado?
- No ha completado la escuela
 - Escuela elemental a – 8vo. grado
 - Escuela Secundaria, No tiene diploma
 - Graduado(a) de escuela superior
 - GED
 - Escuela vocacional/técnica
 - Grado asociado
 - Bachillerato
 - Maestría
 - Doctorado
 - Otro: _____
- 7) Condición de empleo:
- Empleado(a)
 - Desempleado(a)
 - Ama de casa
 - Estudiante
 - Fuerzas Armadas
 - Retirado
 - Incapacitado
- 8) ¿En el pasado año cuántas veces ha estado desamparado(a) sin hogar/albergue?
- Una vez
 - Dos a Cuatro
 - Cinco o más
- 9) ¿Qué arreglos de vivienda tiene?
- Vive con amistades

- b. Vive con familiares
- c. Vive en un hotel/motel
- d. Vive en un albergue para personas desamparadas
- e. Vive hospedaje de transición
- f. Vive en la calle
- g. Otro: _____

10) ¿Cuántos niños(as) de menos de 18 años viven en su casa?

- a. Ninguno
- b. Uno
- c. Dos
- d. Tres
- e. Cuatro más

11) ¿Usted sabe de los servicios disponibles para los padres de niños (as) que viven desamparados sin hogar/albergue que se ofrecen a través de la escuela o coordinadores regionales ?

- a. Sí
- b. No

12) Usted ha usado los servicios disponibles para los padres de niños (as) que viven desamparados sin hogar/albergue a través de:

- a. Representante de la escuela
- b. Coordinador regional
- c. Coordinador de área
- d. Consejero escolar
- e. Personal de un albergue
- f. Personal de vivienda
- g. Otro: _____

13) Pro favor indique que recursos ha recibido:

Para cualquier pregunta por favor llame a Sheldon Winnick at 717-772-2066 or swinnick@pa.gov.



The Homeless Children’s Education Task Force is conducting a study of demographics and educational needs of Pennsylvania’s children, youth and families experiencing homelessness. In order to be able to complete this study, the Pennsylvania Department of Education is to administer a survey to the parents of the children and youth experiencing homelessness.

The Pennsylvania Department of Education is asking for the parents of the children and youth experiencing homelessness to complete this survey and return to their child’s school liaison. To protect the privacy of the parents we are asking not to write their name or their child’s name.

On behalf of the Pennsylvania Department of Education and the members of the Homeless Education Task Force we want to thank you for your contribution to this project by completing this survey.

14) What is your age?

- a. 18-24 years old - **8%**
- b. 25-34 years old - **45%**
- c. 35-44 years old – **32%**
- d. 45 to 54 years old – **11%**
- e. 55-64 years old – **2%**
- f. 65 years or older – **1%**

15) What is your gender?

- a. Female – **91%**
- b. Male – **9%**

16) Please specify your ethnicity (Race)?

- a. White/Caucasian- **40%**
- b. Hispanic/Latino – **15%**
- c. Black/African American – **38%**
- d. Native American/American Indian - **1%**
- e. Asian/Pacific Islander – **0.5%**
- f. Other: _____ - **5.5%**

17) What is the primary language spoke at home?

- a. English – **94%**
- b. Spanish – **5%**
- c. Other: _____ - **1%**

18) What is your current marital status?

- a. Single, Never Married – **50%**
- b. Married – **25%**
- c. Separated – **11%**
- d. Divorced – **11%**
- e. Widowed – **3%**

19) What is your level of school you have completed?

- a. No schooling completed – **2%**
- b. Elementary School to 8th Grade – **2%**
- c. High School, No Diploma – **11%**
- d. High School Graduate – **37%**
- e. GED – **9%**
- f. Trade/Technical School – **13%**
- g. Associate Degree – **13%**
- h. Bachelor's Degree – **6%**
- i. Master's Degree – **2%**
- j. Doctorate Degree **0**
- k. Other: _____ - **5%**

20) Employment Status:

- a. Employed – **46%**
- b. Unemployed – **26%**
- c. Homemaker – **7%**
- d. Student – **9%**
- e. Military - **0**
- f. Retired – **1%**
- g. Unable to Work – **11%**

21) In the past year how many times have you moved due to homelessness?

- a. Once – **43%**
- b. Two – Four – **27%**
- c. Five or more – **5%**
- d. None – **25%**

22) What are your living arrangements?

- a. Live with Friends – **11%**
- b. Live with Relatives/Family Members – **39%**
- c. Live in Hotel/Motel – **5%**
- d. Live in Shelter – **8%**
- e. Live in Transitional Housing – **8%**

- f. Unsheltered – **0% (1 person)**
- g. Other: _____ - **28%**

23) How many children under 18 years old live in your household?

- a. None – **5%**
- b. One – **24%**
- c. Two – **31%**
- d. Three – **18%**
- e. Four or More – **22%**

24) Are you aware of the services available to the parents of the children and youth experiencing homelessness through the school liaison, site or regional coordinators?

- a. Yes – **41%**
- b. No – **58%**
- c. No Response – **1%**

25) Have you accessed services available to the parents of the children and youth experiencing homelessness through:

- a. School Liaison – **34%**
- b. Regional Coordinator – **2%**
- c. Site Coordinator – **2%**
- d. School Counselor – **19%**
- e. Shelter Staff – **12%**
- f. Housing Provider – **4%**
- g. Other: _____ - **27%**

26) Please indicate what services or resources have you accessed:

There were 300 responses to the open ended question posed. The topical areas where the responses fell into similar categorical areas required to be accessed were as follows:

- **Food- 13%**
- **Housing (immediate need)-14%**
- **Formal Shelter services- 14%**
- **Transportation -14%**
- **Related state and /or private services (Section 8 housing; Catholic charities; HUD; welfare; Children & Youth, etc..) – 14%**
- **None- 32%**

For any questions regarding this survey please contact Sheldon Winnick at 717-772-2066 or swinnick@pa.gov.

Pennsylvania's Education for Children and Youth Experiencing Homelessness Program Performance Indicators

The majority of indicators provided here relates to implementation indicators (participation, service delivery, activity implementation, etc.), though there are a few outcomes-related measures (academic gains, drop-out prevention, graduation, attendance, survey feedback, etc.). There are few consistent, reliable measures currently in place statewide to measure additional child, youth, student, family, or parent outcomes, and as such, there are not templates provided here. However, where regions have such a consistent measurement method for outcomes, regions can create indicators for those outcomes and measurement methods. Some indicators appear in more than one activity category.

Performance targets should be reasonable, yet challenging.

For population change (you want to see a particular, specific change for all or nearly all members of a population), you should select a performance target in the 50%-90% range.

Example: "70% of school age, identified students experiencing homelessness receiving tutoring, supplemental instruction, or enriched educational services will show academic gains in math on the following assessments/measures..."

For year-to-year rate changes, select change related to baseline data. Indicate whether you want to use a proportional change (____% increase, decrease over the prior year) or a specific degree of movement (percentage points).

Example: Baseline data indicates that 60% of families with medical needs received related referrals in the prior year. The program wants 90% of such families to receive such referrals by the end of Year 3. That means the program needs that proportion to increase by 10 percentage points each year and would choose an indicator that reads: "10 percentage point increase in families with medical needs receiving referrals for related services."

To determine percentage (%) change:

Example:

Indicator - 20% increase from Year 1 to Year 2

Year 1 = 179 youth of 265 (68%) scoring proficient

$179 \times 20\% = 35.8$ youth

Target becomes additional 36 youth, or 215 (81%) proficient

To determine percentage point change:

Example:

Indicator - Increase of 20 percentage points from Year 1 to Year 2

Year 1 = 179 youth (68%) scoring proficient

$68\% + 20$ percentage points = 88% scoring proficient

Authorized Activities: Tutoring, supplemental instruction and enriched educational services

- ___% of school age, identified students experiencing homelessness receiving tutoring, supplemental instruction or enriched educational services will show academic gains in math on the following assessments/measures
 - 4Sight Benchmark Assessment in math from fall to spring
 - PSSA Math prior year to current year
 - GMADe Assessment from fall to spring
 - Report card grades fall to spring
 - Report card grades spring to spring
 - Teacher Survey
 - Other, please specify: _____
- ___% of school age, identified students experiencing homelessness receiving tutoring, supplemental instruction, or enriched educational services will show academic gains in reading on the following assessments/measures
 - 4Sight Benchmark Assessment in reading from fall to spring
 - PSSA Reading prior year to current year
 - GRADE Assessment from fall to spring
 - DIBELS Assessment from fall to spring
 - Report card grades fall to spring
 - Report card grades spring to spring
 - Teacher Survey
 - Other, please specify: _____
- ___% of Grade 12 students who are experiencing homelessness will graduate.
- The region will improve its graduation rate for Grade 12 homeless students by ___[% , percentage points] each year.
- The region will improve the rate of students experiencing homelessness dropping out of school by ___[% , percentage points] per year.
- The region will increase by ___[% , percentage points] the rate of drop-outs who successfully earn their GED credential.

Authorized Activities: Expedited student evaluations, including gifted and talented, special education, and limited English proficiency

- Student evaluations will be conducted within ___ [days, weeks] of identification for all identified children/youth experiencing homelessness.
- Student referrals will be made within ___ [days, weeks] of need identification for all identified children/youth experiencing homelessness.
- ___[% , percentage points] increase in students eligible for special education accessing appropriate special education services (i.e. Title I, special education, LEP services, etc.).

- ____[% , percentage points] increase in English Language Learners receiving English as a Second Language (ESL) services.

Authorized Activities: Professional development for educators and other school personnel

- ____% increase in the number of professional development, training, or awareness opportunities offered for educators/school personnel.
- Offer ____# more professional development, training, or awareness opportunities offered for educators/school personnel than the prior year.
- Offer ____# more hours of professional development, training, or awareness offered for educators/school personnel than the prior year.
- ____% increase of LEAs (districts, charter schools, AVTSs, non-public schools) participating in region-provided professional development, training, or awareness opportunities.
- ____[% , percentage points] increase of LEAs in the region (districts, charter schools, AVTSs, non-public schools) participating in region-provided professional development, training, or awareness opportunities.
- ____% increase in individuals from districts, charter schools, AVTSs, non-public schools participating in region-provided professional development, training, or awareness opportunities.
- ____% increase in the number of professional development, training, or awareness opportunities offered for community agencies.
- Offer ____# more professional development, training, or awareness opportunities to community agencies than offered the prior year.
- ____% increase in the number of community agencies participating in region-provided professional development, training, or awareness opportunities.
- ____% increase in the number of individuals from the community or community agencies participating in region-provided professional development, training, or awareness opportunities.

Authorized Activities: Referrals for medical, dental, other health services, and social services

- ____[% , percentage points] increase in families with medical, dental, other health needs, or social services receiving referrals for related services.
- ____[% , percentage points] increase in families with medical needs receiving referrals for related services.
- ____[% , percentage points] increase in families with dental needs receiving referrals for related services.
- ____[% , percentage points] increase in families with other health needs receiving referrals for related services.
- ____[% , percentage points] increase in families with social services needs receiving referrals for related services.

- ____[% , percentage points] decrease in children experiencing homelessness without the appropriate immunizations based on their age or grade.
- ____[% , percentage points] increase in pregnant teens experiencing homelessness receiving prenatal care.

Authorized Activities: Defraying excess cost of transportation

- ____[% , percentage points] increase in the number of school-age children and youth experiencing homelessness who have a 90% or better attendance rate during the school year (following a homelessness event).
- ____[% , percentage points] decrease in the number of school-age children and youth experiencing homelessness who are absent 10 or more days during the school year (following a homelessness event).
- ____[% , percentage points] increase in children or youth experiencing homelessness attending the school of origin, with approval of the parent/guardian.
- ____[% , percentage points] decrease in the number of school-age children and youth who are experiencing homelessness who are absent from school (following a homelessness event) due to lack of transportation.
- ____[% , percentage points] decrease in the number of days that school-age children and youth experiencing homelessness are absent from school (following a homelessness event) due to lack of transportation for ____% of students.
- ____[% , percentage points] decrease in the total number of days that all school-age children and youth experiencing homelessness are absent from school due to lack of transportation.

Authorized Activities: Provision of developmentally appropriate early childhood education programs, not otherwise provided

- ____[% , percentage points] increase in enrollment of preschool-age youth experiencing homelessness (ages 3-5, not yet in Kindergarten) in preschool programs such as Even Start, Pre-K Counts, and Head Start.
- ____[% , percentage points] increase in preschool-age students (ages 3-5, not yet in Kindergarten) enrolled in preschool programs attending their preschool program regularly, where 'regularly' is defined as: _____.

Authorized Activities: Provision of services and assistance to attract, engage, and retain homeless children, youth, and unaccompanied youth in public school programs

- ____[% , percentage points] increase in the number of school-age children and youth experiencing homelessness who are enrolled in school during the school year.
- ____[% , percentage points] increase in the number of children or youth experiencing homelessness attending the school of origin, with approval of the parent/guardian.
- The region will improve the rate of students experiencing homelessness dropping out of school by ____[% , percentage points] per year (reduction in dropout rate).

- 100% of students identified as at risk of dropping out will receive services or assistance designed to attract, engage, and retain them in public school.
- ____% of Grade 12 students who are experiencing homelessness will graduate.
- The region will improve its graduation rate for Grade 12 students experiencing homelessness by ____[% , percentage points] each year.
- The region will increase by ____ [% , percentage points] the rate of drop-outs experiencing homelessness who successfully earn their GED credential.
- ____% of students experiencing homelessness will achieve or maintain academic levels to be promoted to the next grade.
- ____[% , percentage points] decrease in students experiencing homelessness not achieving at appropriate levels and, as a result, being retained in their current grade.
- ____[% , percentage points] increase in school-age children and youth experiencing homelessness being enrolled or re-enrolled in school and attending school within ____ [days, weeks] of a homelessness event during the school year.
- All school-age children and youth experiencing homelessness will be enrolled or re-enrolled in school and attending school within ____ [days, weeks] of a homelessness event during the school year.
- The region will provide direct services, technical assistance, advocacy, or payment of records fees in order to decrease the region's [median, average] number of days between a student's homelessness event and enrollment in school, for those homeless children and youth who must change LEAs as a result of their homelessness precipitating event.

Authorized Activities: Before- and after-school programs, mentoring, and summer programs with a teacher or other qualified individual

- ____% of children or youth experiencing homelessness eligible to participate in [before-/after-school, mentoring, or summer] programs involving a teacher or other qualified individual will do so.
- ____[% , percentage points] increase in eligible children or youth experiencing homelessness participating in [before-/after-school, mentoring, or summer] programs involving a teacher or other qualified individual.
- Region will provide ____[# , % , percentage points] [target, increase] hours of educational programs for children and youth experiencing homelessness during non-school time.
- ____% of school age, identified students who are experiencing homelessness receiving educational services during non-school time will show academic gains in math on the following assessments/measures
 - 4Sight Benchmark Assessment in math from fall to spring
 - PSSA Math prior year to current year
 - GMADE Assessment from fall to spring
 - Report card grades fall to spring

- Report card grades spring to spring
- Teacher Survey
- Other, please specify: _____
- ____% of school-age students experiencing homelessness receiving educational services during non-school time will show academic gains in reading on the following assessments/measures
 - 4Sight Benchmark Assessment in reading from fall to spring
 - PSSA Reading prior year to current year
 - GRADE Assessment from fall to spring
 - DIBELS Assessment from fall to spring
 - Report card grades fall to spring
 - Report card grades spring to spring
 - Teacher Survey
 - Other, please specify: _____

Authorized Activities: The payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth

This activity category relates directly to the fiscal needs of ensuring homeless children and youth have access to an appropriate education. This activity category supports other activity categories. Performance indicators are not appropriate to this activity category, as the level or frequency of such fiscal needs will differ based on the needs of students who become homeless (needs that the program cannot influence) and the LEAs in which the children and youth are enrolling.

Authorized Activities: Provision of education and training to parents of homeless students about educational rights and resources that are available

- Parent(s) or guardian(s) of ____% of children or youth experiencing homelessness will receive brochures, newsletters, or other correspondence on the rights of homeless children to an appropriate education.
- ____[% , percentage point] increase in the number of parent(s)/guardian(s) of children and youth experiencing homelessness requesting information on educational rights and resources.
- ____[% , percentage point] increase in the number of parent(s)/guardian(s) of children and youth experiencing homelessness requesting technical assistance related to educational rights and resources.
- ____[% , percentage point] increase in the number of parent(s)/guardian(s) of children and youth experiencing homelessness actively involved in school enrollment decisions.
- ____[% , percentage point] increase in the number of parent(s)/guardian(s) of children and youth experiencing homelessness participating in training opportunities related to homelessness and education.

- ____% increase in the number of region-provided training opportunities for parent(s)/guardian(s) of children and youth experiencing homelessness related to educational rights and resources.
- The region will offer ____# more training opportunities than the prior year for parent(s)/guardian(s) of children and youth experiencing homelessness related to educational rights and resources.
- ____[% , percentage points] increase in parents reporting that they feel confident in their knowledge of their child or youth's educational rights related to homelessness after receiving training or technical assistance from the region, as measured by an annual parent survey.

Authorized Activities: Coordination between schools and service agencies

- ____% increase in the number of community agencies participating in school programs [related to homelessness, involving students experiencing homelessness].
- ____% increase in the number of parents of children and youth who are experiencing homelessness participating in programs, activities, or services provided by community agencies.
- ____% increase in the number of children and youth experiencing homelessness participating in programs, activities, or services provided by community agencies.
- ____% of parents of children and youth experiencing homelessness will participate in programs, activities, or services provided by community agencies.
- ____% of children and youth experiencing homelessness will participate in programs, activities, or services provided by community agencies.

Authorized Activities: Provision of pupil services (involving violence prevention counseling) and referrals for such services

- ____% of children and youth experiencing homelessness having identified needs for pupil services (including violence prevention counseling) will receive services related to those needs.
- ____% of children and youth experiencing homelessness having identified needs for pupil services (including violence prevention counseling) will receive referrals for services to community agencies related to those needs.
- ____[% , percentage points] increase in children and youth experiencing homelessness having identified needs for pupil services (including violence prevention counseling) receiving services related to those needs.
- ____[% , percentage points] increase in children and youth experiencing homelessness having identified needs for pupil services (including violence prevention counseling) receiving referrals for services to community agencies related to those needs.

Authorized Activities: Addressing needs of children and youth experiencing homelessness arising from domestic violence

- ___% of children and youth experiencing homelessness having needs related to domestic violence will receive services related to those needs.
- ___% of children and youth experiencing homelessness having needs related to domestic violence will receive referrals for services to community agencies related to those needs.
- ___%, [percentage points] increase in children and youth experiencing homelessness having needs related to domestic violence receiving services related to those needs.
- ___%, [percentage points] increase in children and youth experiencing homelessness having needs related to domestic violence receiving referrals for services to community agencies related to those needs.
- ___ [%, percentage point] increase in the number of preschool children experiencing homelessness in domestic violence shelters receiving education services.
- ___ [%, percentage point] increase in the number of school-age children and youth experiencing homelessness in domestic violence shelters receiving education services.
- ___% increase in the volume (in hours) of region-provided education services to children and youth in domestic violence shelters.
- ___% increase in the volume (in counts of service occurrences) of region-provided education services to children and youth in domestic violence shelters.

Authorized Activities: Adaptation of space, purchase of supplies for non-school facilities

- ___% increase in the number of shelters having a functional homework/study room or library.
- ___% of shelters will have a functional homework/study room or library.
- ___# of shelters will have a functional homework/study room or library that did not have one the year before.
- ___% increase in the number of shelters providing educational supplies at the shelter for resident students.
- ___% of shelters will provide onsite educational supplies for resident students.

Authorized Activities: School supplies for distribution at shelters and temporary housing facilities

- ___% of preschool-enrolled and school-age students will receive supplies needed to attend school.
- ___ [%, percentage points] increase in preschool-enrolled and school-age students who receive supplies needed to attend school.
- ___% of preschool-enrolled and school-age students in shelters or temporary housing facilities will receive supplies needed to attend school.

- ___[% , percentage points] increase in preschool-enrolled and school-age students in shelters or temporary housing facilities who receive supplies needed to attend school.

Authorized Activities: Extraordinary or emergency assistance to enable children experiencing homelessness to attend school

- ___[% , percentage points] increase in school-age students experiencing homelessness who are attending school ready to learn, where ready to learn is defined as _____.
- ___% of school-age students experiencing homelessness will attend school ready to learn, where ready to learn is defined as _____.
- ___% of school-age students experiencing homelessness who experience barriers to school enrollment or attendance will receive direct services related to removing those barriers.
- ___[% , percentage points] increase in school-age students experiencing homelessness who experience barriers to school enrollment or attendance receiving direct services related to removing those barriers.

Pennsylvania Regional Exemplary Practice Grid

Regions offer a variety of services and participate in various activities. Common or typical activities, as noted in regional monitoring reports included activities such as serving on the board of local community agencies or groups, collaborating with other agencies that serve the homeless population, making presentations to community or school groups in order to increase awareness about the McKinney-Vento Act and the ECYEH Program, facilitating student access to or LEA provision of transportation to and from school, providing referrals for families and children to other community or government agencies, holding or collaborating supplemental academic programs or tutoring, providing LEA homeless liaisons with training and technical assistance related to their role as a liaison, developing and maintaining informational websites, summer programs and activities, and facilitating donations of goods and money to serve the needs of children and youth experiencing homelessness. The following grid provides descriptions of some of the more unique and innovative strategies and programs in each region in several key service categories.

Regions 1, 2, 3 and 4

	Region 1	Region 2	Region 3	Region 4
Academic Programs	<p>The ECYEH regional office, through a contract with Ultimate Success 2, provides activities for the teens including assistance preparing a “Brag Book/ Portfolio” for students that includes their resume, cover letter, achievements, and work samples to be used in a job interview or college/secondary education pursuit.</p> <p>The ECYEH regional office co-funds after-school and summer tutoring and enrichment programs in local shelters as an alternative program of the districts. After-school enrichment programs are provided at 14 shelters that have the highest population of school-aged children.</p> <p>Five shelters are using the Imagine Learning curriculum, which the regional office purchased in the last program, with students requiring literacy assistance (i. e. ELL students).</p>	<p>The regional coordinator offers summer programming for unaccompanied youth and uses the Family Promise/U-Turn Program, which assists with locating and securing housing, life skills training, and college prep activities such as applying for financial aid and visiting colleges.</p> <p>Many shelters provide tutoring services for their residents. The region is offering mini-grants to shelters for supplemental educational programs such as tutoring and summer enrichment.</p>		

	Region 1	Region 2	Region 3	Region 4
Awareness Activities	<p>The ECYEH regional office works with Big Scott Productions to develop marketing materials to increase awareness of students experiencing homelessness and the ECYEH program. Big Scott Productions assists ECYEH regional staff to develop and implement specific outreach strategies for the teen population, which currently includes plans to continue the use of radio, television, and the local baseball team.</p>	<p>All regional sites have an ECYEH webpage. In Lancaster the webpage is internal to the school district only. The region's wiki page and Facebook page promote the program and inform stakeholders about services and requirements.</p> <p>The regional office has inserted their webpage Quick Response (QR) Code¹ on various documents, which has already generated contact from unaccompanied youth experiencing homelessness.</p> <p>The regional coordinator participates in county meetings where agencies working with the homeless population are represented in order to raise awareness about McKinney-Vento and ECYEH and promote collaboration.</p> <p>The region assisted with creating PA's Education for Youth Experiencing Homelessness Awareness Week (October 28-November 1). The region drafted a resolution, which was presented to and confirmed by the state Senate. The regional coordinator participated in a radio show and podcast conducted by a student, contributed to articles in three papers, and facilitated Red Shirt Day. School districts did various activities throughout the week such as discussions, book readings, and awareness statistics during morning announcements.</p>		<p>The assistant regional coordinator is a member of the Southwest Regional Homeless Advisory Board and provides support for related school services such as the Student Assistance Program, special education, and the local interagency coordinating councils for early childhood learning.</p>

¹ A Quick Response (QR) code is similar to a UPC barcode, but instead of a series of vertical lines, consists of square, black dots arranged in a square grid on a white background, which can be read and interpreted by an imaging device (such as a camera). http://en.wikipedia.org/wiki/QR_code

	Region 1	Region 2	Region 3	Region 4
Community Collaboration	<p>The Philadelphia Office of Supportive Housing Bright Spaces program is offered in city-run shelters and supports educational activities for homeless parents and their children. Bright Spaces are unique, educational, nurturing environments that provide developmental opportunities for children birth through six years old and “School Lounges” where older children have access to computers and libraries to assist them with homework and school projects. This project encourages educational and academic progress to ensure children and youth develop critical life and academic skills.</p>			<p>The region maintains a part-time community liaison to coordinate the Together Time Program – a collaboration with the Fred Rogers Company. This activity promotes parent/child interaction and parents as a child’s first teacher for preschoolers residing in housing programs. This project serves Bridge to Independence, Family Promise Crafton and Washington, Healthy Start House, Sojourner MOMS East, Sistersplace, Sojourner House, Women’s Center and Shelter, Womanspace East, and House of Hope. The goal for the coming year is to expand this program into Washington, Fayette, and Westmoreland counties.</p> <p>A recent partnership with Carlow College so that Together Time can be offered as a service learning option for college students. In addition, they also provide structured play opportunities for children residing in these locations. The semester will culminate with an early learning fair held in Wilkinsburg in collaboration with the Wilkinsburg School District’s homeless education program. This project will continue into future years with community events being held in different communities throughout Allegheny County and collaboration with Washington and Jefferson college is being considered to offer a similar opportunity in Washington County.</p>

	Region 1	Region 2	Region 3	Region 4
Migrant Collaboration		The region developed a three-year plan to focus more programmatic efforts on migrant students experiencing homelessness, children and youth awaiting foster care, and the growing number of unaccompanied youth.		
Outreach Activities	<p>A local school district has parent centers located in various neighborhoods allow parents to obtain paperwork to enroll their children.</p> <p>ECYEH staff does outreach to the city's high schools that have the highest propensity to have homeless teens enrolled. Activities included focus group on after school programs and Homeless Within Reach Conference with homeless providers. Educational information sessions and awareness presentations are held for school secretaries, principals, providers, counselors, school staff, charter schools, managers, and program staff.</p>	The regional office conducts outreach during the summer months at a local state park to identify eligible families/children for the beginning of the school year.		<p>The regional coordinator is a member of the Allegheny County Homeless Advisory Board. In this capacity, she maintains a listserv of members to distribute useful information regarding housing vacancies, job opportunities, education, etc. This is in addition to listservs that are maintained for all homeless liaisons from districts within the region.</p> <p>In addition to regional meetings and trainings, regional staff personally train every newly identified liaison within the region. Each new liaison is provided a general orientation and given contact information for appropriate ECYEH staff. All liaisons have office and cell phone numbers for regional staff allowing the program to be more responsive to districts.</p>

	Region 1	Region 2	Region 3	Region 4
Pre-K Collaboration		<p>In Berks County, Head Start Programs visit shelters in the summer to register and enroll of eligible children. Also, the ECYEH regional coordinator is a member of the Head Start Advisory Council, which helps to facilitate cross-program coordination.</p> <p>The region is developing a “traveling” preschool program to provide at the shelters and other providers to increase their ability to work with the younger children experiencing homelessness.</p>	<p>The regional coordinator collaborates with the Region 2 Dauphin County site coordinator at the Capital Area Intermediate Unit for joint activities with Cumberland County Head Start programs.</p>	<p>Through the region’s participation in the Allegheny County Bridges group, the importance of educational services is being reinforced. The goal of the Bridges group is to screen all children in shelters for developmental delays and then connect them to needed services. This is a collaborative effort of the AIU with input from Head Start, Early Head Start, DART, and ECYEH.</p>
Title I Collaboration				
Special Projects	<p>TEEN Evolution Experience trainings were provided in before-, after-school, mentoring, and summer programs on: violence and conflict resolution , money for college, college tour scheduling and preparation, getting to know one another, getting work-ready, “The Born Identity-Defining Who I Am,” “Where Am I Going- Roadmap to My Life,” and “Group Vision-We are TEEN.”</p> <p>The ECYEH teen program coordinator is developing a plan for an event later this year called PHYTE Night (Philadelphia Honors Youth and Teens in Education) that</p>	<p>Regional staff pursue alternative funding as appropriate to provide bus tokens/tickets/passes when needed to facilitate appropriate transportation in Berks, Dauphin and Lancaster counties where mass transit options are available. Fundraising occurs through presentations made to community organizations.</p> <p>In Berks County, the intermediate unit facilitates a uniform drive to provide appropriate clothing for homeless students in school districts requiring uniforms.</p> <p>The Dauphin County site coordinator has partnered with a local church to offer Saturday programs/activities for shelter residents.</p>	<p>The region is trying new technology to document activities electronically, through the use of a digital pen, to streamline documentation.</p>	<p>Through a collaborative effort with the Homeless Children’s Education Fund, the region provided a summer camp experience for families residing in Washington County shelters. Bussing was provided from all of the shelters. The region contracted with the Homeless Children’s Education Fund to replicate the camps that they have in Allegheny County in Washington County.</p> <p>Collaboration with the Homeless Children’s Education Fund resulted in small grants for shelters to provide summer and winter field trips. The goal of the field trips is to provide children with ongoing learning</p>

	<p>will provide awards for youth's achievements.</p> <p>The ECYEH regional office holds fundraising events to support teen programs and activities, a holiday fund drive to purchase gift cards that will be used as incentives for the students, and to provide food for the teen program meetings and activities.</p>	<p>There are no shelters open to homeless teens and runaway youth in the region, so the regional coordinator provides training and information to assist stakeholders in identification and delivery of necessary services for this student population.</p>		<p>opportunities in out-of-school time. Field trips included museums, sporting events, physical activities, and cultural, educational, historical, and seasonal activities.</p> <p>The region is collaborating with Informing Design Company staff (www.informingdesign.com) on a mapping project in Allegheny County that will assist in identifying where homeless students are located to better identify the routes and methods to transport children to the appropriate schools. This project may also focus on planning transportation for students in foster care and transportation costs may be shared among agencies.</p>
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Regions 5, 6, 7 and 8

	Region 5	Region 6	Region 7	Region 8
Academic Programs	<p>The School District of the City of Erie pays credit recovery expenses for students experiencing homelessness.</p> <p>Through arrangements with Slippery Rock University, ECYEH provides tutoring for student shelter residents. College students get credit for volunteering.</p> <p>ECYEH resources are provided to ensure that shelters have technology equipment for students to use to complete homework.</p>		<p>The ECYEH regional office, through a HUD grant, has five tutors who provide academic assistance in five shelters in Luzerne County.</p>	<p>The regional office contributes monies to make tutoring services available at the largest shelter in Bucks County.</p> <p>The Allentown site coordinator used both McKinney-Vento funds and donations to provide funds, books, school supplies, and snacks to support shelter summer school programming.</p>

	Region 5	Region 6	Region 7	Region 8
Awareness Activities	<p>Through awareness activities (that included the regional coordinator), a local nonprofit organization raised and donated funds to provide supplemental school supplies, clothing, etc. for students in the region.</p>	<p>Group and individual training is provided to various groups and schools reviewing McKinney-Vento requirements, roles, and responsibilities. Trainings are held at various locations in order to encourage attendance, Also, the regional coordinator participates in LEA trainings as needed.</p> <p>Presentations are made to various groups of K-12 students and community groups through activities such as the No Sew Blanket project. Presentations help to raise awareness and provide tangible benefits for students experiencing homelessness. For example, students cut and tie the blankets together in art class and then the regional coordinator talks to the students about homelessness, conducts a lesson on homelessness, and in one district student representatives visit shelters for a tour and to deliver the blankets to children in shelters.</p> <p>To increase visibility and awareness, the region developed a new regional brochure, which is posted on the intermediate unit's website, given to all of the schools, and distributed at functions, trainings, and events.</p>	<p>The ECYEH regional office developed a website that includes resources in order to awareness of McKinney-Vento services and the rights of children and families experiencing homelessness. The website is promoted at trainings, meetings, workshops, and in phone calls/technical assistance. The website is also listed in the regional coordinator's email signature.</p> <p>The regional office has also developed a community resources booklet that is provided to various regional stakeholders, and includes contact information (by county and state-level) of agencies and resources for assistance with housing/shelter, food, counseling, medical services, employment, financial services, and child care.</p> <p>The region has also developed and distributed a personalized poster "Homeless Children Have the Right to a Free, Appropriate Public Education" to increase awareness within schools and other entities. The regional coordinator recommends that the poster be displayed where parents can see it during registration. The posters are also distributed at trainings, workshops, and via mail to every public school building in the region. Also, program posters are provided to soup kitchens, victim service agencies, county assistance agencies, etc.</p>	<p>ECYEH regional staff developed and distribute a regional brochure that contains a Quick Response Code to the program's Facebook page. The brochure is distributed at presentations, meetings, events, and visits to schools, shelters, food banks, and government and social service agencies. (see binder).</p> <p>The regional coordinator coordinates dissemination of a comprehensive resource directory for Bucks County, Montgomery County, and the city of Philadelphia.</p> <p>The regional coordinator facilitated a meeting of the Direct Services Coalition (DSC), which brings together 70-80 individuals (all of whom work directly with homeless individuals/families) from throughout Bucks County to discuss what their programs, agencies, organizations, churches, schools, and shelters are doing to assist the homeless. They share their eligibility requirements, availability for services, wait lists, etc. with the group In order for others to make accurate referrals.</p>

	Region 5	Region 6	Region 7	Region 8
Community Collaboration	<p>Regional staff members collaborate with children and youth services agencies to ensure appropriate services for eligible youth, including cross-trainings and county-specific meetings with CYS and school districts. The initiative has been helpful in addressing issues related to children/youth awaiting foster care and unaccompanied youth.</p>	<p>ECYEH regional staff members collaborate with local Children and Youth Services education liaisons to ensure appropriate services for foster children who are experiencing homelessness.</p> <p>Regional staff members collaborate with the domestic abuse call-in center in Potter County to assist parents and their children. The call in center refers families to the regional office. The regional office provides the call-in center (also a counseling center) with school supplies, toiletries and other items of need. This also allows the regional office to work independently with the children and their families.</p>	<p>The regional coordinator made a presentation at the University of Scranton to solicit volunteers, though they have not received no one signed up. The region is now pursuing a partnership with Marywood College to initiate a volunteer program supporting the ECYEH program.</p> <p>The region's current collaboration with King College provides bi-lingual (Spanish-speaking) students as volunteers. The professor of the class is also a resource for immigration issues that can be a resource for families.</p> <p>The ECYEH regional office advocates for the needs of students experiencing homelessness through participation in Continuum of Care and HUD/housing coalition meetings. The regional coordinator provided a McKinney-Vento presentation for all community-based organizations in Lackawanna County for a subcommittee of their Continuum of Care Coalition.</p>	
Migrant Collaboration	<p>The ECYEH site coordinator in one intermediate unit also supervises the Migrant Education Program in that area, which facilitates collaboration and coordination.</p>			

	Region 5	Region 6	Region 7	Region 8
Outreach Activities			<p>The region maintains a listserv of all LEAs in the region for regular correspondence and updates regarding McKinney-Vento training and resources.</p> <p>The regional coordinator provides intensive orientation for any new liaison in the region.</p>	<p>When new liaisons are identified, ECYEH regional staff send a welcome email, which includes a description of the liaison’s McKinney-Vento responsibilities and a copy of the BEC. ECYEH staff provide individualized orientations for new liaisons, with a focus on being available, welcoming, and supportive.</p> <p>The Allentown site coordinator has been successful at garnering community donations to supplement program funding to address students’ needs. This is accomplished through presentations and outreach activities. Donations are not asked for; the stories he relates to the participants are so compelling that people offer donations.</p>
Pre-K Collaboration	<p>The regional coordinator is involved with Head Start advisory boards in the region.</p>	<p>The regional staff met in-person with the Head Start, K-4, and other early childhood programs to educate them about their McKinney-Vento requirements and to assist with appropriate identification and enrollment in order to break down any barriers and facilitate collaboration.</p> <p>The ECYEH region provides tutors in Armstrong and Indiana counties who identify and enroll younger</p>	<p>The regional coordinator has provided workshops and referrals as well as coordinated some donations for Head Start programs.</p>	<p>The regional coordinator works with a site-based Head Start to provide funding for students experiencing homelessness to attend the hands-on, interactive “Please Touch” museum and to have photos taken at school.</p>

		<p>homeless children in Even Start, Head Start, preschool, and parent-child home programs as appropriate.</p> <p>ECYEH regional staff members work collaboratively with various pre-K programs. The ECYEH regional coordinator is a member of various Head Start community committees.</p>		
	Region 5	Region 6	Region 7	Region 8
Title I Collaboration		<p>ECYEH regional staff coordinate effort with LEA Title I coordinators and Student Assistance Program teams, Head Start and K-4 programs, and Children and Youth Services agencies to mitigate barriers efficiently so that homeless students receive appropriate services.</p> <p>The regional coordinator annually co-presents with the ECYEH state Program Officer at the Attendance/Child Accounting Professional Association (ACAPA) conference to reinforce the appropriate use of Title I set-aside monies to benefit students experiencing homelessness.</p>		<p>The regional coordinator participates in Bucks County Title I meetings to encourage the use of Title I monies to support homeless students.</p>

	Region 5	Region 6	Region 7	Region 8
Special Projects	<p>The School District of the City of Erie provides a program wherein unaccompanied and other identified youth participate in a “Skills and Meals” program on Fridays that includes skill-building activities and a group cooking activity. Youth receive military-style ready-to-eat meals that can be prepared using only water and have a long shelf-life.</p> <p>Other districts, intermediate units, and organizations have summer or supplemental feeding programs.</p> <p>Westminster College held an “Angel Tree” project to collect Christmas gifts for children and youth experiencing homelessness. The regional office coordinates a similar Easter Basket program. A local community organization coordinates donation activities to collect certain clothing items: Gutchies² for Kidz, PJs for Kidz, and Coats for Kidz.</p> <p>Rural families are given gas cards (some are donated) to assist with transportation to and from school where the family has a car and bus routes are lengthy or impractical.</p> <p>A local bar association developed a video highlighting their Attorneys and Kids Together (AKT) Program.</p> <p>Local organizations make prom gowns available to low income families.</p>	<p>To address school attendance issues while transportation is being arranged or coordinated, parents are encouraged to provide transportation until the school district(s) can coordinate the transportation services and they are reimbursed for their mileage. The district administrator has to approve of the plan and student(s) attendance must be verified before the parents receive the check. In some cases, students themselves are driving to/from school and being reimbursed by the regional office. These students are employed and provide a log of their mileage to the regional staff, who then verifies the students’ school attendance with the district.</p>	<p>Damage caused by Hurricane Sandy resulted in an influx of displaced New Jersey residents in Monroe County. In response, the ECYEH regional coordinator provided Wal-Mart gift cards for families in Stroudsburg and East Stroudsburg school districts.</p>	<p>Taxi service is used in Allentown as an interim transportation strategy until contracted transportation can be arranged. Taxis are flexible and quick to respond.</p> <p>For thirteen years the Council Rock School District has coordinated an annual Christmas donation event to support the program and students experiencing homelessness. This long-standing relationship began when the regional coordinator made a presentation to Council Rock students.</p> <p>The Allentown site coordinator is conducting a poverty simulation at Cedar Crest College this year. In this simulation, former students relay their experiences and the regional coordinator explains the issues these future nurses/ educators/ social service personnel may encounter and how and why children may respond.</p> <p>Sometimes donations are used to prevent homelessness by funding short-term emergency living expenses for families that would become homeless if not for the assistance.</p>

² “Gutchies” is a southwestern Pennsylvania slang term for underwear.

Pennsylvania Homeless Children's Initiative Evaluation Report - 2011-12

The full report can be found at file://s-drive/home/Profiles/trobel/My%20Documents/Downloads/2011-12%20Pennsylvania%20ECYEH%20State%20Evaluation%20Report%20OFFICIAL%20REPORT.pdf

Education for Children and Youth Experiencing Homelessness Program 2012-13 State Evaluation Report

January 2014



pennsylvania
DEPARTMENT OF EDUCATION



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Executive Summary

The Education for Children and Youth Experiencing Homelessness (ECYEH) Program exists to ensure that each child of an individual experiencing homelessness and each youth experiencing homelessness have equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youth. As such, the Pennsylvania Department of Education (PDE) created a state plan that outlines Pennsylvania's implementation of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and issued a *Basic Education Circular* on homeless youth to offer guidance to local education agencies (LEAs) regarding implementation of the McKinney-Vento Act. The current *State Plan* and *Basic Education Circular*, as well as other *Basic Education Circulars* related to homelessness can be found on PDE's website at www.education.state.pa.us, keywords "homeless education."

The ECYEH Program structure is designed so that every child or youth identified as experiencing homelessness has an opportunity to receive needed support and services. Regional coordinators (8) and their subcontracted site coordinators provide outreach, training, and technical assistance to LEAs and work to link children, youth, families, and LEAs to additional support services or resources specializing in serving individuals experiencing homelessness. The Center for Schools and Communities, a subsidiary of the Central Susquehanna Intermediate Unit, provides statewide technical assistance to coordinators and LEAs. The statewide technical assistant monitors the coordinators to assure compliance with the McKinney-Vento Act and maintains a resource website¹. The state coordinator, based at PDE, is responsible for program coordination and collaboration at the state level, and manages dispute resolutions among LEAs should they occur.

The purpose of the evaluation is to: examine the extent to which coordinators provide support to LEAs to meet the goals and objectives of the ECYEH Program; examine the extent to which children and youth identified as experiencing homelessness receive services and support; identify the types of services and supports children and youth received; build capacity within each region to examine results and make improvements based on data; and provide recommendations for overall program improvement. Evaluators collected and analyzed data for the evaluation from several sources to provide a picture of homelessness as it relates to the McKinney-Vento Act.

PROGRAM IMPLEMENTATION FINDINGS

Evaluators examined the extent to which the ECYEH Program offered outreach, professional development, technical assistance, or support to LEAs, other entities who serve the homeless population, or on behalf of the families, children, and youth experiencing homelessness.

Overall there were 467 unique professional development or training events offered by or in collaboration with ECYEH coordinators. Professional development or technical assistance events occurred most often with LEAs (167 events), social service agencies (102 events), LEAs

¹ <http://homeless.center-school.org/index.cfm>

and agencies together (50 events), or shelters (48 events). The most frequent types of professional development events focused on increasing awareness of the ECYEH Program and the rights of children and youth experiencing homelessness (111 events), interagency collaboration (102) events, and information sharing (91 events). Events were one-time events (312), the same event at multiple sites (26), an on-going series (111), or an on-going series at multiple sites (18). The total unique number of participants for each professional development or technical assistance event was also documented. There were 114 events with five or fewer participants, 65 events with five to 10 participants, 108 events with 10-20 participants, 98 events with 21-50 participants, and 78 events that had more than 50 participants. Four events did not indicate numbers of participants.

Monitoring of the regions continues to reveal that families' homeless situations (and those of unaccompanied youth) are becoming more complicated. Therefore, these situations take more of the coordinators' time, resources, and collaboration efforts to resolve. There are new outgrowths from monitoring as well. In 2013-14, annual monitoring will be replaced with monitoring that alternates between formal monitoring, which examines the federal requirements in great detail and documents regional compliance, to more informal technical assistance visits, which would change the focus from compliance to program expansion and improvement. Additionally, per federal guidance, coordinators will begin to monitor the LEAs within their regions on a seven-year cycle. Finally, to support the sharing and collaboration among the regions, a new online program resource was developed, which makes descriptions of programs, activities, and events coordinated by regional staff available to the network of ECYEH coordinators.

PROGRAM OUTCOME FINDINGS

As a result of the coordinators' outreach and ongoing collaboration work, 22,618 children or youth were reported as served (directly or indirectly)², of which 19,459 were also identified as being enrolled in school³. The 22,618 children and youth represent 98 percent of school districts, 77 percent of charter schools, 100 percent of full-time comprehensive career and technical education centers, and 100 percent of intermediate units. In addition to children and youth who attended public schools, there were children and youth who attended nonpublic, parochial, or private schools, or non-LEA pre-kindergarten programs; 84 such facilities were represented. Students experiencing homelessness comprised about 1 percent of the total Pennsylvania public school enrolled population in 2012-13.

Key findings about the children/youth identified as experiencing homelessness include:

- 59 percent (enrolled) were doubled-up; 31 percent were in shelters, transitional housing, or awaiting foster care placement; 6 percent were in hotels or motels; 1 percent was unsheltered; and 2 percent were unknown.

² "Direct services" refers to the 16 authorized activities outlined in the McKinney-Vento Act (Sec. 723). "Indirect services" are those services provided by a staff member whose position is supported through McKinney-Vento Act funds. Included in indirect services is technical assistance, training, or services ECYEH staff provided to an entity.

³ The federal age/grade category designation of a child or youth determines if they are considered served or enrolled.

- 13 percent (served) were identified as being an unaccompanied youth⁴.
- 20 percent (served) were identified as experiencing homelessness in 2011-12, and six percent were also identified as experiencing homelessness 2010-11.
- 74 percent (served) were classified as economically disadvantaged, though it is likely that many of the balance (16 percent) with unknown status may have been economically disadvantaged as well. For the most part, children/youth included in the 16 percent with unknown economic status were children who were birth-2 or ages 3 to 5 and not enrolled in pre-kindergarten and resided in shelters or were migrant children. Migrant out of school youth were also included in the 16 percent.
- 31 percent (served) were White/Caucasian (not Hispanic), 31 percent were Black/African American (not Hispanic), 15 percent were Hispanic (any race), and 6 percent were classified as American Indian/Alaska Native, Asian, Multi-Racial, or Native Hawaiian/Pacific Islander. In terms of the state's public school enrollment, students experiencing homelessness comprised 1 percent of the state's White/Caucasian (not Hispanic) population, 3 percent of the state's Black/African American (not Hispanic) population, and 1 percent of the state's Hispanic (any race) population.
- Less than 10 percent (served) were designated as English language learners.
- 5 percent (served) were migrant, which translates to 22 percent of migrant children/youth experiencing homelessness.
- Most enrolled students (75 percent) did not have a special education disability. Of those students with a disability category identified, 46 percent were categorized as having a "specific learning disability."
- 47 percent (enrolled) attended schoolwide Title I schools, 20 percent attended targeted Title I schools, and 26 percent attended non-Title I schools.
- Based on National Center for Education Statistics school classifications⁵, the majority of students attended LEAs classified as large suburban (5,284 students), large city (4,410 students), or small city (2,366 students).
- 51 percent of schools in which enrolled students attended had free or reduced price lunch rates of 40 percent or higher according to the National School Lunch Program.

PROGRAM IMPACTS

Program impacts include findings that document the extent to which the anticipated outcomes of the ECYEH Program are occurring, including reducing or eliminating enrollment or education barriers, remaining in the school of origin, and receiving services aligned with the authorized activities outline in the McKinney-Vento Act. Student academic outcomes are also included.

Barriers are situations that interfere with a child's/youth's enrollment, attendance, and/or educational success; 9 percent of youth and 4 percent of pre-kindergarten children were reported as experiencing one or more barriers to school enrollment. The most common barriers of school-age students were determining if a student was eligible for homeless services, obtaining medical

⁴ An unaccompanied youth is any person age 21 or younger who is not in the physical custody of a parent or guardian.

⁵ http://www.education.state.pa.us/portal/server.pt/community/data_and_statistics/7202/school_locale/509783

records, and transportation responsibilities. For pre-kindergarten children, the most common barriers were determining eligibility for services and transportation.

Mobility findings seem to indicate that for the most part students stayed in the same LEA (72 percent) or LEA-school combination (64 percent) for the entire program year, July 1 – June 30. The majority of the remaining students attended two LEAs or LEA-school combinations, 20 and 25 percent of students respectively. However, there is a small percentage of students who experience a great deal of mobility.

Overall, 80 percent of the 22,618 children and youth are documented as receiving services at the individual child/youth level. Tutoring or other instructional support was, by far, the most identified service children/youth received when all three funding categories were combined (70 percent). Other frequently-indicated services were transportation (26 percent of all children/youth), coordination between schools and agencies (25 percent of all children/youth), school supplies (24 percent of all children/youth), and clothing to meet a school requirement (24 percent of all children/youth). Coordination between schools and agencies was the most frequent service provided with McKinney-Vento Act funds and tutoring and instructional support were the most frequent services provided with Title I funds and other district funds.

Of the 19,459 enrolled students, 54 percent were designated as receiving Title I services and 46 percent were designated as not receiving Title I services. Examination of the PSSA/PASA/Keystone Exam proficiency levels of students designated as not receiving Title I services revealed that about half of these students scored proficient or advanced indicating that they did not have an academic need; therefore, they did not have a need for Title I academic services.

State assessment results indicated that 41 percent of students enrolled in assessment grades scored in the proficient or advanced levels in reading/literature, 45 percent scored in the proficient or advanced levels in math/Algebra I, and 35 percent scored in the proficient or advanced levels in science/biology.

For students experiencing homelessness in 2011-12 and 2012-13 and having two years of assessment data, 31 percent of students improved their proficiency level, 37 percent remained in the same proficiency level, 6 percent did not need to improve (they scored at the advanced level both years), and 27 percent declined on state reading assessments. On the state math assessments, 19 percent of students improved their proficiency level, 37 percent remained in the same proficiency level, 13 percent did not need to improve (they scored at the advanced level both years), and 32 percent declined.

Students experiencing homelessness do not, for the most part, score statistically different than other students in their school. As such, outcomes on state assessments appear to be more a factor of their educational experience rather than their homeless status.

Students having a nighttime status of hotels/motels or doubled-up had a larger percentage of students who scored proficient or advanced than students who had a nighttime status of shelters/transitional housing/awaiting foster care or unsheltered, where students were more likely to score in the below basic or basic levels.

REFLECTIONS AND CONSIDERATIONS

The Pennsylvania regional model to implement the McKinney-Vento Act provides an opportunity for every child or youth identified as experiencing homelessness to access needed resources or services especially related to school enrollment, including pre-kindergarten, and academic success. Regional coordinators and their staff train, troubleshoot, intervene, and collaborate on behalf of children and youth and their families, the schools they attend, or the shelters in which they reside. The nature of their work and the differences among the regions provide challenges unique to each region.

The 2012-13 reporting was the most complete and accurate reporting to date, which was expected as it typically takes three years of a new program evaluation to address and resolve most major data collection issues. As reporting has become more complete and accurate there are some things that appear to be improving, such as a decrease in barriers, an increase in services, and an increase in the number of pre-kindergarten children being reported. Observed improvements may be a result of better reporting, more entities reporting, and a better understanding of what needs to be reported rather than actual improvements, though it is possible that they are actual improvements as well.

Given the findings that have emerged and previous year's recommendations, evaluators offer several considerations to PDE related to program management of the ECYEH Program to optimize program implementation at the regional and local levels.

- Continue to increase interdepartmental relations with Title I, Special Education, Migrant Education, the Office of Child Development and Early Learning (OCDEL), and Child Accounting within PDE. There needs to be a common voice when it comes to the rights of children and youth experiencing homelessness, the services or guidance provided by these programs, and the coordination of services. It is not enough to present at meetings or conferences.
- State guidance regarding the operation and implementation of the ECYEH Program needs to be more structured. Implementation and operation expectations as well as state priorities should be specifically outlined in the upcoming Request for Applications (RFA). Applicants should have to indicate what is currently in place, continuing needs based on data, and how they plan to address those needs.
- PDE should also consider providing guidance on how grantees collaborate within their region with other intermediate units or across regions, how funds are distributed within the region, or where site coordinators are located within a region. RFA applicants should be requested to provide a rationale for how they plan address these issues.
- The state conference should be for the LEAs and entities with which the coordinators work. Because of frequent turnover, consider having a "Homeless 101" strand for individuals new to their role or unfamiliar with the program.

- Optimize the regional coordinator meetings by considering using virtual meeting options more often, capitalizing on regional expertise, and including updates from the state level that support regions in accomplishing program goals.

Introduction

McKINNEY-VENTO HOMELESS ASSISTANCE ACT OVERVIEW

In 1987 the Stewart B. McKinney Homeless Assistance Act was signed into federal law, requiring states to review and revise residency requirements for the enrollment of children and youth experiencing homelessness. In 1990 the McKinney Act was amended, requiring states to eliminate all enrollment barriers and provide school access and support for academic success for students experiencing homelessness; McKinney Act funds could then be used to provide direct educational services for eligible students. In 1994 the education portion of the McKinney Act was included in the Elementary and Secondary Education Act, adding preschool services, greater parental input, and emphasis on interagency collaboration. The latest revision occurred in 2001 when the Act was reauthorized as the McKinney-Vento Act (Title X, Part C of the Elementary and Secondary Education Act), strengthening legislative requirements and requiring all local education agencies (LEAs) to appoint a local liaison to ensure the law is implemented effectively at the local level.

The McKinney-Vento Act outlines how state educational agencies must ensure that each child of an individual experiencing homelessness and each youth experiencing homelessness have equal access to the same free and appropriate public education. This includes a public preschool education as provided to other children and youth. The McKinney-Vento Act defines children and youth experiencing homelessness as:

“Homeless children and youth:

- (A) Means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- (B) Includes:
 - i. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - iii. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).”

Children or youth who meet the McKinney-Vento Act definition of homeless may also be identified as an “unaccompanied homeless youth,” meaning any child who is “not in the physical custody of a parent or guardian.” There is no age range specified for an unaccompanied youth in

the federal law. The upper age range is determined by what a state defines as school age, unless the child is in special education in which case, the upper age range is 21 years old. There is no lower age range.

The McKinney-Vento Act also outlines the rights of students experiencing homelessness including the right to immediate enrollment even when records are not present; the right to remain in the school of origin, if in the student's best interest; the right to receive transportation to the school of origin; and the right to support services that promote academic success. The complete McKinney-Vento Act can be found on the United States Department of Education's website: <http://www2.ed.gov/legislation/FedRegister/other/2002-1/030802a.html>.

EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS PROGRAM

The Pennsylvania Department of Education's (PDE) homeless children's initiative, known as the Education for Children and Youth Experiencing Homelessness (ECYEH) Program⁶, exists to ensure that each child of an individual experiencing homelessness and each youth experiencing homelessness have equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youth. As such, PDE created a state plan that outlines Pennsylvania's implementation of the McKinney-Vento Act and issued a *Basic Education Circular* on homeless youth to offer guidance to LEAs regarding implementation of the McKinney-Vento Act. The current *State Plan* and *Basic Education Circular*, as well as other *Basic Education Circulars* related to homelessness, can be found on PDE's website at www.education.state.pa.us, keywords "homeless education."

Instead of providing federal McKinney-Vento Act funds directly to local educational agencies, Pennsylvania employs a regional model for dispersing the funds. Pennsylvania is divided into eight regions with each region having one regional coordinator whose primary responsibility is to implement the goals and objectives of the program. The regional coordinator position is filled by competitive bid on a three-year cycle. In some cases the regional coordinators subcontract for additional support (site coordinators) within their region.

The ECYEH state coordinator, based at PDE, is responsible for program coordination and collaboration at the state level, and manages dispute resolutions among LEAs should they occur.

PDE contracts with the Center for Schools and Communities, a subsidiary of the Central Susquehanna Intermediate Unit, to provide technical assistance to the coordinators and LEAs. As part of that technical support the Center maintains a website that includes statewide directories of the ECYEH Program regional and site coordinators, the LEA homeless liaisons, and Pennsylvania shelters for families, domestic violence, and runaway youth. Other resources are posted there as well. Additionally, the Center conducts compliance monitoring of the regions and prepares a comprehensive monitoring report of each region's monitoring results.

⁶ The program name was changed for the 2011-12 academic year from Pennsylvania's Homeless Children's Initiative (PAHCI) to Education for Children and Youth Experiencing Homelessness (ECYEH).

The goals of Pennsylvania's ECYEH Program are to:

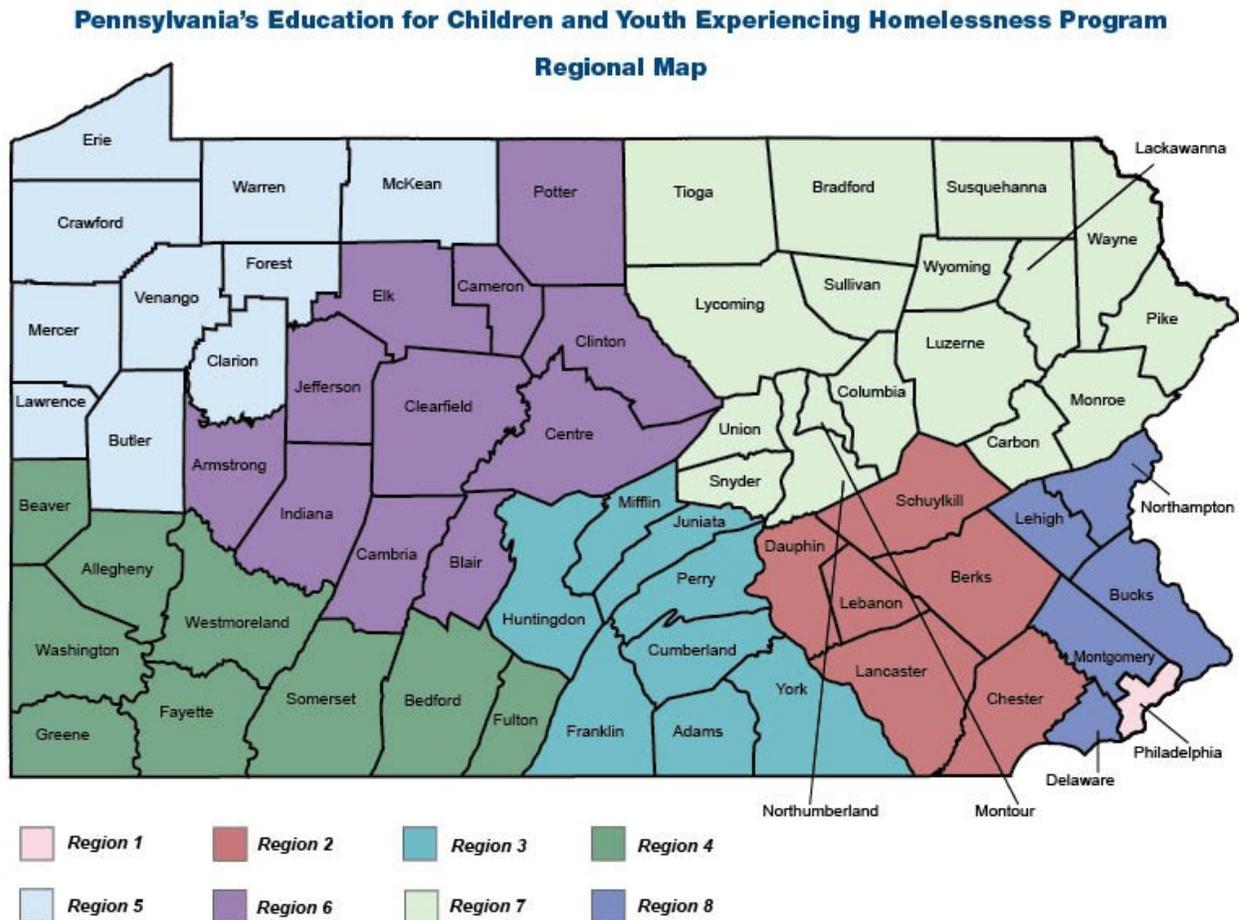
- Ensure that all children and youth experiencing homelessness enroll, participate, and have the opportunity to succeed in school;
- Ensure children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state; and
- Eliminate and/or reduce educational barriers through the use of local best practices and the authorized activities of the McKinney-Vento Act.

The main objectives of Pennsylvania's ECYEH Program are to:

- Reduce the disruption in the educational lives of children and youth experiencing homelessness;
- Increase awareness about the nature and extent of the problems children and youth experiencing homelessness have enrolling in and gaining access to educational programs and services;
- Explain laws and policies already in place that help students overcome these barriers to education;
- Build on laws and policies already in place that help students overcome these barriers to education;
- Build the capacity of others to assist in identifying, enrolling, and ensuring the educational success of children and youth experiencing homelessness; and
- Provide opportunities to collaborate with other statewide initiatives to improve academic achievement of students experiencing homelessness.

The coordinators' primary role is to make sure the McKinney-Vento Act is being followed in every public LEA in Pennsylvania. Coordinators train, troubleshoot, intervene, support, and collaborate with LEAs, shelters, agencies, and organizations to eliminate and/or reduce educational barriers and ensure that all children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state.

The following map illustrates the eight ECYEH regions in Pennsylvania.



EVALUATION DESIGN AND ACTIVITIES

PDE's Division of Student Services contracts with the Allegheny Intermediate Unit to conduct a comprehensive external evaluation of the ECYEH Program to fulfill the federal evaluation requirement. Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) is amended to read as follows:

SEC. 724. SECRETERIAL REPSONSIBILITES. (d) EVALUATION AND DISSEMINATION- The Secretary shall conduct evaluation and dissemination activities of programs designed to meet the educational needs of homeless elementary and secondary school students, and may use funds appropriated under section 726 to conduct such activities.

The purpose of the evaluation of Pennsylvania's ECYEH Program is to: examine the extent to which coordinators are providing support to LEAs to meet the goals and objectives of the program; examine the extent to which those students identified as experiencing homelessness

receive services and support; identify the types of services and supports students received; build capacity within each region to examine results and make improvements based on data; and provide recommendations for overall program improvement. The 2012-13 program evaluation was the third year of program evaluation.

In addition to program evaluation, which examines the implementation, outcomes, and impacts of the ECYEH Program, evaluators worked with PDE to prepare the homeless portions of required annual federal reporting.

Evaluators used the *EDFacts* file formats and the *Comprehensive State Performance Report* to identify all the required federal reporting data elements. Evaluators also used the National Association for the Education of Homeless Children and Youth quality standards and evaluation guidance to ensure adequate data was included in the evaluation. Evaluators then worked with PDE to ensure that all data elements were identified and no duplication of work was required on the part of the LEAs. This meant that some data was collected at the program level and some data was collected at the state level; whenever possible, existing data sources were to be used to reduce the burden on the LEAs.

To collect data at the program level, evaluators created a spreadsheet template for maintaining student information and service delivery data. The Student Information and Service Delivery data instrument⁷ included individual child/student/youth homeless information and service delivery data, including the type of funding supporting the services(s). The PAsecureID⁸ was one of the data elements collected for students who were enrolled in school. The PAsecureID was used to pull data from other data sources or when matching data from multiple data sources.

The homeless liaison in LEAs where students were enrolled, representatives from shelters where children and youth resided, and regional or site coordinators completed and submitted the data evaluators requested. Each regional coordinator was responsible for collecting and compiling information for their region and submitting it to evaluators at designated times throughout the year.

For the evaluation, evaluators created two additional data collection instruments to collect program implementation information beyond what was provided in the Student Information and Service Delivery instrument. ECYEH coordinators completed these instruments, which included the Technical Assistance and Professional Development and Student Activity and instruments.

⁷ Evaluators offer annual training for data collection via webinar. The webinar is offered to all reporting entities in collaboration with the Center for Schools and Communities and the state coordinator. The webinar is recorded each year and frequently asked questions are compiled and answered. The Center emails to all LEAs and posts to its website a link to the webinar, the PowerPoint, and the frequently asked questions. The evaluation website also includes all information regarding data collection.

⁸ PAsecureID is a unique, permanent, anonymous statewide student identification number assigned to all students upon their first entry into Pennsylvania's public school system. The single, unique PAsecureID remains with an individual student throughout their educational career. The PAsecureID is the key to the Pennsylvania Information Management System (PIMS) longitudinal data system. It does or will in the future:

- Reduce the number of unique reports required by PDE and the effort to produce them,
- Provide districts' access to longitudinal data to support local instructional decision making,
- Link student records between districts and across years to increase the accuracy and utility of data gathered, and
- Streamline reporting processes from LEA to PDE and United States Department of Education.

These instruments captured information related to services coordinators provided to groups of students, parents, LEAs, or other organizations working with this population.

Each region's monitoring reports from monitoring visits that the Center for Schools and Communities conducted were also collected by the evaluators to further examine program implementation.

In addition to information gathered through the Student Information and Service Delivery, Technical Assistance and Professional Development, and Student Activity instruments, evaluators collected individual student information at the state level utilizing existing information in PIMS and MIS2000, the state migrant database, or through the state assessment office⁹. LEA and school Title I funding information and National School Lunch Program school data was also collected at the state level.

Finally, to adhere to confidentiality in reporting afforded to domestic violence shelters, evaluators used a separate data collection instrument and procedure for children and youth residing in domestic violence shelters. Evaluators developed this instrument and procedure in 2010-11 in cooperation with the Pennsylvania Coalition Against Domestic Violence. The instrument captured some demographic information related to school attendance, data related to student services received at the facility, and information related to working with ECYEH. Only domestic violence shelters receiving direct or indirect services from the ECYEH Program are required to be included in reporting.

All of these data elements were pulled together and used for federal reporting or to prepare this evaluation report.

Ultimately, it is the ECYEH Program's responsibility to verify children/youth identified as experiencing homelessness. Given this responsibility, the ECYEH Program staff, evaluators, and PIMS staff worked together after the first year of the evaluation to secure permission for the ECYEH evaluation data collection to serve as the official source for flagging students experiencing homelessness in Pennsylvania. To accomplish this, an extensive cross-referencing process between ECYEH Program data collection and PIMS occurs periodically throughout the year. This cross-referencing process also reveals issues and provides insights to guide ECYEH Program implementation.

As a result of prior year evaluation findings, Migrant Education Program staff has been identified as the best source to identify migrant children/youth and collaborate as needed with the ECYEH Program to determine homeless status. Migrant staff receives ongoing training related to ECYEH eligibility to support this process and collaboration. Migrant Education Program staff document, in the state migrant database, homelessness among migrant children/youth who meet the definition based upon the McKinney-Vento Act. All children/youth eligible for migrant services between July 1 and June 30 are incorporated into the homeless identification and verification process.

⁹ PDE contracted with Allegheny Intermediate Unit to conduct the statewide evaluation. As such, the evaluation team completed the necessary confidentiality protocols for data collection at the state level.

At the end of each program year, after the final cross-referencing process, evaluators compile a unique, comprehensive list of children/youth in order to request additional student information from PIMS, MIS2000, and state assessment data. Once the all the data elements are collected and combined, evaluators: 1) prepare the *EDFacts* files and information for the *Comprehensive State Performance Report* for annual federal reporting, 2) provide the homeless flag for the PIMS system for all other PDE reporting that might include this population, and 3) prepare the annual evaluation report.

HOW TO USE THIS REPORT

The state evaluation of the ECYEH Program for 2012-13 examined the services provided by the ECYEH Program and information about children and youth identified as experiencing homelessness. The Executive Summary provides a condensed representation of the findings explained throughout this report. The Evaluator Reflections and Considerations for Improvement section provides conclusions based on the findings and considerations to guide program management and technical assistance.

The primary audiences for this report are the program management (PDE), technical assistance providers, and regional staff, though the results can be useful for other groups. The findings and results provided within this report should be used to guide program management and assist the state program team to provide technical assistance to staff in order to improve implementation, outcomes, and results.

Findings presented in this report are provided overall for the state and by region as the regions are the sub-grantees and the means by which the McKinney-Vento Act is implemented in Pennsylvania. This report provides an overall picture of implementation, outcomes, and impacts of the ECYEH Program and addresses statewide or regional issues. However, detailed information at the county, LEA, or school level, when appropriate, is provided to the regional coordinators and the program staff at PDE to assist with internal program implementation, improvement, and decision making.

Evaluators have included graphical representations of results along with the supporting data table. Pertinent percentages and counts are provided in the narrative sections. Throughout this report, for ease of reading, percentages may be rounded and as such, may not total 100 percent. Furthermore, evaluators have eliminated any instances of zero in tables (shown as a blank cell) or “0%” in graphs where the result represents no instances. In cases where zero percent is included in a graph, it means less than 1 percent.

Throughout this report individuals identified as experiencing homelessness are categorized by being enrolled or served based on the federal reporting definitions, which are described in detail in the report. “Enrolled” includes any student enrolled in an LEA (public or nonpublic). “Served” is any child/youth identified as experiencing homelessness, regardless of their school enrollment status. Enrolled students are a subset of the served population and are included as part of the child/youth counts.

References to relevant prior years' results are provided in the narrative where explanations are pertinent. If the reader is interested, the 2010-11 and the 2011-12 evaluation reports are available on PDE's website:

http://www.education.state.pa.us/portal/server.pt/community/pennsylvania's_education_for_children_and_youth_experiencing_homelessness_program/7491

This report should also be used to highlight especially positive and successful implementation, outcomes, and programs as models. Care should be taken to avoid making comparisons across regions, as each region has differing numbers of LEAs, collaborating entities, ECYEH Program staff, and total child/youth counts. Additionally, regions have differing areas of focus based on regional need within the population experiencing homelessness. However, differences among the regions may also guide program improvement and state level technical assistance.

This report highlights findings regarding the ECYEH Program based on available data from the 2012-13 program year.

Findings

Findings are grouped by program implementation, program outcomes, and program impacts including student outcomes. As described in the Evaluation Design and Activities section of this report, data came from several sources and was pulled together to provide a picture of child/youth homelessness in Pennsylvania as it relates to the McKinney-Vento Act.

Program implementation findings reveal the extent to which the ECYEH Program offered professional development, technical assistance, or support to LEAs, other entities who serve the homeless population, or on behalf of the families, children, and youth experiencing homelessness. This information is collected via the Professional Development and Technical Assistance instrument and from information documented in the region's monitoring report.

Program outcomes findings reveal information about the children/youth identified and served through the ECYEH Program and information about the schools identified students attended. Children/youth information is collected through the Student Information and Service Delivery instrument, PIMS, MIS2000, and domestic violence shelter reporting. School information comes from the PDE Division of Federal Programs for Title I, the National Lunch Program, and the National Center for Education Statistics, and local education agencies (LEAs).

Program impact findings reveal the extent to which the anticipated outcomes for children/youth of the ECYEH Program are occurring. Anticipated child/youth outcomes include reducing or eliminating enrollment or education barriers, remaining in the school of origin, and receiving services aligned with the authorized activities outline in the McKinney-Vento Act. Student academic outcomes are also included in this section. This information comes from the service delivery portions of the Student Information and Service Delivery instrument, the Student Activities instrument, PIMS, MIS2000, domestic violence shelter reporting, and the PDE assessment office.

PROGRAM IMPLEMENTATION

Coordinators train, troubleshoot, intervene, support, and collaborate with LEAs, shelters, agencies, and organizations to eliminate and/or reduce educational barriers and ensure that all children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state.

Professional Development and Technical Assistance Services by Regions

Professional development and technical assistance to LEAs, parents, shelters, and other organizations serving the homeless population command a large portion of the coordinators' time and play a very large role in implementing the McKinney-Vento Act as outlined in the state plan.

Evaluators have worked with coordinators to improve the data collection instruments to more precisely capture the work that coordinators do and also to increase the consistency of the information the regions report. As a result of these improvements, evaluators were able to better capture the wealth of professional development and technical assistance that the coordinators offered or where the coordinators were an active collaborator. Based on 2012-13 information, evaluators will continue to work with coordinators to fine-tune data collection.

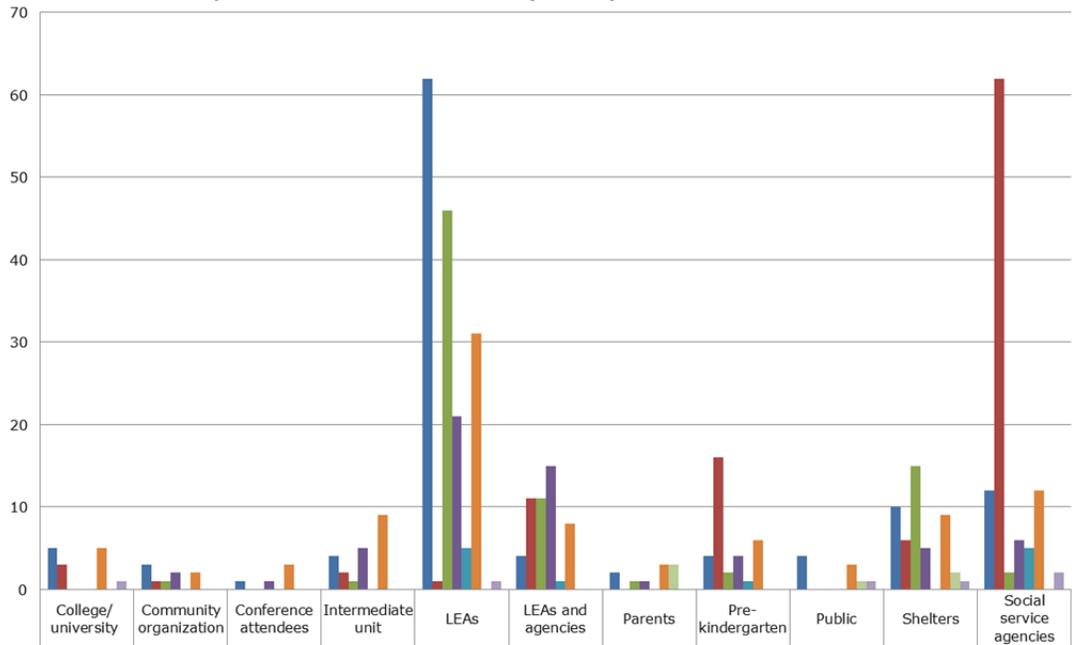
ECYEH Program coordinators reported the services they provided to LEAs, shelters, parents, social service agencies, and other organizations on the Professional Development and Technical Assistance instrument. Overall there were 467 unique events in which the regional (8) or site (16) coordinators were involved. These events were designated as a one-time event (312), the same event at multiple sites (26), an on-going series (111), or an on-going series at multiple sites (18). The largest number of professional development or technical assistance events occurred with LEAs (167 events), social service agencies (102 events), LEAs and agencies together (50 events), or shelters (48 events).

In terms of the types of professional development or technical assistance that occurred, 111 of the events focused on increasing awareness of the ECYEH Program and the rights of students experiencing homelessness. LEAs were the largest group of participants for awareness events. Interagency collaboration was the next-largest number of professional development or technical assistance events with 102 events. Interagency collaboration most often involved social service agencies. Information sharing (91 events) was the third most frequent professional development type, with LEAs and social service agencies being the largest numbers of participants.

Coordinators were asked to select a range category (five or fewer, 5-10, 10-15, 15-20, 21-50, 51+) that most accurately reflected the total unique number of participants for each professional development or technical assistance event listed. There were 114 events with five or fewer participants, 65 events with five to 10 participants, 108 events with 10-20 participants, 98 events with 21-50 participants, and 78 events that had more than 50 participants. Four events did not indicate numbers of participants.

The graph below shows the different types of professional development or technical assistance and the primary audience that participated. Based on these results, regional and site coordinators are making themselves, the ECYEH Program, and the McKinney-Vento Act known in their communities.

Professional Development and Technical Assistance by Primary Audience



	College/ university	Community organization	Conference attendees	Intermediate unit	LEAs	LEAs and agencies	Parents	Pre- kindergarten	Public	Shelters	Social service agencies
Awareness presentation	5	3	1	4	62	4	2	4	4	10	12
Interagency collaboration	3	1		2	1	11		16		6	62
Technical assistance		1		1	46	11	1	2		15	2
Strategies for working with homeless students		2	1	5	21	15	1	4		5	6
Conference					5	1		1			5
Information sharing	5	2	3	9	31	8	3	6	3	9	12
Parent engagement							3		1	2	
Other	1				1				1	1	2

Regional Monitoring

Historically, coordinators maintain a plethora of information to document their work within the region and are monitored annually by the Center for Schools and Communities, which is PDE’s contractor for ECYEH Program monitoring. Each year the Center for Schools and Communities conducts an extensive review of each region’s program with the regional coordinator. In 2012-13, site coordinators (those who are paid site coordinators were mandated to be at the review) were included in the region’s monitoring.

The monitor examined materials and activities that support services for children and youth experiencing homelessness in the region and recorded detailed documentation on the monitoring form to verify that the monitor reviewed enough information to determine if a requirement was being met. The program requirements that were monitored included the following:

- Homeless children and youth receive educational services for which they are eligible, including access to Head Start, Even Start, and preschool programs administered by the LEAs in the region.
- Homeless children and youth receive K-12 after-school or supplemental instruction in LEA or shelter locations (e.g. tutoring, computer-assisted instruction, enriched educational services such as educational after-school field trips, expedited evaluations, and/or limited English proficiency services).

- Evidence that the region’s school districts review and revise policies and practices (such as those regarding immunization and health records, residency requirements, birth certificates, school records, and guardianship) to ensure they do not act as barriers when enrolling homeless students.
- An appropriate staff person is designated as the LEA liaison for homeless children and youth at each school district in the region to carry out the duties described in Title X, Part C of the McKinney-Vento Act.
- Homeless students are immediately enrolled in school.
- Transportation is provided, at the request of the parent, guardian, or unaccompanied youth, to and from school of origin or appropriate school.
- Homeless children and youth in the region receive free meals through the National School Lunch Program.
- School records are made available in a timely manner.
- Enrollment disputes are mediated in accordance with Pennsylvania’s dispute resolution process.
- The region’s McKinney-Vento Act application/plan includes assessment of the needs of homeless students and the supplemental services provided.
- The regional office expands or improves services for homeless children provided by the regional office and the region’s school districts.
- School personnel, service providers, and advocates working with homeless families are informed of the duties of the local homeless education liaison.
- Public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the McKinney-Vento Act such as schools, family shelters, and soup kitchens.
- Homeless children and youth are identified by school staff/homeless liaisons and through coordination activities with other entities and agencies.
- The parents or guardians of homeless children and youth are informed of the educational opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children, including school of origin/transportation options.
- The regional office/school district homeless liaison assists unaccompanied youth with school placement decisions.
- Homeless families, children, and youth receive referrals to health care services, dental services, mental health services, and other appropriate services.
- All of the region’s school districts reserve Title I, Part A funds necessary to provide comparable services to homeless students attending non-Title I schools.
- The regional office submitted all required reports to the Pennsylvania Department of Education for Title I, Part A; Title I, Part D; Title III, Part A; and Title X, Part C.

Evaluators reviewed each region’s monitoring report prepared by the monitor. All regions received a ‘yes’ in each of the above requirements, with ample supporting evidence. Although requirements received a ‘yes’ with ample supporting evidence, the monitor often provided additional comments or recommendations to promote continuous improvement in areas such as program development, collaboration, documentation, and data collection.

Also included as part of the documentation in the monitoring reports were highlights of activities occurring in the region. Common or typical activities, which are reflected in the professional development/technical assistance graph on the previous page, included such things as serving on the board of local community agencies or groups, collaborating with other agencies that serve the homeless population, making presentations to community or school groups in order to increase awareness about the McKinney-Vento Act and the ECYEH Program, facilitating student access to or LEA provision of transportation to and from school, providing referrals for families and children to other community or government agencies, holding or collaborating on supplemental academic programs or tutoring, providing LEA homeless liaisons with training and technical assistance related to their role as a liaison, developing and maintaining informational websites, summer programs and activities, and facilitating donations of goods and money to serve the needs of children and youth experiencing homelessness.

From regional monitoring reports and other regional submissions, evaluators identified and compiled unique or innovative strategies being used in the regions. From this compilation, evaluators selected one or more especially unique or innovative strategies for inclusion in this report. In some cases, variations of these highlighted activities may also occur in other regions, though they may not be as comprehensive as the highlighted examples.

- Region 1: The regional office hired a full-time teen program coordinator to focus on ensuring that homeless and displaced youth have opportunities and support with their post-secondary plans, including financial assistance. Fundraising events help to support the teen program and other activities to serve students experiencing homelessness. The region raised over \$1,600 during the holiday drive to be used for gift cards as incentives for the students and to provide food for the teen program meetings and activities.
- Region 2: In Berks County, the regional staff work with local recipients of the federal Youth Services Bureau's Runaway and Homeless Youth grants to serve unaccompanied youth. In collaboration with Family Promise/U-Turn Program¹⁰, summer programming for unaccompanied youth is provided to connect youth with local service agencies for assistance with locating and securing housing and life skills training. Partnership with a local resource provides college preparation activities such as applying for financial aid and visiting colleges for interested youth.
- Region 3: Spearheaded by the Region 3 coordinator, a resolution to create an annual PA's Education for Youth Experiencing Homelessness Awareness Week (last week in October) was drafted and presented to and confirmed by the state Senate. November is national Hunger and Homeless Month. Having ECYEH Awareness Week prior to the month of November provided continuity and an additional avenue to promote the ECYEH Program. The goal is for this to become a coordinated annual event that occurs in each region where districts within a region participate in awareness activities, classroom discussions and activities, local and school newspaper articles, and clothing, food, or miscellaneous drives.
- Region 4: The region maintains a part-time community liaison to coordinate the Together Time Program, which is collaboration with the Fred Rogers Company¹¹. Together Time promotes parent/child interaction and parents as a child's first teacher for preschoolers residing in housing programs. Currently occurring only in Allegheny County, the goal is to

¹⁰ <http://www.familypromiseofberks.com/>

¹¹ <http://www.fredrogers.org/>

expand this program into Washington, Fayette, and Westmoreland counties. A recent partnership with Carlow College will allow Together Time to be offered as a service learning option for college students. Collaboration with Washington and Jefferson College is being considered to offer a similar opportunity in Washington County.

- Region 5: The regional office collaborates with the Community Service Corps at Slippery Rock University to offer tutoring for student shelter residents outside of the shelter locations. University students receive credit for this volunteer activity. Westminster College students were also recruited to provide tutoring services to fulfill their volunteer hour requirements. Unique to Region 5 is the close coordination with the Migrant Education Program. One of the ECYEH Program site coordinators is also the program manager of the Migrant Education Program. This arrangement facilitates collaboration and coordination of services and programming, especially for those individuals who meet both programs' eligibility criteria.
- Region 6: Region 6 coordinates efforts and works collaboratively with several existing groups to mitigate barriers efficiently so that children and youth experiencing homelessness receive appropriate services. Groups include LEA Title I coordinators, LEA Student Assistance Program teams, LEA and county pre-kindergarten programs, and Children and Youth Services.
- Region 7: The Region 7 coordinator participates in Continuum of Care and HUD/housing coalition meetings. The regional office has also developed a community resources booklet that is provided to various regional stakeholders and includes contact information (by county and state-level) of agencies and resources for assistance with housing/shelter, food, counseling, medical services, employment, financial services, and child care.
- Region 8: The Region 8 coordinator facilitates a meeting of the Direct Services Coalition, which brings together 70-80 individuals (all of whom work directly with homeless individuals/families) from throughout Bucks County to discuss what their programs, agencies, organizations, churches, schools, and shelters are doing to assist the homeless. They share their eligibility requirements, availability for services, and wait lists with the group to facilitate prompt and accurate referrals.

To support sharing and collaboration among the regions, a new online program resource was developed which makes available to the network of ECYEH coordinators descriptions of programs, activities, and events coordinated by regional staff. This resource will promote the development and enhancement of program activity across the state so that each region can tailor the chosen activities to meet their local needs while using their existing resources. This new online resource grew out of the ECYEH Program marketing committee, comprised of several regional and site coordinators and the statewide technical assistant.

Formal regional monitoring of the ECYEH Program has been conducted for the past several years. Evaluators asked the monitor to comment on trends that appeared across the state, new issues that are emerging, other issues that are resolving, and challenges coordinators are experiencing. This information is useful when evaluators consider program implementation recommendations at the state or program level. The observations of the monitor included:

- The resistance to the individual student data collection requirement continues to lessen due to regional staff's ongoing outreach and coordination, which has increased LEA understanding of the requirement and the need for accurate and thorough data.

- The regional staff continue to report growing numbers of unaccompanied youth. Questions arise occasionally regarding implementation of the Fostering Connections Act¹² and how that law meshes with the McKinney-Vento Act. However, ongoing outreach/training by the regional staff has minimized problems and promoted collaboration with Children and Youth Services and the juvenile courts.
- The reporting of and requested assistance for children/youth experiencing homelessness is increasing. Pennsylvania families' homeless situations (and those of unaccompanied youth) continue to become more complicated, which requires regional staff to expend additional time and resources to effectively support these students and their families. This is especially true in rural regions where other resources and supports to address homelessness are limited.
- There continue to be certain areas and LEAs within the state with conflicting interpretations of the definition of homelessness (contrary to the McKinney-Vento Act definition), including, at times, internal discrepancies in interpretations used by LEA staff. These conflicting interpretations may cause delays in the identification or reporting of students experiencing homelessness and may affect the delivery of appropriate services to meet educational needs.
- The counting of the doubled-up population continues to be a challenge in some regions partially due to the interpretation of what doubled-up means for those families experiencing homelessness while residing with family or friends. Cultural differences and varying levels of acknowledgement or awareness of homeless situations within the community contribute to confusion.
- Challenges also exist within the ECYEH Program. Even though determination of homeless eligibility is conducted on a case-by-case basis and coordinators and the state team use bi-monthly meetings to address these issues, formally determining eligibility continues to be an issue especially in the above-mentioned difficult cases. With more complex situations, increasing numbers of charter and cyber charter schools, natural disasters, and/or work-related migration or mobility issues, the regions do not experience uniformity in the number of children and youth served or sufficient ECYEH Program staff to meet the growing needs. This is especially true in the rural areas of the state where the larger geographic area limits staff's ability to support the work.

One of the outcomes of the 2012-13 monitoring visits was a recommendation from the monitor to begin to alternate annually between formal monitoring, which examines the federal requirements in great detail and documents regional compliance, to more informal technical assistance visits, which would change the focus from compliance to program expansion and improvement. The premise for this recommendation was that the regional staff had demonstrated for contiguous years their compliance with all McKinney-Vento Act components. Additionally, per federal guidance, coordinators will now monitor the LEAs within their regions on a seven-year cycle. Both regional programmatic reviews and the regions' LEA monitoring are to begin in the 2013-14 program year.

Evaluators and monitors continue to work in tandem to keep abreast of any documentation or program implementation issues that arise during monitoring or as a part of the ongoing data

¹² <http://www.fosteringconnections.org/>

submissions. A part of that work includes a monthly phone conference with the PDE program officer, bi-monthly regional coordinator meetings with site coordinators attending in the fall and spring, and conference calls with all parties as needed throughout the year.

PROGRAM OUTCOMES

Outreach and increased awareness regarding the McKinney-Vento Act and the rights of children and youth experiencing homelessness are addressed in the objectives of the ECYEH Program and are the primary focus of program implementation. Meeting these objectives is reflected by the number of entities represented in reporting and also the number of children/youth who were identified, served, and reported. Program outcomes include findings about the reporting entities and also demographic and homeless information about the children/youth identified and served through the ECYEH Program.

LEA Representation

As described in the Evaluation Design and Activities section of this report, LEAs provide information on students who are identified as experiencing homelessness and enrolled in their schools. This information is provided to the coordinators via the Student Information and Service Delivery instrument regularly throughout the year. Homeless information is also provided by LEAs as part of the data submission process to PIMS and information is pulled from MIS2000 for children/youth identified by the Migrant Education Program as experiencing homelessness. Each of these data sources are included the cross-referencing verification process for all students identified as experiencing homelessness.

Per federal reporting requirements, all public LEAs are required to report on students attending their schools who are experiencing homelessness. Public LEAs include school districts, charter schools, intermediate unit-operated schools or programs,¹³ and full-time (comprehensive) career and technical centers¹⁴. In Pennsylvania, there were 499 school districts, 173 charter and cyber charter schools, 26 intermediate unit-operated schools (seven of these intermediate units also operated pre-kindergarten programs), and 12 career and technical centers in the 2012-13 academic year.

In addition to public LEAs¹⁵, coordinators provide outreach, technical assistance, or training/professional development to shelters and non-LEA pre-kindergarten programs. Consequently, there were children or youth who were served by the ECYEH Program who attended nonpublic, parochial, or private schools or non-LEA pre-kindergarten programs. There are 84 such facilities included in the findings. This is an increase from 51 facilities identified in 2011-12 and 57 such facilities in 2010-11.

¹³ Some intermediate units operate special education centers that serve school-age students or operate pre-kindergarten programs. Some intermediate units do not. The data included here only includes those intermediate units that operate relevant schools or programs.

¹⁴ Students who attend part-time career and technical centers are attributed to their home school for data and reporting purposes. Students who attend full-time career and technical centers are attributed to the career and technical center.

¹⁵ Only students attending public schools are included in federal reporting at the LEA level.

Based on the unique, comprehensive list of identified students from across the state, almost all LEAs were represented. Two percent of school districts (9) and 23 percent of charter/cyber charter schools (39) had no homeless students identified as being enrolled. One hundred percent of full-time (comprehensive) career and technical centers and 100 percent of intermediate units were included in the findings. This is an improvement over the prior year where 7 percent of school districts (34), 27 percent of charter and cyber charter schools (43 of 161), 25 percent of full-time (comprehensive) career and technical centers (3), and 46 percent of intermediate unit schools or Head Start programs (14), did not have any students identified. Improved reporting is due, in part, to the outreach conducted by the ECYEH Program staff and also to more complete and accurate reporting so that more LEAs where students attend are able to be identified.

However, the cross-referencing process conducted in order to create the unique, comprehensive list of identified children/youth revealed that there were students reported as homeless by the LEA in PIMS and not identified through the ECYEH Program. The follow-up process to resolve student status revealed some common themes:

1. LEA submission(s) were mistakenly excluded from the ECYEH submission to the evaluators.
2. LEAs only reported to PIMS and not to the ECYEH regional coordinator.
3. Certain students were missed and not reported by the LEA to the ECYEH regional coordinator.
4. Students were identified in the summer and left the district prior to the start of the school year so they were not included in the LEA report to the ECYEH regional coordinator.
5. Confusion existed related to the differences in the definitions of doubled-up nighttime status for homelessness and multiple residency.
6. Interpretations differed about what is considered homeless and/or there was a lack of communication among the LEA homeless liaison, PIMS staff, or individuals registering students.
7. The LEA homeless liaison, if not the person initially identifying the student, was informed of a student's homeless status only when the student was in need of services.
8. The homeless designation in PIMS was a roll-over from the 2011-12 school year, never updated, and no longer accurate.

As a result of this follow-up process, 1,585 students were added to the unique list of children/youth. These findings served as a learning experience for the evaluators, the coordinators, and the LEAs. These findings were provided to the ECYEH regional coordinators to assist with outreach and technical assistance to LEAs. Additionally, these findings helped spark discussion within LEAs. Evaluators will conduct in-depth cross-referencing at mid-year in 2013-14 and will provide findings for immediate regional or state follow-up. Hopefully, the mid-year review will resolve initial discrepancies making the year-end cross-referencing process less cumbersome and time intensive.

Shelter Representation

The ECYEH Program also serves shelters, directly or indirectly. Children/youth who reside in shelters that the ECYEH Program serves are also required, per federal guidance, to be included

in reporting. These children/youth are documented in several ways. The preference for documentation is the Student Information and Service Delivery instrument at the child/youth level. Documentation on the Student Information and Service Delivery instrument varies by region and sometimes by shelters within a region. Variations included: documentation by the shelter itself, the LEA the student attends, or the site or regional coordinator who provides services for the individual. As such, the residing shelter was not always identified. Shelters in which children and youth resided are represented in the Professional Development and Technical Assistance Detail, Student Activity, or domestic violence shelter instruments.

Evaluators, in an ongoing attempt to better understand how shelters were included in reporting, asked coordinators to provide additional information on each shelter. For each shelter in their region, coordinators were asked to indicate how individuals were reported on the Student Information and Service Delivery instrument: by the shelter to the coordinator or to the evaluator in the case of domestic violence shelters, by the shelter to the LEA, or by the coordinator. Additionally, coordinators were asked to indicate which shelters were also documented on the Professional Development and Technical Assistance or the Student Activity instruments.

Of the 225 shelters in operation during the 2012-13 program year, coordinators reported serving 203 shelters or approximately 90 percent. Of the 12 shelters not reported as being served, five were reported as not wanting services. In every case, an individual shelter was captured on more than one of the data collection instruments described previously.

Included in the 225 shelters are the domestic violence shelters. As with other shelters, some domestic violence shelters chose to report information in the same fashion as the non-domestic violence shelters, though the child's identity was masked. However, there is a portion of the domestic violence shelters that report directly to the evaluator using the augmented instrument described in the Evaluation Design and Activities section of this report.

Cleaner and more complete data enabled evaluators to include children/youth residing in domestic violence shelters in the unique list of children/youth for the first time in 2012-13. In both 2010-11 and 2011-12 children and youth residing in domestic violence shelters were reported separately in the evaluation report as data was not complete enough to assure unduplicated counts.

Evaluators examined the county, age/grade category, nighttime status, and precipitating event of the individuals who comprised the unique comprehensive list of eligible children/youth with the individuals reported by domestic violence shelters. Individuals reported by the domestic violence shelters and not matching any of the criteria of individuals already in the unique list of identified children and youth were added into the final list¹⁶. There were 1,279 children/youth who were included in the unique list of identified children and youth, of which 78 percent were birth to age two or ages three to five and not enrolled in pre-kindergarten programs.

¹⁶ Individuals added into the final unique list of students were only counted at the SEA level in federal reporting as they could not be attributed to an LEA. For the evaluation report these individuals are included at the state and regional levels as applicable throughout this report.

Through this process, evaluators learned that some shelters only reported on enrolled students and/or only on individuals in need of services from the ECYEH Program. Consequently, not all individuals residing in a shelter had been reported. These findings were provided to the ECYEH regional coordinators to assist with outreach and technical assistance to shelters in their regions. During the 2013-14 mid-year cross-reference process, evaluators will review with coordinators what progress has been made with shelter reporting and determine what is needed for follow-up or technical assistance to assure more complete reporting for the 2013-14 program year.

Migrant Representation

Children/youth who are identified as migrant may also meet the homeless definition of the McKinney-Vento Act. The Migrant Education Program staff are responsible for identifying migrant children/youth. They are also the most knowledgeable about a migrant child/youth's nighttime status. In 2011-12, documenting nighttime status became part of the Migrant Education data collection through MIS2000 (the state migrant database) and migrant staff continue to receive training on the McKinney-Vento Act definition of homelessness.

Evaluators pulled migrant information for all migrant children/youth during the ECYEH Program year, July 1 through June 30, and incorporated this information into the cross-referencing process and the creation of the final unique list of identified children/youth experiencing homelessness. As a result of this cross-referencing process, 936 migrant children/youth were added to the final unique list of identified children/youth experiencing homelessness. Ongoing training and collaboration between the Migrant Education Program and the ECYEH Program continues to support the identification process and collaborative technical assistance or delivery of services.

As a reminder, regional and state ECYEH Program personnel received specific LEA, shelter, or non-LEA information from the cross-referencing process to guide follow-up and continued outreach and education within their regions.

Served and Enrolled Children and Youth

Children and youth experiencing homelessness are identified by their nighttime status and are reported based on their age or grade category, which determines if they are 'served' by the program and/or 'enrolled' in school. The sections that follow provide demographic and homeless information for identified children/youth experiencing homelessness based upon all reported children/youth included in the unique, comprehensive list of children/youth identified as experiencing homelessness at any point during the ECYEH Program year (July 1, 2012 through June 30, 2013).

'Served' includes all children and youth identified as meeting the McKinney-Vento Act definition of homeless by age/grade categories including birth to age two, ages three to five not enrolled in pre-kindergarten, pre-kindergarten (LEA or non-LEA pre-kindergarten programs), kindergarten through 12th grade including ungraded, and out-of-school youth. Pre-kindergarten (LEA only) through 12th grade (including ungraded) students make up the 'enrolled' category, which is a subset of the served population.

In 2012-13, a unique count of 22,618 children or youth were identified and reported as experiencing homelessness and receiving direct or indirect services from the ECYEH Program, of which 19,459 were also identified as enrolled in school. Pennsylvania public school enrollment, based on third-day enrollment for the 2012-13 academic year, was 1,800,337 students. Students experiencing homelessness made up about 1 percent of the total public school enrolled population. Even though the numbers of served and enrolled children/youth vary each year, students experiencing homelessness have consistently been about 1 percent of the total public school population. In 2010-11, 20,556 were identified as served and 18,621 were identified as enrolled in school. In 2011-12, 19,914 were identified as served and 18,231 were identified as enrolled in school.

Caution should be used in comparing counts of students. At this point in the program evaluation evolution, fluctuation among years is most likely due to increasing outreach, identification, and reporting of children and youth, not necessarily an increase in the number of children and youth experiencing homelessness. This is especially true for the non-enrolled population, as outreach prior to the evaluation primarily focused on school-age students.

The graphs that follow show the age/grade disaggregations for both the served and enrolled populations. ‘Unknown’ indicates that age/grade category was not provided for an identified individual. The ‘unknown’ counts were excluded from federal reporting in both the served and enrolled reporting as every identified person must have an age/grade designation.¹⁷

Most notable in the state served counts from the prior year is the increase in the pre-kindergarten, ages three to five not enrolled in kindergarten, and the birth to age two age/grade categories. These three categories combined show an increase of just over 1,500 children from the prior year.

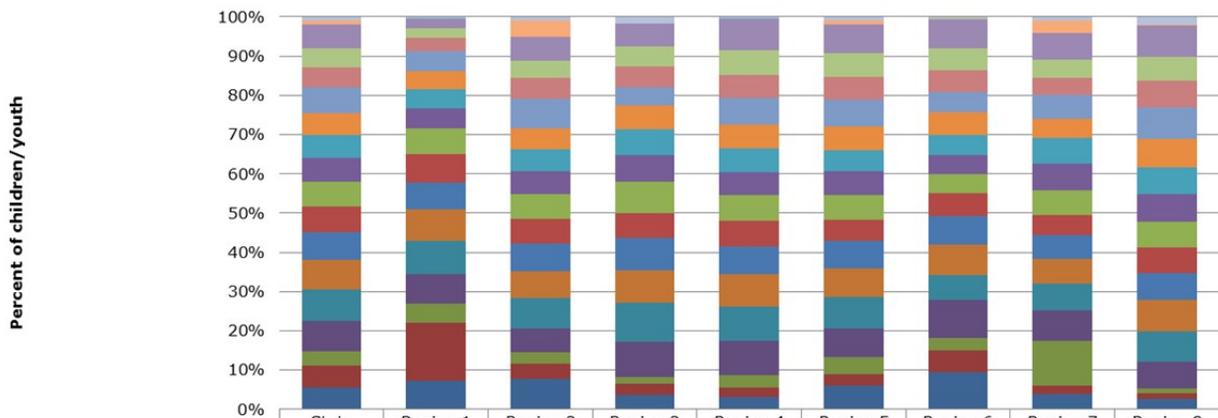
This is a result of better reporting due to a combination of factors: increased outreach to pre-kindergarten programs, increased reporting of non-enrolled children and youth by shelters, more complete reporting by the Migrant Education Program, and the addition of children reported only by domestic violence shelters.

Differences among regions in the pre-kindergarten categories are most likely reflective of differing migrant populations, differing numbers of pre-kindergarten programs, differing numbers of domestic violence shelters among regions and the reporting choices of those shelters, and the extent to which each of these reporting entities reported on children in these pre-kindergarten categories. The large number of out-of-school youth in Region 2 is directly related to the migrant out-of-school population in this area.

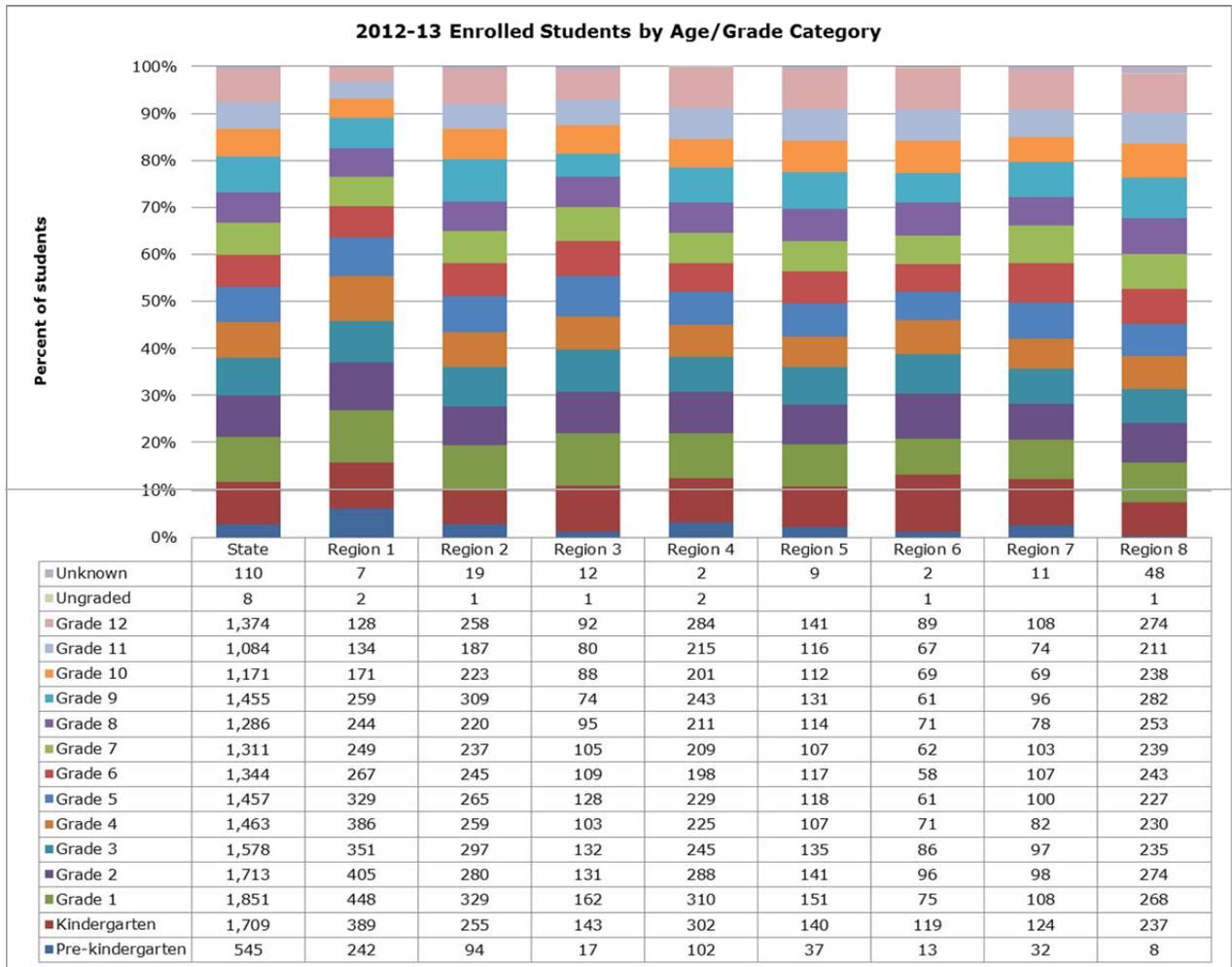
Differences in the pre-kindergarten counts between the served (856 children) and enrolled (545 children) graphs are reflective of non-LEA pre-kindergarten programs that are counted in the served population. As a reminder, only LEA-operated pre-kindergarten programs are counted in the enrolled in school population.

¹⁷ ‘Unknown’ counts are included in the evaluation report as they represent individuals identified as experiencing homelessness and contribute to identifying areas for program improvement.

2012-13 Served Children/Youth by Age/Grade Category



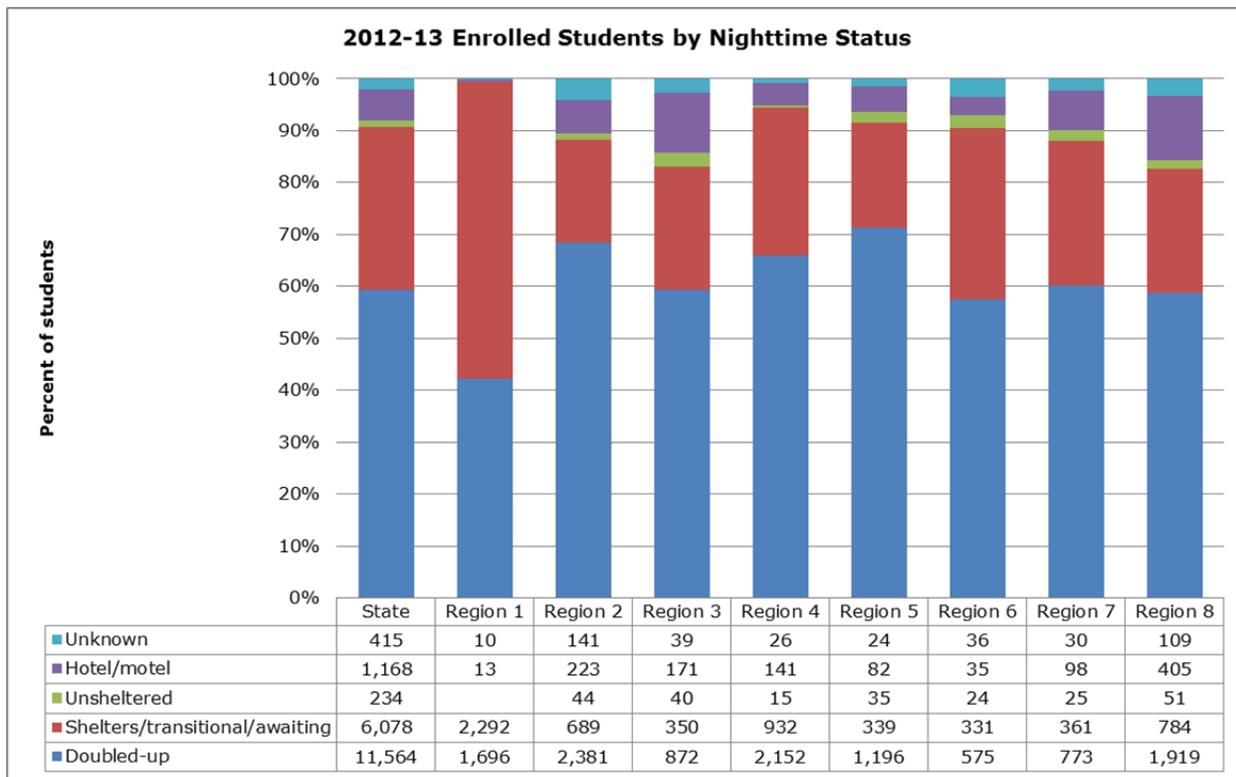
	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Unknown	196	12	40	26	12	20	3	16	67
Out-of-school youth	257	6	169	2		19	4	48	9
Ungraded	8	2	1	1	2		1		1
Grade 12	1,374	128	258	92	284	141	89	108	274
Grade 11	1,084	134	187	80	215	116	67	74	211
Grade 10	1,171	171	223	88	201	112	69	69	238
Grade 9	1,455	259	309	74	243	131	61	96	282
Grade 8	1,286	244	220	95	211	114	71	78	253
Grade 7	1,311	249	237	105	209	107	62	103	239
Grade 6	1,344	267	245	109	198	117	58	107	243
Grade 5	1,457	329	265	128	229	118	61	100	227
Grade 4	1,463	386	259	103	225	107	71	82	230
Grade 3	1,578	351	297	132	245	135	86	97	235
Grade 2	1,713	405	280	131	288	141	96	98	274
Grade 1	1,851	448	329	162	310	151	75	108	268
Kindergarten	1,709	389	255	143	302	140	119	124	237
Pre-kindergarten	856	244	125	25	107	88	39	181	47
Age 3-5, not pre-kindergarten	1,257	761	161	49	81	53	67	34	51
Birth to age 2	1,248	379	320	57	111	117	114	61	89



Nighttime Status

As previously stated, nighttime status is what determines if a child or youth is identified as eligible for services under the McKinney-Vento Act. Nighttime status is a required federal reporting category for the enrolled population. Nighttime status reporting categories include doubled-up; hotels/motels; shelters, transitional housing, or awaiting foster care; or unsheltered. The graph that follows shows the nighttime status for the 19,459 enrolled students.

Overall, 59 percent of enrolled students had a nighttime status of doubled-up and 31 percent of enrolled students had a nighttime status of shelter, transitional housing, or awaiting foster care. Region 1, though still lower than the other regions with regard to doubled-up numbers, improved its reporting in this category and has shown increases in child/youth counts each year from 402 students in 2010-11 to 1,624 in 2011-12 to 1,696 in 2012-13. Prior to 2010-11 the focus of programming in this region had been with the shelter, transitional housing, or awaiting foster care population. Consequently, this region had not been systematically collecting information on children/youth having doubled-up status. Region 1 continues to implement specific strategies to better identify the doubled-up population.



Unaccompanied Youth

Unaccompanied youth is a federally-defined term and is reported for the served population. Children or youth who meet the definition of homelessness may also be identified as an “unaccompanied homeless youth,” meaning the child is not in the physical custody of a parent or guardian. An unaccompanied youth can be any age, birth to 21 years old.¹⁸

The graph that follows shows the breakdown of the unaccompanied youth population by region and age/grade category. Overall, 2,943 (13 percent) of the 22,618 served children and youth were identified as being unaccompanied youth. This is down slightly from 19 percent¹⁹ in 2011-12 and 24 percent in 2010-11.

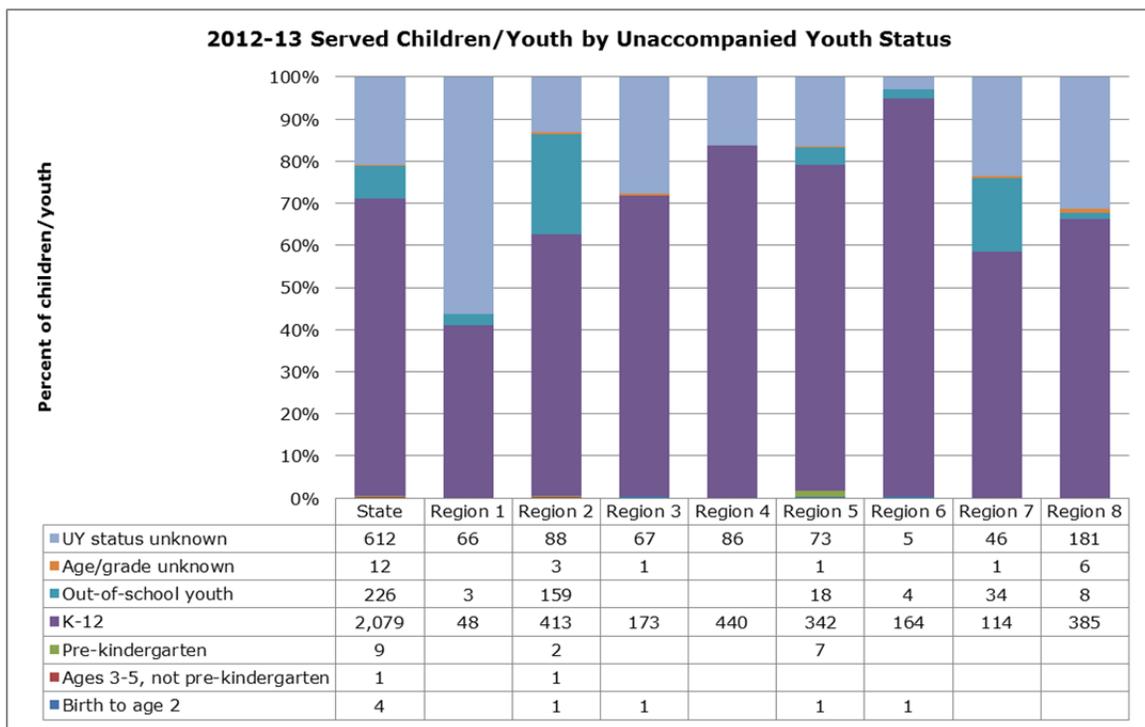
This reporting category has remained problematic for many reporting entities, with each year revealing new issues. Initially, given that unaccompanied youth could be birth through 21 years of age, reporting entities were asked to put the age/grade category of the unaccompanied youth in the unaccompanied youth data field on the Student Information and Service Delivery instrument. Some respondents marked the age/grade category without realizing that they were indicating unaccompanied youth status, not the age/grade category, while others did not fully understand

¹⁸ This definition of unaccompanied youth differs from the HUD definition, which extends to under 25 years of age. <http://www.endhomelessness.org/library/entry/changes-in-the-hud-definition-of-homeless>

¹⁹ Although the numbers were correct in the graph in the 2011-12 evaluation report, during the analysis and reporting for 2012-13, evaluators found that the percentage (38 percent) in the narrative section of the 2011-12 evaluation report was not correct.

the definition of physical custody. To address the issue of documentation for 2012-13, the answer options were changed to ‘unaccompanied youth’ or ‘not unaccompanied youth.’ However, not all reporting entities used the updated Student Information and Service Delivery instrument in 2012-13. The definition of unaccompanied youth was emphasized in the annual data collection webinar and was also addressed by regional coordinators as part of their outreach. Furthermore, during the 2012-13 cross-referencing verification process, it was discovered that unaccompanied youth is not a reporting field in PIMS. Therefore, in cases where students were only identified in this system, this data element was missing. Although follow-up attempts were made through the coordinators, in some instances this determination remained unknown.

Unaccompanied youth was again an area of focus for the 2013-14 annual data collection webinar and remains an ongoing education and awareness effort on the part of the regional coordinators. Evaluators are also working with PIMS staff to assure that unaccompanied youth is added as a PIMS field for 2013-14. Scenarios that included unaccompanied youth remain a key area of technical assistance within the regions.



Demographics

Additional child/youth or school demographic information provides context to the evaluation findings to the extent that it further describes the population that is being identified and served as a result of ECYEH Program outreach and education. Demographic information is not available for every individual identified. What exists is based upon the data system from which the information was collected. Each section that follows will indicate the population of child/youth included in the demographic data element.

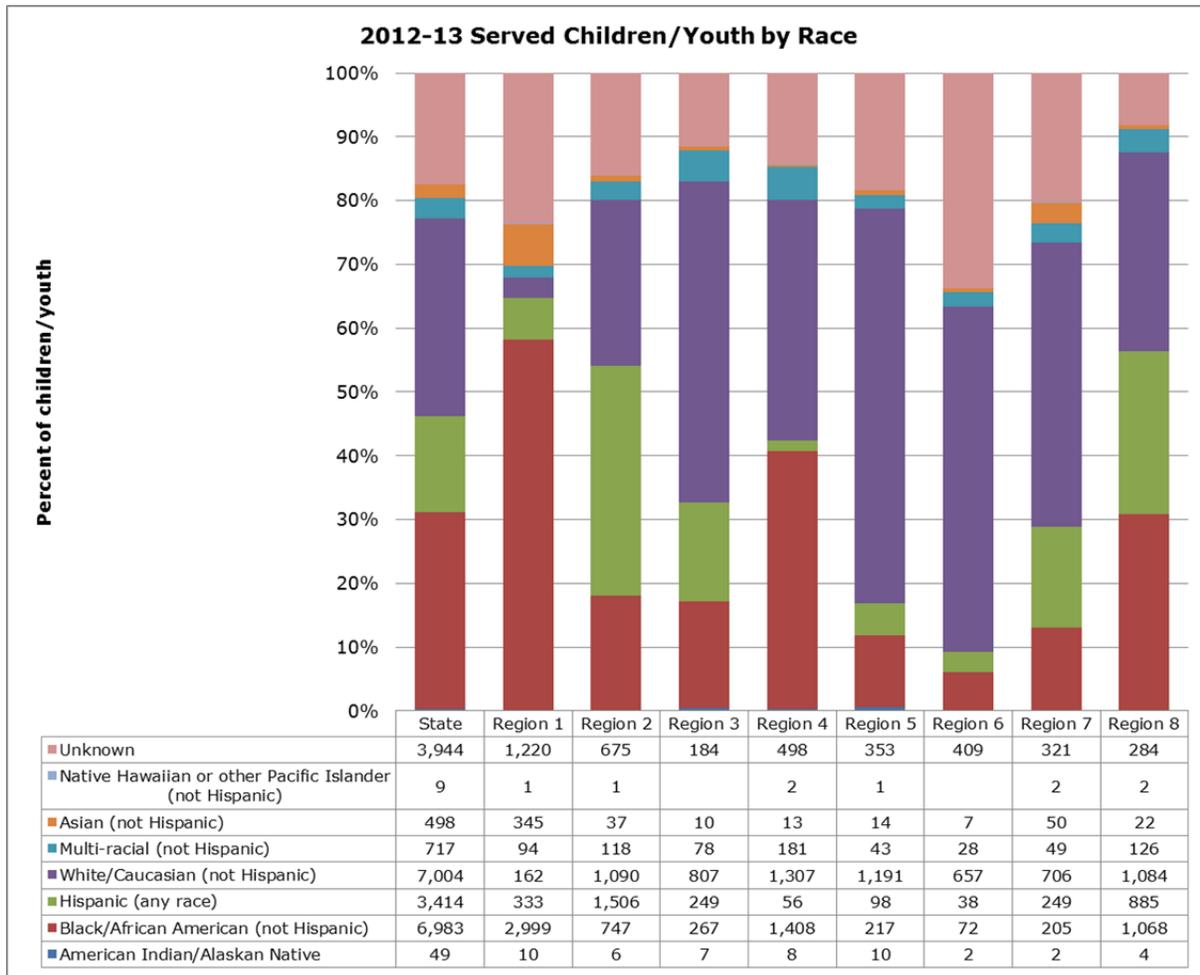
Demographic information presented here includes race, economic status, special education status, English language learner status, migrant status, and history of homelessness of identified children/youth. School demographics, such as receipt of Title I funds and receipt of funding from the National School Lunch program, is also included and provides further information regarding the economic status of the communities of the schools where identified students attend. Urban-centric locale of LEAs is included to show LEA location in context to population and distance variables.

Race information was collected through the PIMS extract for all enrolled students and the MIS2000 extract for migrant children/youth also identified as experiencing homelessness. Therefore, race results are provided for the served population. Race information was not collected for non-enrolled students with the exception of the migrant population. In 2011-12 race was reported for the enrolled population of students experiencing homelessness.

Evaluators used federal race reporting categories in the graph that follows. Similar to 2011-12, the categories of White/Caucasian (not Hispanic) and Black/African American (not Hispanic) were each about a third of the children/youth experiencing homelessness. The Hispanic (any race) category is the next largest with 15 percent of children/youth experiencing homelessness. The Hispanic (any race) category increased from 14 percent of children/youth experiencing homelessness in 2011-12, but this is a result of access to the race designation of all migrant children and youth experiencing homelessness. This is the same percentage for White/Caucasian (not Hispanic) as in 2011-12. However, it is an increase from 2 percent to 3 percent of the Black/African American (not Hispanic) population. Examination of the Hispanic (any race) category compared to the state data did not occur in 2011-12.

As stated in the enrolled section, students experiencing homelessness were approximately 1 percent of the state public school enrolled population. Seventy percent of the state public school population is White/Caucasian (not Hispanic), 15 percent is Black/African American (not Hispanic), and 9 percent is Hispanic (any race).

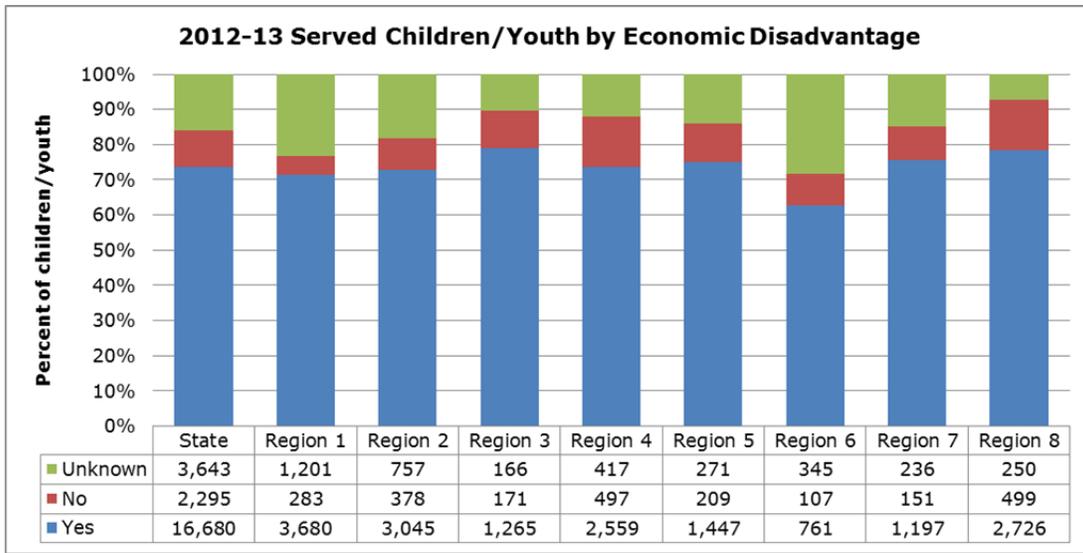
When looking at the race of students experiencing homelessness in comparison to state race categories, White/Caucasian (not Hispanic) students experiencing homelessness were approximately 1 percent of the state White/Caucasian (not Hispanic) public school population, Black/African American (not Hispanic) students experiencing homelessness were approximately 3 percent of the state Black/African American (not Hispanic) population, and Hispanic (any race) students experiencing homelessness were approximately 1 percent of the state Hispanic (any race) student population.



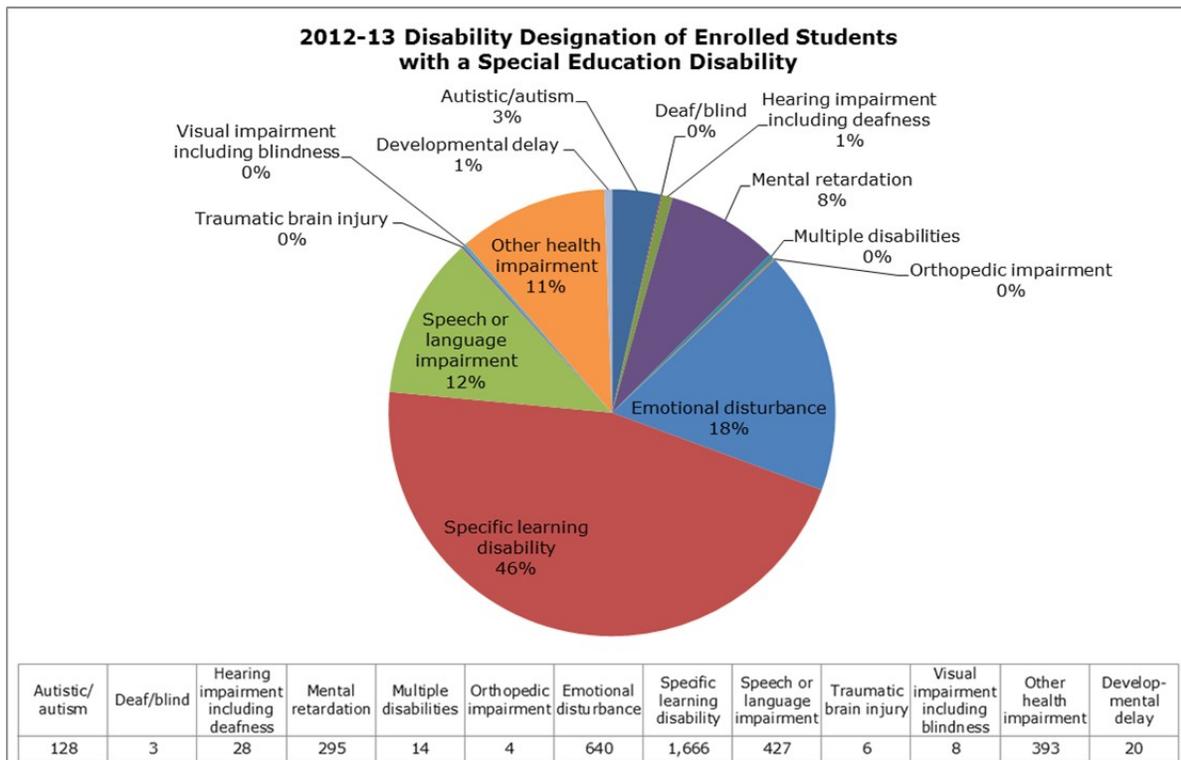
Economic disadvantage information was collected from PIMS for all enrolled students. Additionally, evaluators were also able to include pre-kindergarten children who attended Head Start or Early Head Start programs as being economically disadvantaged because all children who attend such programs are eligible based upon economic need. Because many of the pre-kindergarten programs are not operated by LEAs, economic disadvantage status is provided for the served population.

Economic disadvantaged status is a demographic element collected for all students enrolled in school, not just the homeless population. It is also an eligibility criterion for all children who attend Early Head Start or Head Start programs. Of the 22,618 served children and youth, 74 percent were designated as being economically disadvantaged.

The 16 percent of children/youth whose economic status is unknown includes children/youth that belong to the birth to age two, three to five and not enrolled in a pre-kindergarten program, or out-of-school youth. These individuals, for the most part, would have been identified in shelters or are migrant children/youth not enrolled in school. While some portion, or even a majority, of such children/youth may be economically disadvantaged, because the information is not available consistently, it cannot be assumed.

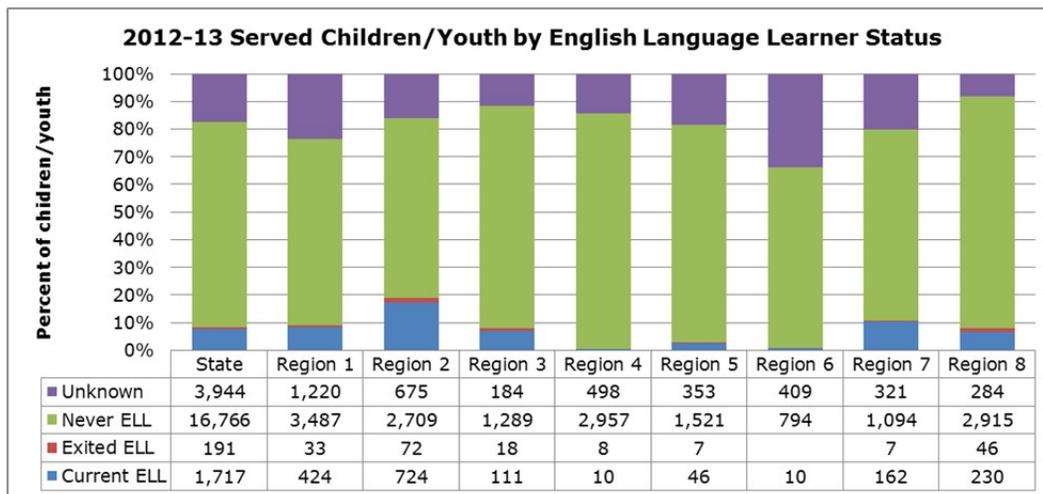


Specific special education status information was collected from the PIMS extract and was available for the 19,459 students enrolled in school. Evaluators used federal reporting categories. Most students (75 percent) had no disability indicated. Six percent were identified as having a disability, but the disability category was not designated. Of the 3,632 students with a designated disability category, the largest percentage of students (46 percent) was categorized as having a “specific learning disability.” The graph that follows shows the breakdown of the disability categories for those students with a disability designation. Because of small numbers in several of the categories, for confidentiality, regional findings are not included.



English language learner information was collected through the PIMS extract for all enrolled students and the MIS2000 extract for migrant children/youth also identified as experiencing homelessness. Therefore, English language learner findings are provided for the served population. English language learner information was not collected for non-enrolled age/grade categories with the exception of the migrant population.

Overall, 2012-13 findings are the same as 2011-12 findings. Children/youth who were English language learners made up less than 10 percent of the children/youth experiencing homelessness. Region 2 had the greatest percentage of English language learners followed by Region 1 and then Region 8. Each of these regions is in the eastern portion of the state and reflect the migrant patterns, which are reported next.



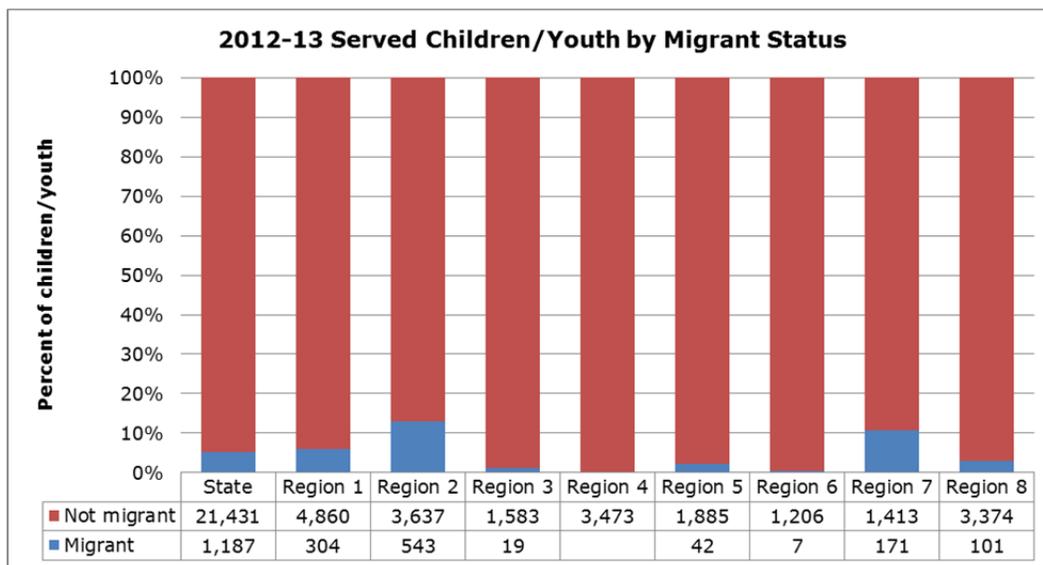
Migrant status can be determined for all children/youth identified as experiencing homelessness. MIS2000, the state migrant education database, captures homeless eligibility information. Additionally, cross-referencing the final unique, comprehensive list of identified children/youth experiencing homelessness with the migrant database ensures that any individual identified as experiencing homelessness confirms migrant status as well.

Of the 22,618 served students, 5 percent (1,187 children and youth) were also identified as eligible for services through the Pennsylvania Migrant Education Program. This is the same percentage as in 2011-12. Of the 1,187 children/youth identified as meeting the McKinney-Vento definition of homelessness by the Migrant Education Program staff, 251 of these children/youth were also identified through the ECYEH Program; the remaining 936 children/youth were identified solely through the Migrant Education Program.

Looking at homelessness within the migrant population, there were 5,322 migrant children and youth between July 1, 2012 and June 30, 2013 (the ECYEH Program year); 22 percent of the migrant population was also identified as homeless during this time period. This is an increase from 18 percent in 2011-12. It is important to note that 2012-13 was the second year that the Migrant Education Program collected specific homeless information. This increase could be due

to better identification and reporting and ongoing training. Ongoing monitoring of this information and collaboration between the programs will continue to be examined.

The numbers of migrant children/youth vary greatly across Pennsylvania depending on where migrant work is located. While migrant children and youth only make up 5 percent of the total homeless served population it is important to see the differences among the homeless regions, especially since these individuals are often only identified by the Migrant Education Program. As can be seen in the graph that follows, ECYEH Program regions 2, 1, 7, and 8 respectively, have the largest numbers of migrant children/youth. Each of these regions are in the eastern part of the commonwealth.



History of Homelessness

Evaluators could examine history of homelessness by comparing the lists of children and youth identified as experiencing homelessness in 2010-11, 2011-12, and 2012-13. Based on information available for these three program years, 20 percent of students identified in 2012-13 were also identified in 2011-12 and 6 percent were also identified in 2010-11. As data becomes more complete in subsequent years, tracking chronically homeless students should become more accurate.

Title I and Lunch Status of Schools Students Attended

Examining Title I and lunch status of the schools²⁰ where students experiencing homelessness attended and the numbers of students attending these schools provides some community economics context. Title I status and lunch status can be determined for enrolled students. Title

²⁰ Title I allocations and free and reduced lunch percentages are done at the school level.

I status²¹ is based on the poverty level of the whole student body attending a school. Title I school status information comes from the PDE Division of Federal Programs.

Free and reduced lunch eligibility is related to an individual student's poverty level and the percentage of students within a school that are eligible for free and reduced lunch is reported. Schools' percentage of students eligible for free or reduced lunch comes from the National Lunch Program.

To examine the Title I and free and reduced lunch status of schools, evaluators matched multiple sources of data including: 1) the list of schools enrolled students attended; 2) documentation of Pennsylvania schools by Title I status for 2012-13 (schoolwide, targeted, non-Title I); and 3) documentation of Pennsylvania schools' free and reduced lunch student percentage for the 2012-13 school year.

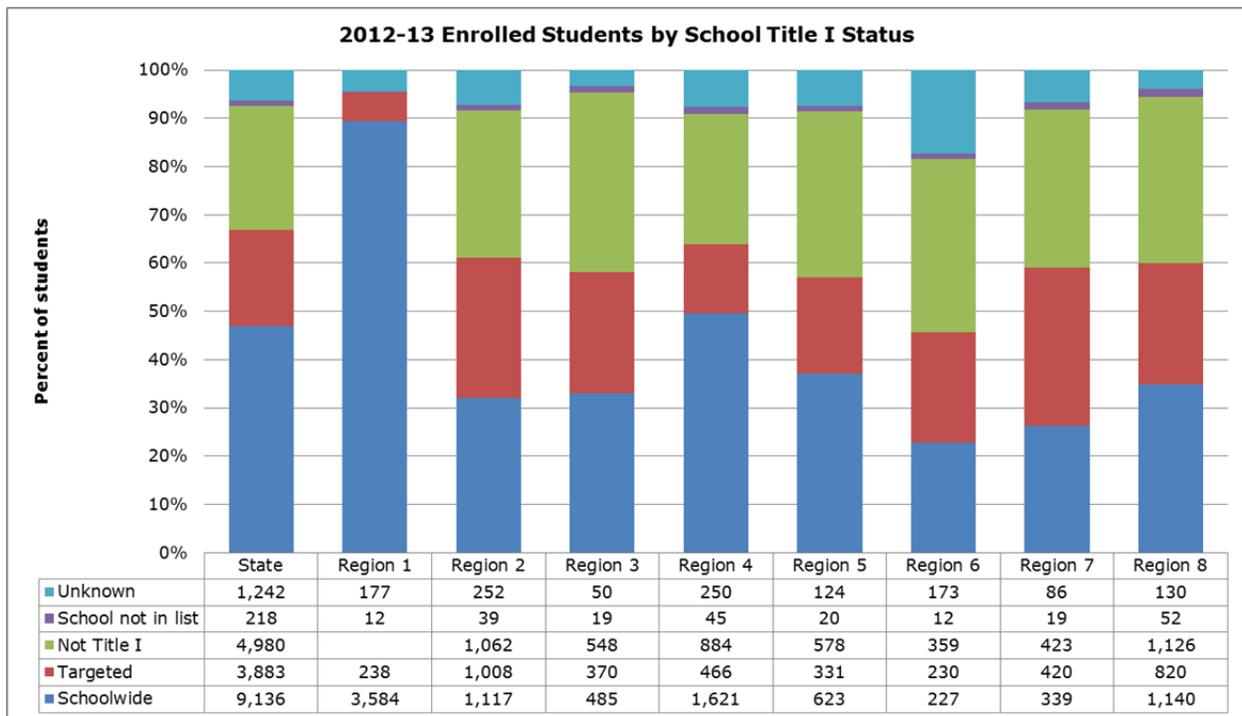
Each school within a district can have a different Title I status. Typically, in buildings with a poverty rate of 40 percent or greater, LEAs may use Title I funds to upgrade the entire curriculum of the school and are schoolwide programs. In buildings with poverty rates of less than 40 percent, programs are designed to help specific children and are targeted assisted programs.

Evaluators linked the type of Title I school funding to each enrolled student. Almost 50 percent of enrolled students identified as homeless attended schoolwide Title I schools, 20 percent attended Title I targeted schools, and 26 percent attended non-Title I schools. This is almost exactly the same as the prior year. This is not surprising since almost all schools are included in the analysis, and schools' Title I status is relatively stable from year to year.

The graph that follows shows enrolled students by their school's Title I status. One percent of schools were not included in any Title I funding list, and 6 percent of schools were 'unknown,' meaning that a student's school was not identified. Information about students' receipt of Title I services is provided later in this report.

What is important to glean from these findings is that almost half of the students (9,136 students) identified as experiencing homelessness attended schools with schoolwide status, meaning that 40 percent or more of all students who attended those schools are experiencing poverty regardless of their homeless status.

²¹ http://www.portal.state.pa.us/portal/server.pt/community/title_i/7382



Lunch status is slightly more complicated. Student eligibility for free and reduced lunch is based upon several criteria.²² The National School Lunch Program reports²³ the percentage of students eligible for a free or reduced lunch for each school that it funds.

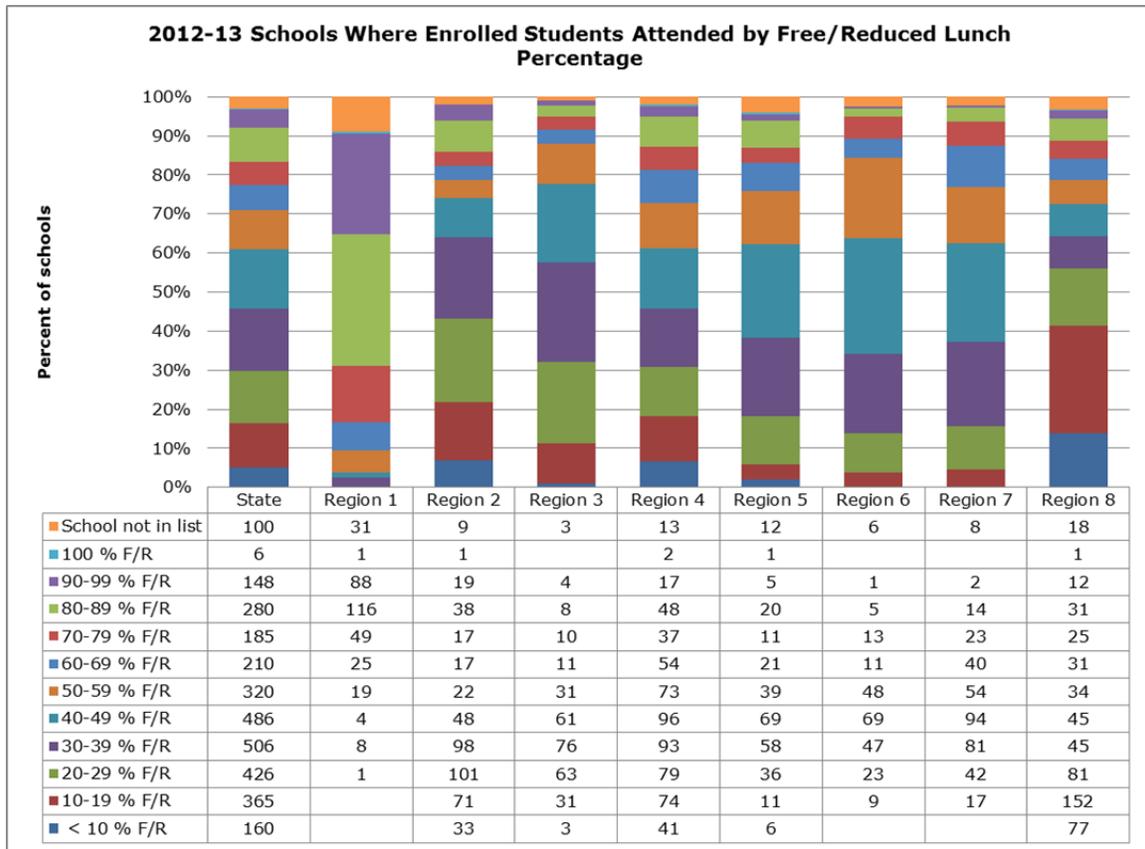
The graph that follows shows the schools enrolled students attended by the percentage of students eligible to receive free or reduced lunch. In 2012-13, there were 3,192 schools in which enrolled students attended. There is variability across the state in terms of the number of schools in each of the categories.

Evaluators used 40 percent of students eligible for free or reduce lunch as a criterion to examine a school’s free and reduce lunch percentage to align with Title I school status determination, as the criterion for the schoolwide Title I designation is 40 percent or more of students experiencing poverty. Overall, 51 percent of schools where enrolled students attended had 40 percent or more of the student population classified as eligible to receive a free or reduced price lunch by the National School Lunch Program. ‘School not in list’ means the school was not on the National School Lunch Program list. There were students who did not have schools identified, but the likelihood that these students attended a school that was not already included is highly unlikely.

What is important to glean from these findings is that about half of the schools (1,635 schools) in which students identified as experiencing homelessness attended had 40 percent or more of all students in the school experiencing poverty.

²² http://www.fns.usda.gov/sites/default/files/EliMan_highlighted.pdf

²³ http://www.education.state.pa.us/portal/server.pt/community/national_school_lunch/7487



To summarize, a schools’ Title I status and the percentage of students who receive free or reduced lunch in a school conveys something about the economic status of the community in which the identified student attends school and/or resides. The above findings indicate that about half of the identified students (9,136 of 19,459 students) attended schools where poverty is prevalent based on the Title I status of the school. Likewise, about half of the schools (1,635 of 3,192 schools) students attended had 40 percent or more of all students experiencing poverty, based on the schools’ percentage of students eligible for free or reduced lunch.

Urban-Centric Locale Code

In 2009-10 public LEAs²⁴ were coded using an urban-centric locale code system from the National Center for Education Statistics (NCES) Common Core of Data (CCD). The urban-centric locale code system uses 12 categories to designate the region type and population size and replaced the previously-used eight metro-centric locale codes. The 12 category descriptions can be found on the NCES website²⁵.

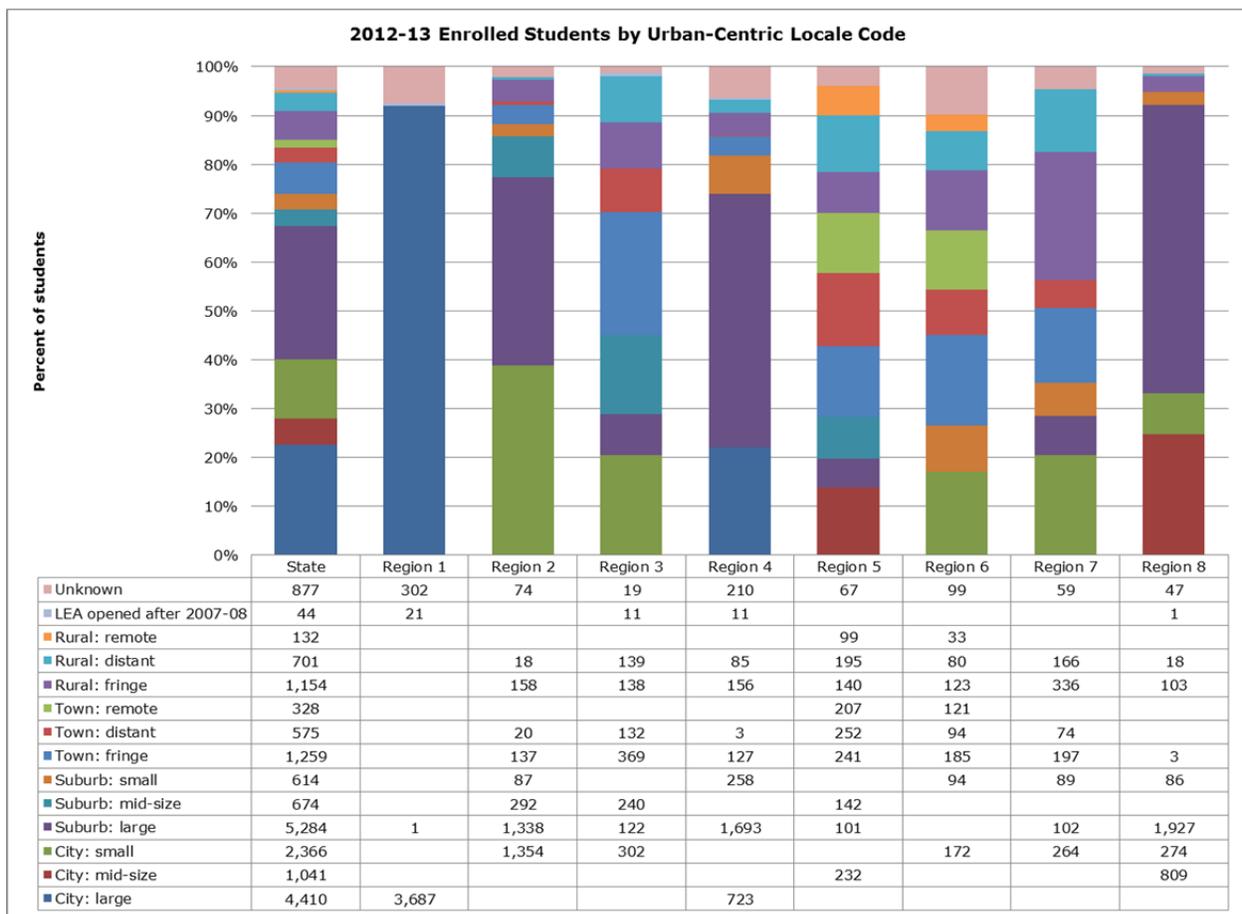
The graph that follows shows the student population by their public school’s locale code. ‘LEA opened after 2007-08’ is an actual category in the data file. The unknown category includes 877 students who attended LEAs that did not appear in the file, most often because they were charter

²⁴ http://www.education.state.pa.us/portal/server.pt/community/data_and_statistics/7202/school_locale/509783

²⁵ http://nces.ed.gov/ccd/rural_locales.asp

schools that were not yet in existence in 2009-10 (357 students), attended nonpublic LEAs (99 students), or the LEA was unknown (421 students).

Overall, 62 percent of the enrolled students (19,459) attended LEAs categorized as Suburban: Large (5,284 students), City: Large (4,410 students), and City: Small (2,366 students). However, distinct variations can be seen across the regions, with Region 1 being primarily large city, regions 2, 4, and 8 having large suburban populations, and regions 3, 5, 6, and 7 having more town or rural designations. The variations across the regions contribute to differences in the numbers and types of agencies and resources that exist to support children, youth, or families experiencing homelessness.



PROGRAM IMPACT

As a result of coordinators' work, LEAs should increase their capacity to assure that students enroll in a timely fashion, remain in the school of origin if it is in the best interest of the student, and receive the services to which they are entitled based upon the student(s) need(s).

This section of the report examines the extent to which the anticipated outcomes of the ECYEH Program are occurring. Included here are reducing or eliminating enrollment or education barriers, remaining in the school of origin, receiving services aligned with the authorized

activities outlined in the McKinney-Vento Act offered through the ECYEH Program, the LEA in which they attended, the Migrant Education Program, and/or the shelter in which they resided. Program impacts also include student academic outcomes.

Barriers

Barriers are situations that interfere with children/youth’s enrollment, attendance, and/or educational success. Barrier data is available for the children/youth identified solely through the ECYEH Program and is provided for those students who were enrolled in school. Of the 19,459 enrolled children and youth, 17,927 (92 percent) have barrier information. The table that follows shows the prevalence of barriers as reported in the Student Information and Service Delivery instrument. Overall, 9 percent of youth were reported as experiencing a barrier to school enrollment. The most common barriers interfering with immediate enrollment were determining if a student was eligible for homeless services, obtaining medical records, and transportation responsibilities.

These three barrier categories have been the top three barriers since the first year of program evaluation, though the percentages of individuals has varied and the percentages of individuals has declined from 35 percent in 2010-11 to 13 percent in 2011-12 to 9 percent in 2012-13.

Evaluators caution against interpreting the decreasing percentages as an actual decrease in barriers. It was revealed in the 2010-11 analysis that there was a misunderstanding of the ‘determining eligibility for homelessness services’ barrier. Ongoing clarification of barrier documentation by coordinators and data collection training for reporting entities has most likely contributed to the decrease in barriers being reported. However, coordinators believe that LEAs are still having difficulty understanding and documenting barriers correctly.

Additionally, obtaining records – immunization, other medical, or school records – are rights of students identified as experiencing homelessness, and should not delay enrollment. Their continued documentation as a barrier indicates that further education is needed in terms of the rights of identified individuals.

Barriers to School Enrollment									
	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Determining eligibility for homeless services	1,227	4	215	283	127	106	277	10	205
Transportation	168	47	25	7	26	10	8	15	30
Obtaining other medical records	351	89	49	23	60	31	16	24	59
Immunization records	121	24	20	7	26	4	7	10	23
School records	111	19	20	6	22	6	6	10	22
School selection	69	11	14	2	16	3	4	5	14
Other	60	10	15	8	9	3	3	2	10
Any barriers	1,697	134	277	312	212	145	288	42	287
Total youth for whom data was available	17,927	3,823	2,997	1,408	3,129	1,574	930	1,063	3,003
Percentage of youth with any barrier	9%	4%	9%	22%	7%	9%	31%	4%	10%

Barriers were examined separately for the pre-kindergarten population (attending both LEA and non-LEA pre-kindergarten programs) regardless of if they were enrolled or served. There were 856 children identified as experiencing homelessness who attended a pre-kindergarten program.

Of those 856 children, 38 children (4 percent) were identified as having one or more barriers. Determining eligibility for services and transportation were the primary barriers indicated.

Pre-kindergarten outreach and accurate reporting of pre-kindergarten children experiencing homelessness remains a goal of the ECYEH Program.

Student Mobility

One of the rights of eligible students is to remain in their school of origin if it is in the best interest of the student. To examine student mobility evaluators identified every school in which a student attended during the program year, July 1 through June 30, even if the student was not identified as being homeless by that particular LEA.

As part of building the final, comprehensive, unique child/youth list, evaluators requested from PIMS, via PAsecureID, a data extract that provided student enrollment history showing all the schools/LEAs in which each identified student was enrolled and attended between July 1, 2012 and June 20, 2013. Of the 19,459 students identified as being enrolled in school, LEA and LEA-school mobility could be determined for 19,039 or 98 percent of students. The unknown students (421) group is comprised of two groups of students, those students who were reported through the ECYEH Program, but no school, LEA, or PAsecureID information was provided (137 students) and those students who were identified only by domestic violence shelters (284 students). Students reported in these ways could only be identified at the county or regional level.

The following tables show both the LEA and LEA-school moves and includes the number of LEAs or LEA-school combinations a student attended, and the number and percentage of students associated with each move. The 2012-13 program year is the first time that school information was complete enough to examine students' various LEA-school combinations. This examination revealed that 72 percent of students remained in same LEA for the program year²⁶, which is down slightly from 73 percent (of 18,231 students) in 2011-12 and 75 percent (of 18,621 students) in 2010-11. Of the remaining 28 percent of 2012-13 students, almost all attended two LEAs during the program year. This is similar to prior year findings.

In terms of LEA-school combinations, 64 percent of students remained in their LEA-school combination for the program year. Of the remaining 36 percent of 2012-13 students, almost all attended two LEA-school combinations during the program year.

Mobility findings seem to indicate that, for the most part, students stayed in their LEA-school of origin. However, there are a small number of students who experienced a great deal of mobility.

²⁶ Many students move before the school year begins, as such, students enrolled in one LEA or LEA-school combination as of July 1 are counted as a school move if they moved before the school year started, even if they were enrolled in the same district the entire school year.

Students Enrolled in Multiple LEAs																		
# LEAs	State		Region 1		Region 2		Region 3		Region 4		Region 5		Region 6		Region 7		Region 8	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1	14,016	72%	3,611	90%	2,452	71%	1,032	70%	2,044	63%	1,088	65%	577	58%	823	64%	2,389	73%
2	3,904	20%	357	9%	738	21%	350	24%	799	24%	412	25%	239	24%	302	23%	707	22%
3	857	4%	35	1%	185	5%	67	5%	222	7%	88	5%	53	5%	78	6%	129	4%
4	189	1%	6	0%	42	1%	12	1%	41	1%	16	1%	30	3%	18	1%	24	1%
5	53	0%	2	0%	12	0%	5	0%	9	0%	10	1%	6	1%	2	0%	7	0%
6	14	0%	0	0%	6	0%	0	0%	1	0%	1	0%	0	0%	6	0%	0	0%
7	4	0%	0	0%	2	0%	0	0%	2	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	421	2%	0	0%	40	1%	6	0%	148	5%	61	4%	96	10%	58	5%	12	0%
Total	19,459	100.0%	4,011	100%	3,478	100%	1,472	100%	3,266	100%	1,676	100%	1,001	100%	1,287	100%	3,268	100%

Students Enrolled in Multiple LEA-Schools																		
# LEA-Schools	State		Region 1		Region 2		Region 3		Region 4		Region 5		Region 6		Region 7		Region 8	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1	12,430	64%	2,963	74%	2,233	64%	951	65%	1,873	57%	1,023	61%	514	51%	719	56%	2,154	66%
2	4,844	25%	855	21%	841	24%	378	26%	881	27%	442	26%	263	26%	362	28%	822	25%
3	1,269	7%	160	4%	253	7%	102	7%	269	8%	108	6%	77	8%	101	8%	199	6%
4	353	2%	23	1%	71	2%	23	2%	71	2%	28	2%	35	3%	33	3%	69	2%
5	93	0%	8	0%	21	1%	10	1%	18	1%	11	1%	10	1%	7	1%	8	0%
6	34	0%	0	0%	15	0%	2	0%	2	0%	2	0%	5	0%	6	0%	2	0%
7	11	0%	1	0%	3	0%	0	0%	3	0%	1	0%	1	0%	1	0%	1	0%
8	2	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
9	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
10	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	421	2%	0	0%	40	1%	6	0%	148	5%	61	4%	96	10%	58	5%	12	0%
Total	19,459	100.0%	4,011	100%	3,478	100%	1,472	100%	3,266	100%	1,676	100%	1,001	100%	1,287	100%	3,268	100%

Service Delivery

One of the rights of students experiencing homelessness is the right to support services that promote academic success. As such, the McKinney-Vento Act outlines authorized activities for which funds can be used. This section of the report addresses services provided to children or youth. Services reported in this section may have been provided by the ECYEH Program directly or through use of McKinney-Vento funds, by an LEA, by a pre-kindergarten program, by the Migrant Education Program, or by domestic violence shelters. The 2012-13 year was the first time documentation of services provided by the Migrant Education Program and domestic violence centers was incorporated into the examination of services children and youth received. Additionally, any children attending an LEA-operated pre-kindergarten program were noted as receiving instructional support and any children attending a non-LEA pre-kindergarten program were noted as receiving early childhood support.

Documentation of these services was reported through the service delivery section of the Student Information and Service Delivery instrument, PIMS Program Fact Template, MIS2000, or the domestic violence shelter spreadsheet. All information was pulled together for each child/youth and categorized under the McKinney-Vento Act authorized activities categories. Those categories include: tutoring or other instructional support; expedited evaluations; referrals for medical, dental, and other health services; transportation; early childhood programs; assistance with participation in school programs; before-school, after-school, mentoring, and summer programs; obtaining or transferring records necessary for enrollment; coordination between schools and agencies; counseling; addressing needs related to domestic violence; clothing to meet school requirements; school supplies; referrals to other programs and services; emergency assistance related to school attendance; and other services not previously listed.

Services in each category were documented by the funding source for the service: McKinney-Vento, Title I, or other funds. Other funds included services or programming offered by the LEA, pre-kindergarten program, Migrant Education Program, domestic violence shelter, collaborating agency/organization, or donations.

In terms of the services provided by the ECYEH Program, evaluators, using findings from the 2011-12 evaluation, worked with the coordinators to clarify the distinction between documenting services at the individual level, which could then be captured in the service delivery portion of the Student Information and Service Delivery instrument, or at the group or unknown individual level, which would be captured in the Student Activity instrument. Evaluators also worked with the coordinators to determine how to best capture those services. Consequently, services provided by the ECYEH Program were documented more precisely in 2012-13 than in the prior two years.

The table that follows shows the services received and the funding source with which the service was affiliated. All services documented here were reported at the child/youth level. Although service delivery documentation has improved, the table should be read with caution as there is no way to assure that individuals completing the spreadsheets selected the correct funding option. However, the table can show what types of services identified children/youth received.

Overall, 80 percent of the 22,618 children and youth are documented as receiving service at the individual child/youth level. Regions 1 and 5 show the largest percentages of youth receiving services, 100 percent and 97 percent, respectively. Regions 3 and 8 show the lowest percentages of youth receiving services, 56 percent and 67 percent, respectively. The remaining regions - 2, 4, 6, and 7 - show percentages of children/youth with documented services in the 70 percent range (74 percent, 76 percent, 77 percent, and 72 percent, respectively). Further exploration is needed to determine differences among the regions. It may be a reporting issue, meaning that although a child/youth received services, it was not documented.

Tutoring or other instructional support was by far the most prevalent service children/youth received when all three funding categories were combined; 70 percent of all children/youth were documented as receiving tutoring or instructional support. This may be due in part to incorporating the other sources of service delivery data described above and also to better documentation of services received. It is possible that children and youth experiencing homelessness always received services to this degree.

Transportation (26 percent of all children/youth), coordination between schools and agencies (25 percent of all children/youth), school supplies (24 percent of all children/youth), and clothing to meet a school requirement (24 percent of all children/youth) were the next cluster of services children/youth received when all three funding categories were combined.

When looking at individual funding sources, coordination between schools and agencies was the most frequent service provided with McKinney-Vento funds. Given the role of the coordinators, it is not surprising that coordination between schools and agencies is the most frequent service.

Documentation of professional development and technical assistance also supports these findings.

Tutoring and instructional support are the most frequent services provided with both Title I funds and other district funds. Again, this is not surprising given that other sources of data that captured tutoring and instructional support activities were included in the analysis.

	Service Delivery by Funding Type																													
	State			Region 1			Region 2			Region 3			Region 4			Region 5			Region 6			Region 7			Region 8					
	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O			
Tutoring or other instructional support	9,841	678	5,265	3,778	5	979	1,776	413	1,361	596	10	287	1,040	8	583	655	69	473	314	21	286	510	1	447	1,172	151	849			
Expedited evaluations	265	41	135	1	0	4	14	6	11	0	1	0	23	6	57	127	6	0	1	3	11	75	0	0	24	19	52			
Referrals for medical, dental, and other health services	723	993	1,227	6	6	37	411	413	58	1	1	16	26	14	413	22	388	422	1	9	34	103	1	13	153	161	234			
Transportation	421	763	4,674	7	4	1,324	42	56	770	21	11	156	88	117	1,129	17	104	124	10	7	353	60	25	237	176	439	581			
Early childhood programs	271	95	740	115	0	324	3	4	97	1	0	6	24	58	116	23	20	83	1	9	26	103	0	41	1	4	47			
Assistance with participation in school programs	413	260	448	7	4	11	40	9	21	0	0	14	98	11	138	6	1	8	6	19	41	102	0	16	154	216	199			
Before-school, after-school, mentoring, summer programs	1,677	528	1,514	1,345	173	293	39	11	442	3	1	12	27	180	277	2	1	42	1	10	16	103	0	156	157	152	276			
Obtaining or transferring records necessary for enrollment	689	626	746	6	5	7	407	413	418	1	1	11	12	9	109	5	1	10	1	5	30	103	1	2	154	191	159			
Coordination between schools and agencies	851	3,244	1,565	7	6	8	440	666	444	1	2	22	89	65	150	40	1,556	363	15	273	279	106	1	16	153	675	283			
Counseling	810	624	1,952	6	5	11	408	414	670	1	1	24	99	13	405	29	28	420	0	9	66	103	1	149	164	153	207			
Addressing needs related to domestic violence	289	180	1,687	5	4	178	5	4	397	0	0	11	13	6	202	13	7	338	1	1	198	101	0	144	151	158	219			
Clothing to meet a school requirement	2,611	1,205	1,579	1,745	6	52	410	457	623	4	1	12	40	121	77	71	331	368	10	91	86	161	40	37	170	158	324			
School supplies	1,698	1,691	2,094	502	6	38	610	438	478	12	2	44	98	151	458	158	634	403	47	246	44	114	36	33	157	178	596			
Referral to other programs and services	831	1,272	1,529	6	5	45	407	420	471	1	2	33	107	10	294	52	313	354	2	16	40	103	1	26	153	505	266			
Emergency assistance related to school attendance	171	52	519	1	0	0	4	5	9	1	0	2	30	7	48	7	8	10	1	2	2	102	0	3	25	30	445			
Other services	87	111	3,315	0	41	1,168	3	5	545	0	1	63	37	7	136	26	9	410	1	27	424	0	0	173	20	21	396			
Unique count of children/youth receiving services	10,838	4,124	12,885	4,280	215	3,279	1,802	698	2,323	616	17	497	1,208	465	2,163	810	1,556	1,256	362	379	874	563	60	813	1,197	734	1,680			
Total children/youth receiving services				18,102			5,158			3,076			901			2,653			1,947			949			1,074			2,344		
Total children/youth	22,618			5,164			4,180			1,602			3,473			2,003			1,232			1,489			3,475					
Percentage of children/youth with any services	80%			100%			74%			56%			76%			97%			77%			72%			67%					

Some services provided to children/youth by the ECYEH Program are not captured at the individual student level. The Student Activity instrument was designed to track services provided to youth at the group level and, therefore, not captured in the service delivery portion of the Student Information and Service Delivery instrument. Services documented in this instrument include services where the ECYEH Program provided funds, supplies, clothing, etc. to an entity (school, shelter, or organization) for children or youth experiencing homelessness, but the individual recipient of the service was not known to the ECYEH Program coordinator. The distribution of bus passes, clothing, school supplies - including back packs, college preparation materials, curriculum materials, hygiene items - fees for school activities, or recreational, social, or holiday activities and events were the types of services that were provided in bulk, where the recipient was unknown. Evaluators found that most of the services that children/youth received were documented at the individual child/youth level in the service delivery portion of the Student Information and Service Delivery instrument, which is positive.

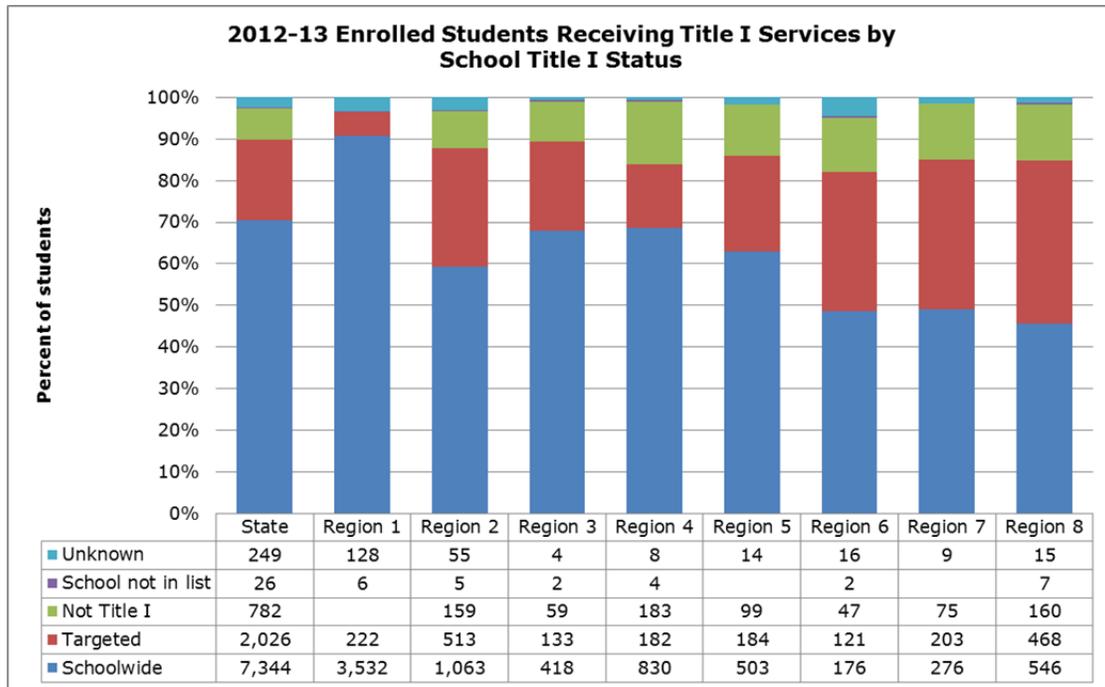
Title I Services by School Type

All students identified as experiencing homelessness are automatically eligible for Title I services, regardless of whether his or her school is a Title I school. LEAs must reserve (or set aside) the funds necessary to serve homeless children and youth who do not attend Title I schools, including educational-related support services.

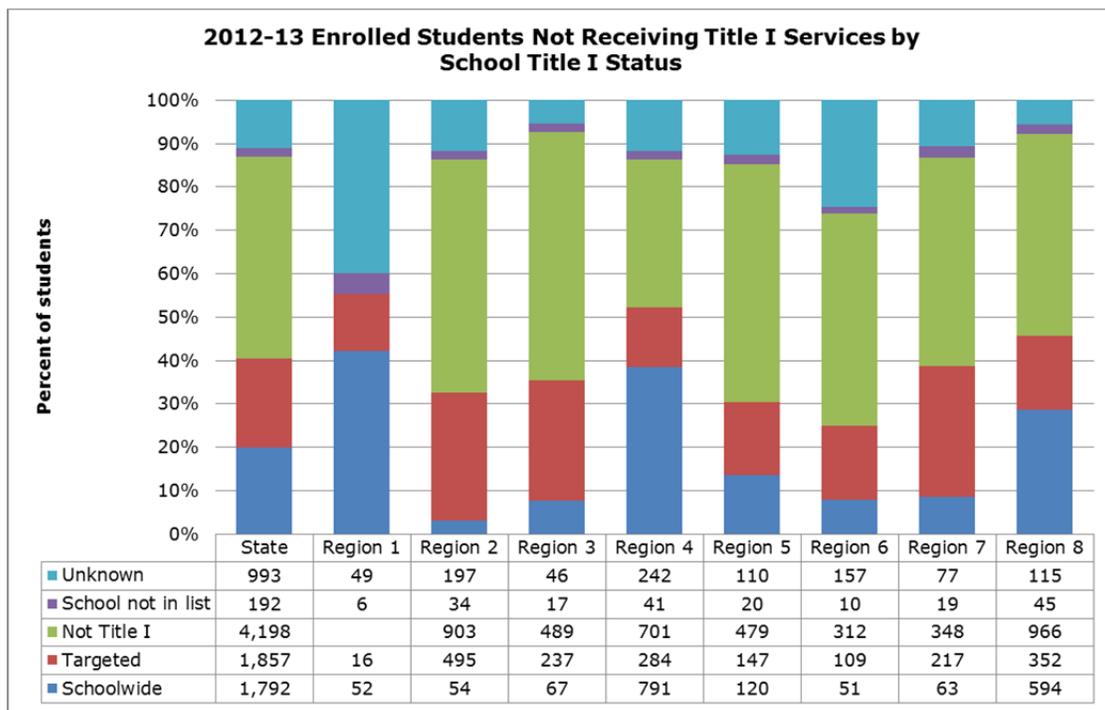
As explained earlier in this report, evaluators identified the Title I status of each school where a student identified as experiencing homelessness attended and matched it to the 19,459 enrolled students. Evaluators then determined if the student was designated as receiving Title I services through service delivery data or as participating in a Title I program documented in PIMS. It is important to note that while a school's Title I status is based on the poverty level of the school, Title I services within a school are provided to students with academic needs, regardless of the student's poverty level.

Of the 19,549 enrolled students experiencing homelessness, 54 percent were determined to have received Title I services and 46 percent as not receiving Title I services for the 2012-13 program year. This is an improvement over the prior year where 39 percent were designated as having received Title I services. However, it is uncertain if this is a result of better documentation of services, more students receiving services, or both.

The first graph on the next page illustrates students' receipt of Title I services by the Title I status of the school. Overall, 70 percent of students designated as receiving Title I services during the 2012-13 program year attended schools that received schoolwide Title I funds, 19 percent attended schools designated as Title I targeted assistance, and 7 percent attended non-Title I schools.



The following graph shows students reported as not receiving Title I services by the Title I status of the school. Overall, 46 percent of students not receiving Title I services attended non-Title I schools, 21 percent attended targeted assistance Title I schools, and 20 percent attended schoolwide Title I schools.



Evaluators also examined academic needs of students, because while a student may be eligible for Title I services by virtue of their homeless status, they are eligible for Title I academic services based on academic need. To examine this, evaluators analyzed students' PSSA/PASA/Keystone Exam proficiency levels for students who were enrolled in a grade where these assessments were administered, 3-8 and 11.

There were 4,372 students in assessment grades who were reported as not receiving Title I services. Of these 4,372 students, 79 percent had reading/literature proficiency levels reported and 80 percent had math/Algebra I proficiency levels reported. Almost half of these students scored proficient or advanced on the reading/literature assessment and 52 percent scored proficient or advanced on the math/Algebra I assessment. These findings are similar to 2011-12, where about half of the students who did not receive Title I services scored proficient or advanced on the reading and math state assessments. Given these results, many of these students were likely not identified as in need of Title I academic services. Furthermore, these students may have received other services through other funding sources or programs.

STUDENT OUTCOMES

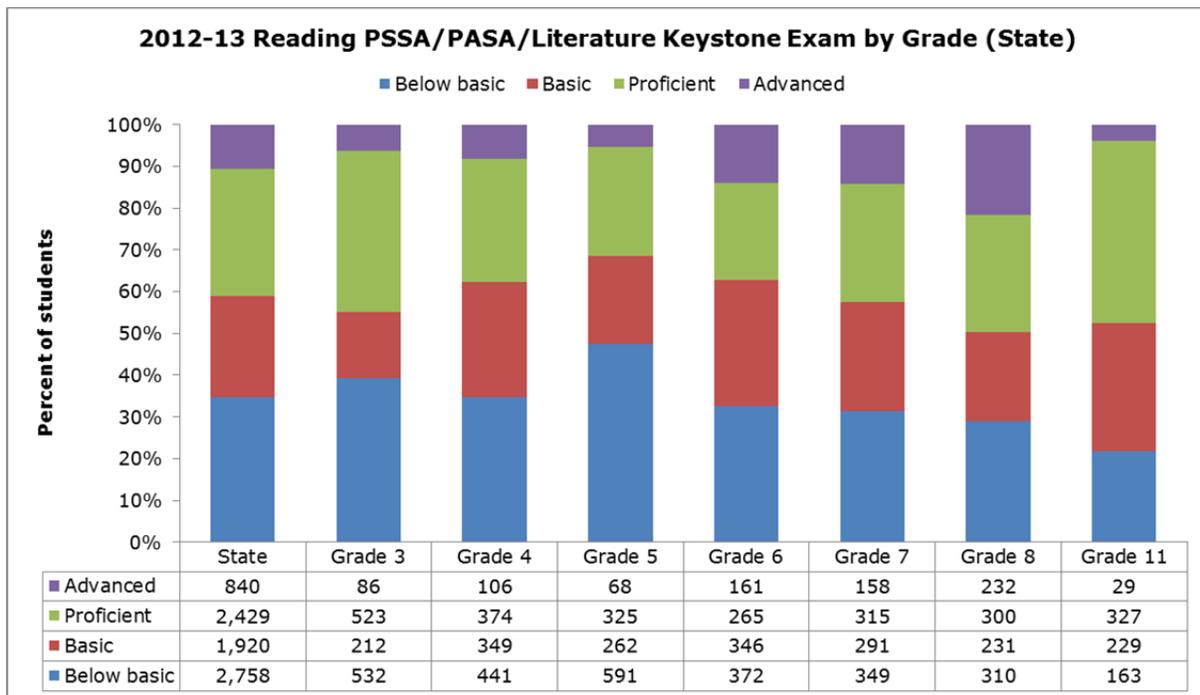
In 2012-13 the Pennsylvania System of School Assessment (PSSA), the Pennsylvania Alternative State Assessment (PASA), and the Keystone Exams were Pennsylvania's state academic assessments. The PSSA is given in reading, mathematics, science, and writing. The reading and math assessments are given in grades three through eight; the science assessment is given in grades four and eight; and the writing assessment is administered in grades five and eight. The PASA assesses students with the most severe cognitive disabilities in four grade level spans (third/fourth, fifth/sixth, seventh/eighth, and eleventh). The Keystone Exams were new for 2012-13 and are offered in literacy, Algebra I, and biology. They are administered in grades seven through 11 in the fall, spring, and summer. Students can re-take the Keystone Exams until they demonstrate proficiency. Once they score proficient, their scores are banked and used for 11th grade state and federal assessment and accountability reporting. All students enrolled in public school in these grades should participate in the appropriate state assessments unless they meet one of the exemption criteria. For the purposes of this program, evaluators analyzed reading, math, and science PSSA data; reading, math, and science PASA data; and literature, Algebra I, and biology Keystone Exam data.

Reading PSSA/PASA and Literature Keystone Exam

There were 9,536 students experiencing homelessness and enrolled in grade levels eligible to take the PSSA in reading (grades 3-8), the literature Keystone Exam (grade 11), or the PASA in reading (grades 3, 8, or 11) during the 2012-13 school year, of which PSSA, PASA, or Keystone results were available for 7,947 students or 83 percent. In 2011-12 assessment results were reported for 83 percent of students (of 9,049 students).

The graph that follows shows student results in reading/literature by the proficiency categories: below basic, basic, proficient, and advanced, overall and by grade level.

Overall, 41 percent scored in the proficient or advanced levels. This percentage varied by grade with eighth grade having the greatest percentage of students (50 percent) scoring proficient or advanced, and fifth grade having the smallest percentage of students (32 percent) scoring proficient or advanced. The overall percentage of students who scored in the proficient or advanced levels decreased slightly from 2011-12 (44 percent scored proficient or advanced). In both 2012-13 and 2011-12, eighth grade had the greatest percentage of students who scored proficient or advanced and fifth grade had the smallest percentage of students who scored proficient or advanced.



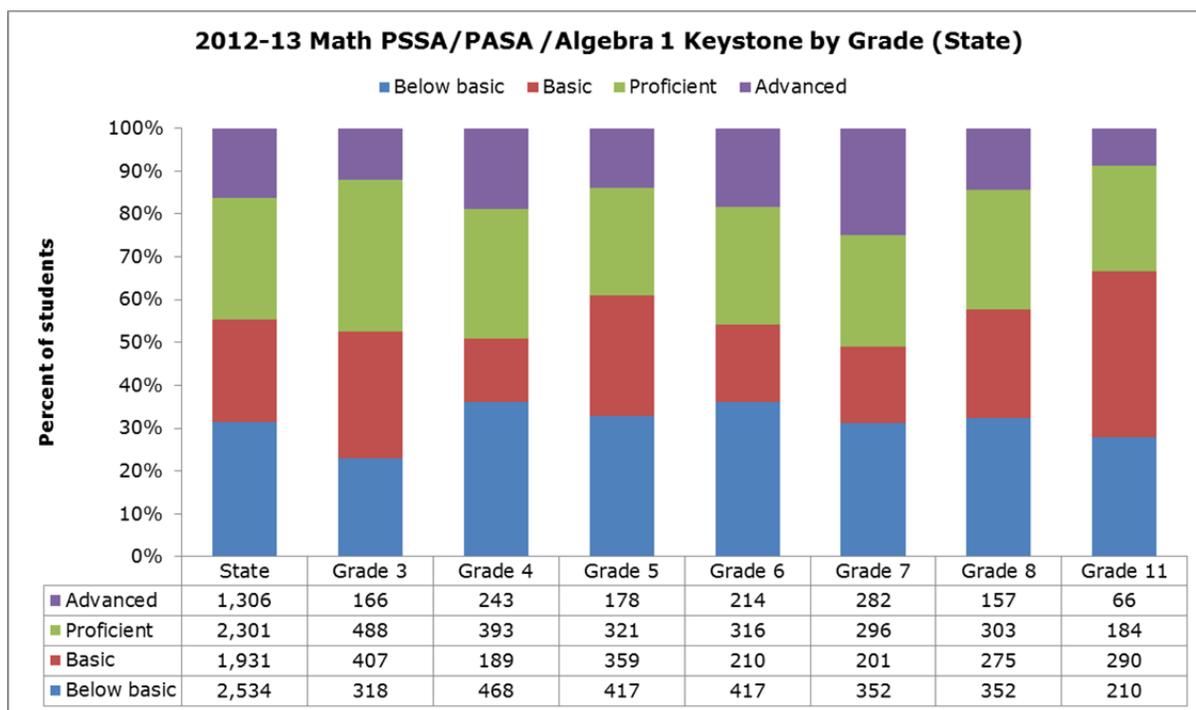
Math PSSA/PASA and Algebra I Keystone Exam

There were 9,536 students experiencing homelessness and enrolled in grade levels eligible to take the PSSA in math (grades 3-8), the Algebra I Keystone Exam (grade 11), or the PASA in math (grades 3, 8, or 11) during the 2012-13 school year, of which PSSA, PASA, or Keystone results were available for 8,072 students or 85 percent. In 2011-12 results were reported for 84 percent of students (of 9,049 students).

The graph that follows shows student results in math/Algebra I by the proficiency categories: below basic, basic, proficient, and advanced, overall and by grade level.

Overall, 45 percent scored in the proficient or advanced levels. This percentage varied by grade with seventh grade having the greatest percentage of students (51 percent) scoring in the proficient or advanced levels, and 11th grade having the smallest percentage of students (33 percent) scoring proficient or advanced. The overall percentage of students who scored proficient or advanced increased from 2011-12 (49 percent scored proficient or advanced). In

2011-12 fourth grade had the greatest percentage of students who scored proficient or advanced and 11th grade had the smallest percentage of students who scored proficient or advanced.

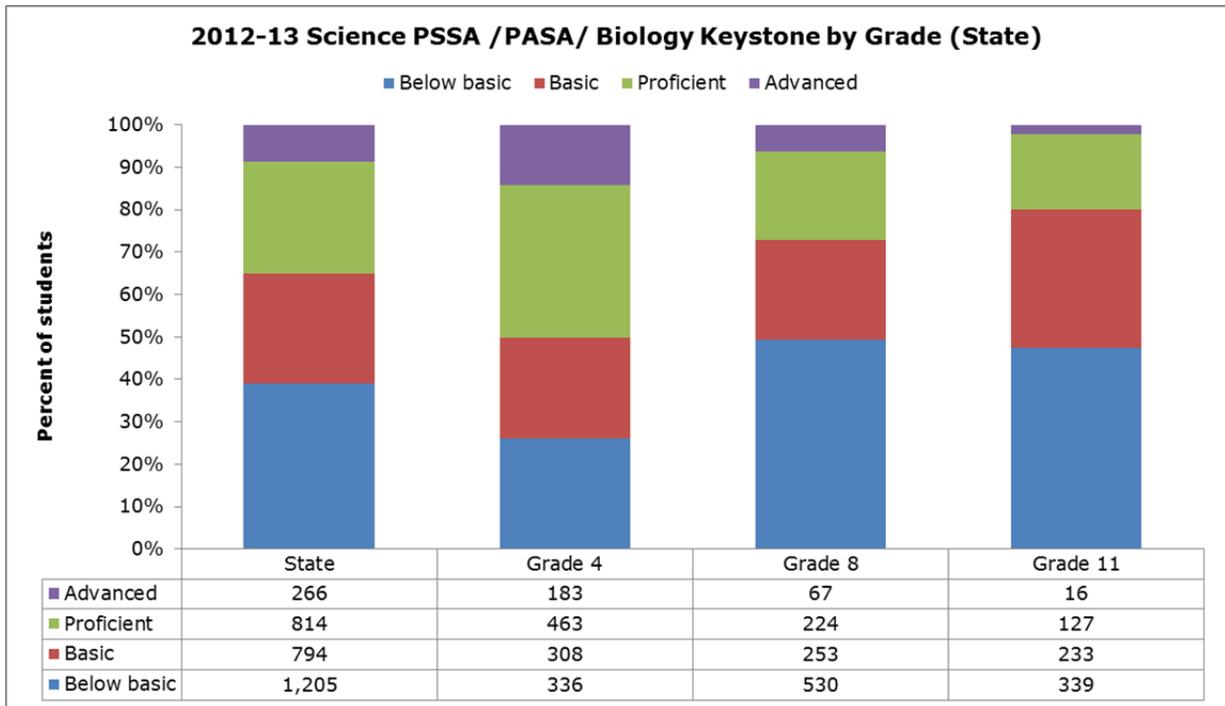


Science PSSA/PASA and Biology Keystone Exam

There were 3,843 students experiencing homelessness and enrolled in a grade level eligible to take the PSSA/PASA in science (grades 4, 8, and 11) during the 2012-13 school year, of which results were available for 3,079 students (80 percent). In 2011-12 results were available for 78 percent of students (of 3,540).

The graph below shows student results in science/biology by the proficiency categories: below basic, basic, proficient, and advanced, overall and by grade level.

Overall, 35 percent of students scored in the proficient or advanced levels. This percentage varied by grade with fourth grade having the greatest percentage of students (50 percent) scoring proficient or advanced, and 11th grade having the smallest percentage of students (20 percent) scoring proficient or advanced. The overall percentage of students who scored proficient or advanced decreased slightly from 2011-12 (38 percent scored proficient or advanced). In both years, fourth grade had the greatest percentage of students who scored proficient or advanced and 11th grade had the smallest percentage of students who scored proficient or advanced.



Assessment Progress for Students Experiencing Homelessness in 2011-12 and 2012-13

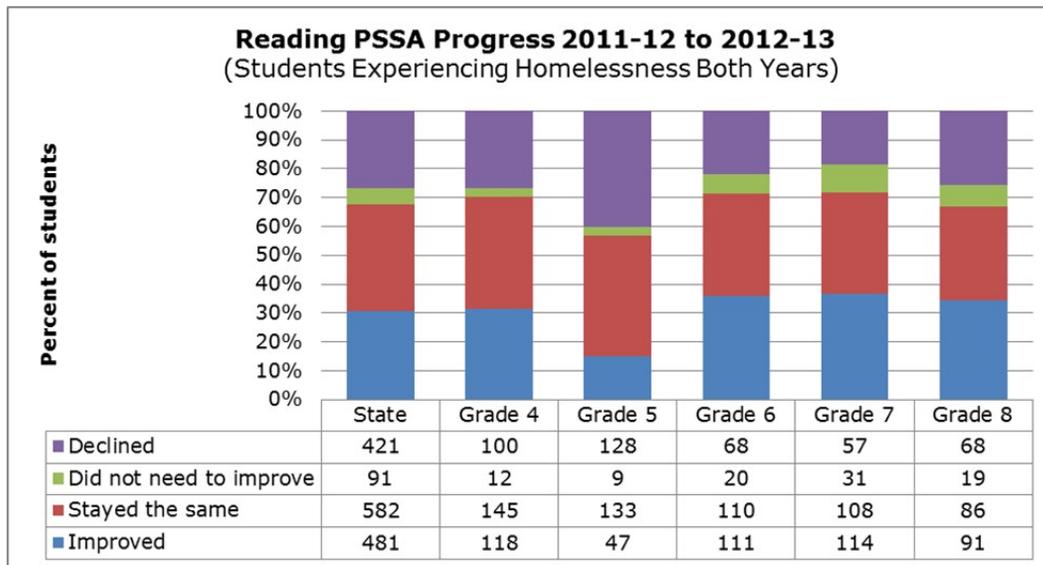
Evaluators were also able to examine reading and math PSSA progress²⁷ from 2011-12 to 2012-13 for those students identified as experiencing homelessness in both years. As shared previously in this report, 20 percent of children and youth (4,520) identified in 2012-13 were also identified in 2011-12. It is not yet possible to examine PSSA progress for students experiencing homelessness for more than two consecutive program years because too few students were identified as experiencing homelessness in all three program years, were in assessment grades all three years, or had assessment data in all three years. As noted earlier in the report, only 6 percent of all 22,618 children and youth in 2012-13 were identified as experiencing homelessness all three years.

In 2012-13 there were 1,867 students in fourth through eighth grades who were also identified as experiencing homelessness in 2011-12. Of these students, 84 percent had two consecutive years of reading PSSA data and 86 percent had two consecutive years of math PSSA data.

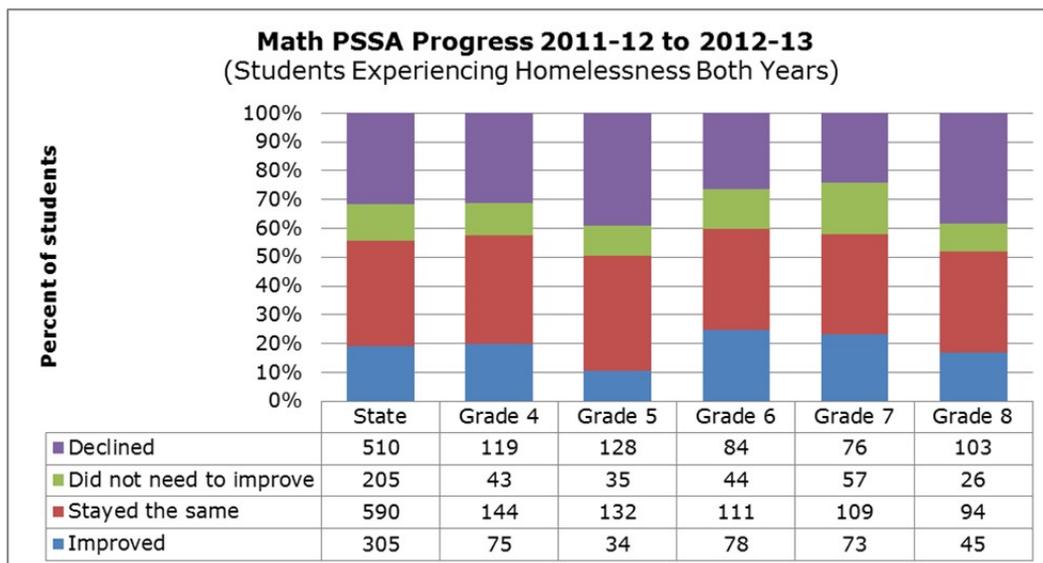
Improvement was defined as moving one or more half proficiency levels. Half proficiency levels only apply to the basic and below basic categories. Based on this definition of change, on the reading PSSA, 31 percent of students improved, 37 percent remained in the same proficiency level, 6 percent did not need to improve (they scored at the advanced level both years), and 27 percent declined.

²⁷ Half proficiency levels can only be calculated for PSSA as scaled scores are provided for PSSA. PASA only provides proficiency levels; therefore, half proficiency levels cannot be calculated.

These results indicate that for the most part students who experience homelessness in two program years are maintaining, improving, or do not need to improve their proficiency category. However, slightly more than one quarter of the students did decline in their proficiency category.



Using the same definition of change as reading, on the math PSSA, 19 percent of students improved their proficiency level, 37 percent remained in the same proficiency level, 13 percent did not need to improve (they scored at the advanced level both years), and 32 percent declined.



Other State Assessment Analysis

State assessment results for students experiencing homelessness and scoring proficient and advanced levels are lower than the state's annual measurable objectives (AMOs) and lower than the state's overall 2012-13 performance in each of these areas. Because of this finding, evaluators further examined assessment results to determine if these lower state assessment results were related to students' homelessness or if they were similar to the assessment results of the schools they attended. Given the school level data available, this analysis was only conducted for reading and math PSSA data in grades three through eight. To examine this, evaluators looked at the PSSA results of the schools where students experiencing homelessness attended and utilized the standard t-test to determine if the proficiency levels of the students experiencing homelessness were statistically different than the proficiency levels of the students [with data] attending those schools.

The analysis of reading PSSA data included 1,845 schools. In most cases (93 percent of the schools) students experiencing homelessness were not statistically different from the academic performance of their peers. In 115 cases (6 percent of the schools) students experiencing homelessness scored significantly lower than their peers and in 11 cases (less than 1 percent of the schools) students experiencing homelessness scored significantly higher than their peers. These findings are very similar to findings from 2011-12. Despite a difference in the number of schools in 2011-12 analysis (1,802 schools) the results were nearly the same. In 94 percent of schools, students experiencing homelessness were not statistically different from the academic performance of their peers; in 6 percent of the schools, students experiencing homelessness scored significantly lower and in less than 1 percent of the schools, students experiencing homelessness scored significantly higher.

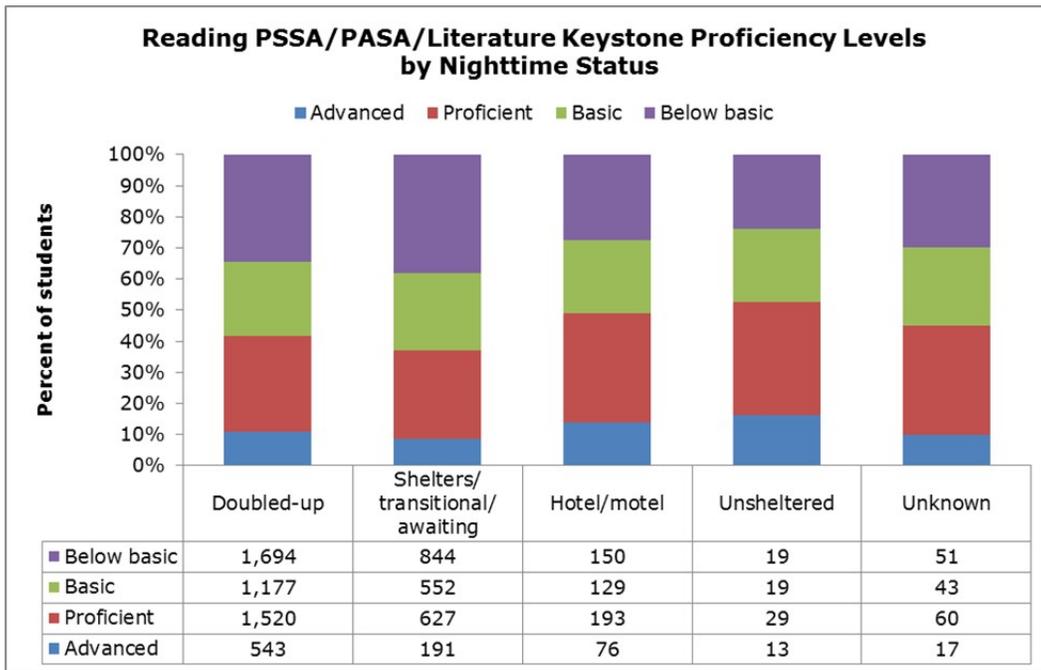
The analysis of math PSSA data included 1,845 schools. In most cases (92 percent of the schools) students experiencing homelessness were not statistically different from the academic performance of their peers. In 133 cases (7 percent of the schools) students experiencing homelessness scored significantly lower than their peers and in 15 cases (less than 1 percent of the schools) students experiencing homelessness scored significantly higher than their peers.

Similar to the reading findings, math findings in 2012-13 were almost the same as 2011-12. Like reading, the results from the prior year were similar. In 93 percent of the 1,802 schools in 2011-12, students experiencing homelessness were not statistically different from the academic performance of their peers; in 6 percent of the schools, students experiencing homelessness scored significantly lower and in 1 percent of the schools, students experiencing homelessness scored significantly higher.

Based on the results of this analysis, outcomes on state assessments appear to be more a factor of students' educational experience rather than their homeless status.

Evaluators also examined students' reading assessment results in light of their nighttime status. Evaluators examined reading specifically because, as a group, fewer students were proficient or advanced in reading than in math and reading is given in more grades than science.

Students' reading PSSA results by their nighttime status is shown below. There was less variability in the percentages of students in each proficiency level across the different nighttime statuses than expected. For those students whose nighttime status was known, students residing in hotels/motels or doubled-up had larger percentages of students who scored proficient or advanced than students who were residing in shelters/transitional housing/awaiting foster care or unsheltered, where students were more likely to score in the below basic or basic categories. These patterns mimic 2011-12 findings.



Evaluator Reflections, Implications, and Recommendations for Improvement

The Pennsylvania regional model to implement the McKinney-Vento Act provides an opportunity for every child or youth identified as experiencing homelessness to access needed resources or services especially related to school enrollment, including pre-kindergarten, and academic success.

Regional coordinators and their staff train, troubleshoot, intervene, and collaborate on behalf of children and youth and their families, the schools they attend, or the shelters in which they reside. The nature of their work and the differences among the regions provide challenges unique to each region. There are differences in geographic territory and urban-centric locale of communities and schools in their region. There are differences in the numbers of LEAs (including the growing number of charter and cyber charter schools), shelters, pre-kindergarten programs, and kinds of organizations that provide services to children, youth, or families experiencing homelessness. Additionally there are differences in the numbers and roles of ECYEH Program staff within the regions. These challenges and differences contribute to the recommendations that follow.

The 2012-13 reporting was the most complete and accurate reporting to date, which was expected as it typically takes three years of a new program evaluation to address and resolve most major data collection issues. As such, 2012-13 had the highest number of reporting entities, the highest number of children/youth reported, and the most comprehensive data for analysis, as compared to prior years. As reporting has become more complete and accurate there are some things that appear to be improving, such as a decrease in barriers, an increase in services, and an increase in the number of pre-kindergarten children being reported. Evaluators caution that these observed improvements may be a result of better reporting, more entities reporting, and a better understanding of what needs to be reported rather than actual improvements, though it is possible that they are actual improvement as well.

There are several themes that have remained consistent and ongoing evaluation will ultimately reveal or confirm trends. For now, the themes that have emerged include:

- Approximately 20 percent of identified children/youth experience homelessness for more than one year.
- At least three quarters of children/youth are documented as economically disadvantaged.
- The majority of students remain in their LEA or LEA-school of origin.
- Students who reside in hotels/motels and are doubled-up perform better on state assessments than students who reside in shelters/transitional housing/awaiting foster care, or are unsheltered.
- Students experiencing homelessness perform similarly to their classmates indicating that their academic performance may be an indicator of their educational experience and not their homeless status.
- Three quarters of students with two years of assessment data maintained, improved, or did not need to improve their state assessment scores.

- Despite some consistency for a large portion of children/youth, there are students who experience extreme mobility, are homeless for more than two years, or experience barriers to enrollment.

Most significant of the findings, from the evaluator's perspective, was the discovery that even though almost 100 percent of public LEAs and 100 percent of shelters reported on children/youth experiencing homelessness, there were instances where children/youth who experienced homelessness were not initially reported because they did not need any services from the ECYEH Program or they were not enrolled in school meaning that they were under two or ages three to five but not enrolled in any pre-kindergarten program. Until all identified children and youth are reported [of children and youth required to be included in reporting] evaluators will not know if the numbers of identified children and youth are increasing or decreasing. Steps have already been put in place to address any under-reporting issues that remain in 2013-14.

Given the findings that have emerged and previous year's recommendations, evaluators offer the following considerations for PDE related to program management of the ECYEH Program to optimize program implementation at the regional and local levels.

- Increase interdepartmental relations with Title I, Special Education, Migrant Education, the Office of Child Development and Early Learning (OCDEL) and Child Accounting within PDE. While steps have been taken to improve communication and collaboration with these programs, especially with OCDEL and the Migrant Education Program, there is still more work that needs to be done. There needs to be a common voice when it comes to the rights of children and youth experiencing homelessness, the services or guidance provided by these programs, and the coordination of services. It is not enough to present at meetings or conferences. PDE should consider having common planning time or standing collaborative meetings among the programs. LEAs need to hear a consistent message from the various programs. The Title I and Homeless PowerPoint needs updated to accurately reflect Pennsylvania's model and to provide guidance on coordinating services at the LEA or school level, especially since what funds can be used in both programs is similar.
- State guidance regarding the operation and implementation of the ECYEH Program needs to be more structured. Implementation and operation expectations should be specifically outlined in the upcoming Request for Applications (RFA). The state should consider setting priorities in the RFA. Examples of priority areas could include outreach to pre-kindergarten programs; programs for unaccompanied youth; credit-recovery options for high-school students; academic support services or funds for service for students residing in shelters; and collaboration with the Migrant Education Program. Applicants should have to indicate what is currently in place, continuing needs based on data, and how they plan to address those needs. Because there may be additional needs unique to a region, applicants should also have the opportunity to describe local needs and how they plan to address such needs.

- PDE should also consider providing guidance on how grantees collaborate within their region with other intermediate units, collaborate among regions, how funds are distributed within the region, or where site coordinators are located within a region. Furthermore, PDE should:
 - Review the make-up of each region with regard to the numbers of children/youth experiencing homelessness and where they are located, the number of LEAs, the number and types of resources that are available, and the geographic area of the region to make this determination. In doing such a review, the state team should take into consideration current site coordinators who serve as a district homeless liaison. This should not be a dual role. These districts have the most students. They need additional support; they should not be providing services beyond their district. Likewise, there are some LEAs that have a very large number of students, how these LEAs are supported needs to be considered as well. PDE also needs to consider the role of intermediate units as LEAs. Currently, except when the regional coordinator or site coordinator resides in an IU, the IU does not have a person identified as a homeless liaison. Perhaps this is one way to alleviate undue burden on a district or a regional coordinator.
 - Applicants should provide a rationale for how they plan to collaborate with other intermediate units within their region, collaborate across regions, locate site coordinators, or serve areas with the greatest populations of children/youth. Memoranda of Understanding (MOU) with intermediate units within the region should be included as part of the application process.

- Make the most of the state conference. The state conference should be for the LEAs and entities with which the coordinators work. Because of frequent turnover, consider having a “Homeless 101” strand for individuals new to their role or unfamiliar with the program. Topics for introductory sessions might include considerations for selecting a homeless liaison; the role of the homeless liaison; the role of the ECYEH coordinator; resources available to homeless liaisons; how to coordinate needs of students experiencing homelessness with Title I services, special education services, and other district programs; collaboration with community resources; and data collection. There could be regional break-out sessions where LEAs, agencies that provide homeless services and shelters have common discussion/planning time.

- Make the most of the regional coordinator meetings.
 - State updates at the coordinator meetings should include updates on interdepartmental collaboration, program officer updates regarding participation in meetings, and key outcomes or information that coordinators need to know.
 - To make the most of everyone’s time and funds, the fall meeting should continue to be attached to the conference. During the year and especially in the winter, consider webinars or online meetings. Also consider having staff utilize the PATTANs in the west and the east and then connecting from those sites. This way, small group work can occur and be shared back to the larger group. Consider having the final meeting of the program year after schools are closed and before staff take their summer break.

- Utilize coordinators' expertise to discuss difficult cases and share specific strategies, collaborations, or operating procedures that have worked in the past.
- Coordinator training should come from national events or experts. Time should be incorporated into the meeting for coordinators to provide updates to or sharing of strategies with their colleagues and the state team.

The evaluation of the ECYEH Program is intended to provide a statewide and regional picture of program implementation, outcomes, and impacts. These findings, along with detailed information at the county, LEA, or school level, when appropriate, is provided to the regional coordinators and the program staff at PDE to assist with internal program implementation, improvement, and decision making. Additionally, regions received individual child/youth information from the data collection process. Results are based upon the data available.

Consolidated Performance Report - Parts I and II for State Formula Grant Programs under the Elementary and Secondary Education Act – As Amended in 2001 for Reporting on School Year 2010-11

The Consolidated Performance Report can be found at
<http://www2.ed.gov/admins/lead/account/consolidated/index.html>

Pennsylvania's Education for Children and Youth Experiencing Homelessness Program – State Plan (Amended October 2013)

The State Plan can be found at <file:///s-drive/home/Profiles/trobel/My%20Documents/Downloads/ECYEH%20State%20Plan%202013%20FINAL.pdf>

Email Correspondence from Acting Secretary William Harner, Ph.D.

The following email correspondence was sent on July 31, 2013 to Pennsylvania LEAs, including School Superintendents from Acting Secretary Harner regarding LEA responsibilities for compliance with the McKinney-Vento Homeless Assistance Act

July 31, 2013

Subject: McKinney-Vento Homeless Assistance Act

Dear Colleague:

The McKinney-Vento Homeless Assistance Act ensures the right of children and youth in homeless situations to enroll in school without delay, attend school regularly, and enjoy the same opportunities for success in school as their adequately-housed peers. As the educational leader of your school district/charter school, you are responsible for ensuring compliance with this federal statute.

The main purpose of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program is to make sure homeless youth have access to a free and appropriate public education while removing barriers that children experiencing homelessness face. Its goal is to have the educational process continue as uninterrupted as possible while the children are in homeless situations. The statute for this program is designed to ensure that all children and youth experiencing homelessness have equal access to public school education and require that state educational agencies (SEAs) and local educational agencies (LEAs) review and revise policies, procedures, and regulations to remove barriers to school enrollment, attendance, and academic achievement for children and youth experiencing homelessness. As the educational leader of your district/organization, you are responsible for ensuring compliance with this statute.

Some of the highlights of the McKinney-Vento Act include:

1. Providing eligible students with the right to attend their school of origin, if this is in their best interest;
2. Providing transportation to and from the school of origin; and
3. Enrolling students experiencing homelessness immediately, even if they lack documentation normally required for enrollment.

Superintendents/CEOs of local educational agencies are required by the federal McKinney-Vento Act to designate an appropriate staff person as local educational agency liaison for children and youth experiencing homelessness, to carry out the duties. Compliance with these statutes is mandatory for all LEAs in order to avoid the risk of losing federal funds for the Commonwealth, as well as your district/organization.

LEAs must ensure that liaisons are meeting these responsibilities:

- Children and youth experiencing homelessness are identified by school personnel and through coordination activities with other entities and agencies;
- Students experiencing homelessness enroll in, and have full and equal opportunity to succeed in, the schools of the LEA;

- Children and youth experiencing homelessness and their families receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the LEA, and referrals to health, mental health, dental, and other appropriate services;
- Parents or guardians of children and youth experiencing homelessness are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- Parents, guardians, and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act; and
- Public notice of the educational rights of students experiencing homelessness is disseminated to locations where they receive services under the McKinney-Vento Act.
- Collaborate with Title 1 personnel in the district to coordinate programming and fund.

In meeting these responsibilities, local liaisons and other designated persons must assist children and youth experiencing homelessness with such activities as the following:

- Immediate enrollment in school and immediate assessment for the need of school services and supports;
- Obtaining immunizations or medical records or other required documents;
- Informing parents, school personnel, and others of the rights of homeless children and youth;
- Working with school staff to make sure that homeless children and youth are immediately enrolled in school during the period required for resolution of disputes that might arise over school enrollment or placement;
- Helping to coordinate transportation services for children and youth experiencing homelessness; and
- Collaborating and coordinating with the State and Regional Coordinator for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to children experiencing homelessness.

Through this letter I am asking that you give immediate attention to this matter of ensuring that the needs of Pennsylvania's children and youth experiencing homelessness are addressed. As the educational leader of your school district/charter school, you are responsible for ensuring compliance with this federal statute.

If you have any questions, please contact Sheldon Winnick, State Homeless Coordinator, at 717-772-2066 or swinnick@pa.gov. Thank you.

Sincerely,

William E. Harner, Ph.D.
Acting Secretary of Education

**Identified Homeless Students as Reported by Local Education Agencies
2011-12 and 2012-13**

*** Number of 10 or less**

Public LEA Name	11-12 identified count	12-13 identified count
Chester CS for the Arts	opened 1213	*
Education Plus Academy Cyber CS	opened 1213	*
Propel CS - Pitcairn	opened 1213	*
Arts Academy CS	opened 1213	*
The Philadelphia CS for Arts and Science	opened 1213	*
Medical Academy CS	opened 1213	*
Universal Creighton Charter School	opened 1213	*
Mastery CS-Cleveland Elementary	opened 1213	17
Birney Preparatory Academy	opened 1213	24
Howard Gardner Multiple Intelligence CS	opened 1213	*
Esperanza Cyber CS	opened 1213	*
Solomon Charter School Inc.	opened 1213	*
ACT Academy Cyber CS	opened 1213	*
Baden Academy CS	opened 1213	*
Memphis Street Academy CS @ JP Jones	opened 1213	*
First Phila CS For Literacy	*	*
Propel CS-East	*	*
Cornell SD	*	*
Spectrum CS	*	*
Upper Saint Clair SD	*	*
Bedford Area SD	*	*
Everett Area SD	*	*
Tussey Mountain SD	*	*
Conemaugh Valley SD	*	*
Penn Cambria SD	*	*
Portage Area SD	*	*
Richland SD	*	*
Rockwood Area SD	*	*
Turkeyfoot Valley Area SD	*	*
West Branch Area SD	*	*

Bermudian Springs SD	*	*
Fannett-Metal SD	*	*
Lancaster-Lebanon IU 13	*	*
Daniel Boone Area SD	*	*
Hamburg Area SD	*	*
Capital Area IU 15	*	*
Line Mountain SD	*	*
East Lycoming SD	*	*
Montgomery Area SD	*	*
Montoursville Area SD	*	*
Wellsboro Area SD	*	*
Abington Heights SD	*	*
Colonial IU 20	*	*
Vitalistic Therapeutic CS of the Lehigh	*	*
Lehigh Valley Academy Regional CS	*	*
Lehigh Valley CHS for Performing Arts	*	*
Roberto Clemente CS	*	*
School Lane CS	*	*
Lower Moreland Township SD	*	*
North Montco Tech Career Center	*	*
Collegium CS	*	*
Delaware County IU 25	*	*
Achievement House CS	*	*
Springfield SD	*	*
Russell Byers CS	*	*
Ad Prima CS	*	*
Northwood Academy CS	*	*
Philadelphia Performing Arts CS	*	*
Esperanza Academy Charter High School	*	*
Mastery CS-Mann Campus	*	*
Western Beaver County SD	*	*
Lenape Tech	*	*
Pine Grove Area SD	*	*
Schuylkill Haven Area SD	*	*
Williams Valley SD	*	*
Lincoln Leadership Academy Charter School	*	*

Environmental Charter School at Frick Pa	*	*
Burgettstown Area SD	*	*
Fort Cherry SD	*	*
Manchester Academic CS	*	*
Propel CS-Homestead	*	*
Penn Hills Charter School for Entrepreneurship	*	*
Mercer Area SD	*	*
General McLane SD	*	*
Burrell SD	*	*
Central Cambria SD	*	*
Meyersdale Area SD	*	*
Saint Marys Area SD	*	*
Harmony Area SD	*	*
Crispus Attucks Youthbuild CS	*	*
Brandywine Heights Area SD	*	*
Camp Hill SD	*	*
Greenwood SD	*	*
Bear Creek Community CS	*	*
West Side CTC	*	*
Forest City Regional SD	*	*
Carbon-Lehigh IU 21	*	*
Avon Grove CS	*	*
Mastery Charter High School	*	*
Philadelphia Electrical & Tech CHS	*	*
Maritime Academy Charter School	*	*
New Media Technology CS	*	*
Mastery CS-Thomas Campus	*	*
Community Academy of Philadelphia CS	*	*
Alliance for Progress CS	*	*
Young Scholars CS	*	*
United SD	*	*
Blue Mountain SD	*	*
Lehigh Valley Dual Language Charter Scho	*	*
Eastern University Academy Charter Schoo	*	*
York Academy Regional Charter School	*	*
Central Greene SD	*	*

Bethlehem-Center SD	*	*
Trinity Area SD	*	*
Pine-Richland SD	*	*
Bethel Park SD	*	*
North Allegheny SD	*	*
Quaker Valley SD	*	*
Propel CS-Northside	*	*
Union Area SD	*	*
Commodore Perry SD	*	*
Dr Robert Ketterer CS Inc.	*	*
Northern Cambria SD	*	*
Southwest Leadership Academy CS	*	*
Fairfield Area SD	*	*
Eastern Lebanon County SD	*	*
Sayre Area SD	*	*
South Williamsport Area SD	*	*
Sullivan County SD	*	*
Northern Tioga SD	*	*
Northwest Area SD	*	*
North Pocono SD	*	*
Lackawanna Trail SD	*	*
New Hope-Solebury SD	*	*
Chester County IU 24	*	*
Hope CS	*	*
Philadelphia Harambee Inst CS	*	*
Independence CS	*	*
Marion Center Area SD	*	*
Minersville Area SD	*	*
Saint Clair Area SD	*	*
Carmichaels Area SD	*	*
Southeastern Greene SD	*	*
Peters Township SD	*	*
Career Connections CHS	*	*
Fox Chapel Area SD	*	*
Urban Pathways K-5 College Charter Schoo	*	*
Keystone Education Center CS	*	*

West Middlesex Area SD	*	*
North Clarion County SD	*	*
Valley Grove SD	*	*
Derry Area SD	*	*
Kiski Area SD	*	*
Bellwood-Antis SD	*	*
Berlin Brothersvalley SD	*	*
Somerset Area SD	*	*
Oswayo Valley SD	*	*
Glendale SD	*	*
Antietam SD	*	*
Upper Dauphin Area SD	*	*
Lewisburg Area SD	*	*
Dunmore SD	*	*
Riverside SD	*	*
Pen Argyl Area SD	*	*
Graystone Academy CS	*	*
Garnet Valley SD	*	*
Radnor Township SD	*	*
Discovery Charter School	*	*
Khepera CS	*	*
Preparatory CS of Mathematics Science	*	*
Delaware Valley CHS	*	*
Mariana Bracetti Academy CS	*	*
Freeport Area SD	*	*
Tamaqua Area SD	*	*
John B. Stetson Charter School	*	*
Truebright Science Academy CS	*	*
Frazier SD	*	*
PA Learners Online Regional Cyber CS	*	*
Avonworth SD	*	*
Urban League of Greater Pittsburgh CS	*	*
Mt Lebanon SD	*	*
South Park SD	*	*
West Allegheny SD	*	*
West Jefferson Hills SD	*	*

Shenango Area SD	*	*
Sharpsville Area SD	*	*
Solanco SD	*	*
Kutztown Area SD	*	*
Schuylkill Valley SD	*	*
Millersburg Area SD	*	*
Midd-West SD	*	*
Mifflinburg Area SD	*	*
Southern Tioga SD	*	*
Lake-Lehman SD	*	*
Tunkhannock Area SD	*	*
Montrose Area SD	*	*
Mountain View SD	*	*
Panther Valley SD	*	*
Northwestern Lehigh SD	*	*
Bucks County IU 22	*	*
Center for Arts & Technology/Chester County Technical College High School	*	*
Octorara Area SD	*	*
World Communications CS	*	*
Youth Build Phila CS	*	*
Imhotep Institute CHS	*	*
West Oak Lane CS	*	*
Universal Vare Charter School	*	*
Blackhawk SD	*	*
Rochester Area SD	*	*
Connellsville Area Career & Technical Center	*	*
Laurel SD	*	*
Wilmington Area SD	*	*
Clarion Area SD	*	*
Galeton Area SD	*	*
Moshannon Valley SD	*	*
Huntingdon Area SD	*	*
Annville-Cleona SD	*	*
Twin Valley SD	*	*
Sankofa Freedom Academy Charter School	*	*

Susq-Cyber CS	*	*
Crestwood SD	*	*
Greater Nanticoke Area SD	*	*
Lower Merion SD	*	*
Upper Perkiomen SD	*	*
Tredyffrin-Easttown SD	*	*
Marple Newtown SD	*	*
Wakisha CS	*	*
Math Civics and Sciences CS	*	*
New Foundations CS	*	*
Olney Charter High School	*	*
Universal Audenried Charter School	*	*
Beaver Area SD	*	*
Propel CS-Braddock Hills	*	*
Propel CS-Montour	*	*
Moon Area SD	*	*
Karns City Area SD	*	*
Grove City Area SD	*	*
Spring Cove SD	*	*
Mount Carmel Area SD	*	*
Palmerton Area SD	*	*
Unionville-Chadds Ford SD	*	*
Wissahickon CS	*	*
New Brighton Area SD	*	*
Apollo-Ridge SD	*	*
Homer-Center SD	*	*
Chartiers-Houston SD	*	*
Neshannock Township SD	*	*
Jefferson County-DuBois AVTS	*	*
Penn-Trafford SD	*	*
Greencastle-Antrim SD	*	*
Dallastown Area SD	*	*
Springfield Township SD	*	*
Freire CS	*	*
Lawrence County CTC	*	*
North East SD	*	*

Tidioute Community CS	*	*
Monessen City SD	*	*
Chestnut Ridge SD	*	*
Blacklick Valley SD	*	*
Coudersport Area SD	*	*
York Co School of Technology	*	*
West Perry SD	*	*
Saucon Valley SD	*	*
Bucks County Technical High School	*	*
Perkiomen Valley SD	*	*
People for People CS	*	*
Propel CS-McKeesport	*	*
Brentwood Borough SD	*	*
Mohawk Area SD	*	*
Susquenita SD	*	*
Old Forge SD	*	*
Universal Institute CS	*	*
Hardy Williams Academy CS	*	*
Global Leadership Academy CS	*	*
Penns Manor Area SD	*	*
Allegheny Valley SD	*	11
Montessori Regional CS	*	11
Brockway Area SD	*	11
Canton Area SD	*	11
Salisbury Township SD	*	11
Helen Thackston Charter School	*	11
Mastery CS-Pickett Campus	*	11
ASPIRA Bilingual Cyber Charter School	*	11
Greenville Area SD	*	12
Pequea Valley SD	*	12
Palmyra Area SD	*	12
Tulpehocken Area SD	*	12
Pocono Mountain Charter School	*	12
Lehighon Area SD	*	12
Mastery CS-Shoemaker Campus	*	12
Johnsonburg Area SD	*	13

Fleetwood Area SD	*	13
Hanover Area SD	*	13
Upper Dublin SD	*	13
Penn-Delco SD	*	13
KIPP Philadelphia Charter School	*	13
North Schuylkill SD	*	13
Pottsville Area SD	*	13
Jamestown Area SD	*	14
Tyrone Area SD	*	14
Windber Area SD	*	14
Wyomissing Area SD	*	14
Methacton SD	*	14
Slippery Rock Area SD	*	15
Cambria Heights SD	*	15
West Phila. Achievement CES	*	15
New Hope Academy CS	*	15
South Fayette Township SD	*	16
Greater Johnstown SD	*	16
Avella Area SD	*	17
Wilson SD	*	17
Wallingford-Swarthmore SD	*	18
Jeannette City SD	*	19
Jersey Shore Area SD	*	19
Shenandoah Valley SD	*	19
Pennsylvania Leadership Charter School	*	20
Troy Area SD	*	21
Downingtown Area SD	*	21
Purchase Line SD	*	21
Iroquois SD	*	22
Norwin SD	*	23
I-LEAD Charter School	*	23
Dauphin County Technical School	*	23
Otto-Eldred SD	*	24
Chester-Upland SD	*	24
Clearfield Area SD	*	30
Lampeter-Strasburg SD	*	32

Elizabethtown Area SD	*	39
Brownsville Area SD	*	41
Hempfield SD	*	334
Intermediate Unit 1	*	*
West Greene SD	*	*
Sugar Valley Rural CS	*	*
Northside Urban Pathways CS/Urban Pathways 6-12 CS	*	*
Allegheny IU 3	*	*
Young Scholars of Western Pennsylvania C	*	*
Midwestern IU 4	*	*
Antonia Pantoja Community Charter School	*	*
Northwest Tri-County IU 5	*	*
Erie Rise Leadership Academy	*	*
Riverview IU 6	*	*
Redbank Valley SD	*	*
Westmoreland IU 7	*	*
Appalachia IU 8	*	*
Northern Bedford County SD	*	*
HOPE for Hyndman CS	*	*
Central PA Digital Learning Foundation C	*	*
Claysburg-Kimmel SD	*	*
Williamsburg Community SD	*	*
Forest Hills SD	*	*
Westmont Hilltop SD	*	*
Conemaugh Township Area SD	*	*
Salisbury-Elk Lick SD	*	*
Shade-Central City SD	*	*
Shanksville-Stonycreek SD	*	*
Seneca Highlands IU 9	*	*
Cameron County SD	*	*
Austin Area SD	*	*
Central IU 10	*	*
Young Scholars of Central PA CS	*	*
Centre Learning Community CS	*	*
Nittany Valley CS	*	*
Wonderland CS	*	*

Penns Valley Area SD	*	*
Curwensville Area SD	*	*
Central Fulton SD	*	*
Forbes Road SD	*	*
Southern Fulton SD	*	*
Juniata Valley SD	*	*
Stone Valley Community CS	*	*
Mount Union Area SD	*	*
Southern Huntingdon County SD	*	*
New Day Charter School	*	*
Lincoln IU 12	*	*
La Academia Partnership Charter School	*	*
Northern Lebanon SD	*	*
Berks County IU 14	*	*
Infinity CS	*	*
Pennsylvania Distance Learning CS	*	*
Halifax Area SD	*	*
Sylvan Heights Science CS	*	*
Central Susquehanna IU 16	*	*
Millville Area SD	*	*
Southern Columbia Area SD	*	*
Warrior Run SD	*	*
BLaST IU 17	*	*
Muncy SD	*	*
Luzerne IU 18	*	*
Dallas SD	*	*
Northeastern Educational IU 19	*	*
Fell CS	*	*
Carbondale Area SD	*	*
Lakeland SD	*	*
Mid Valley SD	*	*
Susquehanna Community SD	*	*
Evergreen Community CS	*	*
Delaware Valley SD	*	*
Carbon Career & Technical Institute	*	*
Weatherly Area SD	*	*

Center for Student Learning CS at Pennsbury	*	*
Bucks County Montessori CS	*	*
Montgomery County IU 23	*	*
Pennsylvania Virtual CS	*	*
Souderton CS Collaborative	*	*
Jenkintown SD	*	*
21st Century Cyber CS	*	*
Sankofa Academy CS	*	*
Chester Co Family Academy CS	*	*
Renaissance Academy CS	*	*
Great Valley SD	*	*
Widener Partnership CS	*	*
Green Woods CS	*	*
Richard Allen Preparatory CS	*	*
Philadelphia Montessori CS	*	*
Folk Arts-Cultural Treasures CS	*	*
Multi-Cultural Academy CS	*	*
Eugenio Maria De Hostos CS	*	*
Laboratory CS	*	*
MAST Community Charter School	*	*
Christopher Columbus CS	*	*
Charter High School for Architecture and	*	*
Imani Education Circle CS	*	*
Philadelphia Academy CS	*	*
Franklin Towne CHS	*	*
Frontier Virtual Charter High School	*	*
Beaver Valley IU 27	*	*
Beaver Area Academic CS	*	*
Lincoln Park Performing Arts CS	*	*
Midland Borough SD	*	*
South Side Area SD	*	*
ARIN IU 28	*	*
Schuylkill IU 29	*	*
Gillingham Charter School	*	*
Tri-Valley SD	*	*
Vida Charter School	*	*

Franklin Towne Charter Elementary School	*	*
KIPP West Philadelphia Preparatory Chart	*	*
Pan American Academy CS	*	*
Planet Abacus CS	*	*
Boys Latin of Philadelphia CS	*	*
Seven Generations Charter School	*	*
Tacony Academy Charter School	*	*
Gettysburg Montessori Charter School	*	*
Philadelphia City SD	4201	3419
Allentown City SD	954	814
Pittsburgh SD	809	701
Lancaster SD	447	682
Reading SD	361	298
Harrisburg City SD	347	274
Bethlehem Area SD	289	277
William Penn SD	243	134
Wyoming Area SD	215	*
Warren County SD	207	121
Wilkes-Barre Borough SD	203	231
East Stroudsburg Area SD	172	106
Woodland Hills SD	163	199
Bloomsburg Area SD	155	42
Bristol Township SD	152	124
Athens Area SD	142	26
Wilkes-Barre Area SD	138	113
Norristown Area SD	137	199
Bensalem Township SD	136	127
Conrad Weiser Area SD	135	159
Erie City SD	120	172
Dubois Area SD	101	62
Middletown Area SD	100	*
Altoona Area SD	99	71
Neshaminy SD	98	65
Carlisle Area SD	96	103
Kennett Consolidated SD	96	167
Highlands SD	93	60

West Chester Area SD	93	132
Conestoga Valley SD	92	49
Pleasant Valley SD	86	94
State College Area SD	83	85
Northeastern York SD	80	67
Pittston Area SD	79	34
Ephrata Area SD	77	67
Pennsylvania Cyber CS	77	82
Williamsport Area SD	77	89
York City SD	77	267
Keystone Central SD	76	31
Seneca Valley SD	74	85
Manheim Central SD	73	12
Lower Dauphin SD	72	27
Coatesville Area SD	72	88
Upper Darby SD	72	105
Chichester SD	71	33
Young Scholars Frederick Douglas Charter	71	94
Butler Area SD	70	28
Central Dauphin SD	67	78
Quakertown Community SD	65	51
Pottstown SD	65	67
Centennial SD	65	79
Avon Grove SD	62	61
Easton Area SD	62	63
Clairton City SD	62	76
Sto-Rox SD	61	59
Belmont Charter School	60	57
Ellwood City Area SD	59	34
Mechanicsburg Area SD	58	26
Columbia Borough SD	57	38
North Penn SD	56	59
Penn Hills SD	54	48
Titusville Area SD	54	71
Hazleton Area SD	54	77
Crawford Central SD	54	95

Charleroi SD	53	72
Chambersburg Area SD	53	72
Penn Manor SD	52	*
Parkland SD	52	57
Central Bucks SD	52	73
Freedom Area SD	51	52
McKeesport Area SD	51	64
Souderton Area SD	50	31
New Kensington-Arnold SD	50	39
West Shore SD	50	64
Uniontown Area SD	50	68
Pocono Mountain SD	50	69
Hempfield Area SD	49	39
Connellsville Area SD	49	47
Dover Area SD	48	16
Franklin Area SD	48	54
Boyertown Area SD	48	71
Colonial SD	47	16
Hollidaysburg Area SD	47	78
Bristol Borough SD	46	18
Sharon City SD	46	27
Stroudsburg Area SD	46	46
East Penn SD	45	60
Scranton SD	45	67
Gettysburg Area SD	45	72
Pennridge SD	44	57
Waynesboro Area SD	43	22
New Castle Area SD	43	47
Cumberland Valley SD	42	36
Bellefonte Area SD	42	43
Brookville Area SD	42	46
Western Wayne SD	40	34
Corry Area SD	40	48
Manheim Township SD	40	49
ARISE Academy Charter High School	39	13
Cocalico SD	38	32

Tuscarora SD	38	46
Susquehanna Township SD	37	11
Robert Benjamin Wiley Community CS	37	28
Washington SD	37	39
Mount Pleasant Area SD	37	39
Philipsburg-Osceola Area SD	37	46
Governor Mifflin SD	37	49
Universal Daroff Charter School	37	54
Southeast Delco SD	36	39
Central Columbia SD	35	*
Selinsgrove Area SD	35	*
Danville Area SD	35	13
Council Rock SD	35	28
Northwestern SD	35	35
Girard SD	35	60
East Pennsboro Area SD	34	30
South Eastern SD	34	33
Gateway SD	34	39
Armstrong SD	34	61
Union City Area SD	33	19
Pennsbury SD	33	34
Hatboro-Horsham SD	33	41
West York Area SD	32	21
Ringgold SD	32	32
Oxford Area SD	32	46
Lebanon SD	32	66
Spring Grove Area SD	31	24
Juniata County SD	30	*
Bangor Area SD	30	21
Pottsgrove SD	30	21
Wissahickon SD	30	30
Millcreek Township SD	30	46
Spring-Ford Area SD	30	47
Mifflin County SD	30	54
Deer Lakes SD	29	21
Baldwin-Whitehall SD	29	23

South Butler County SD	29	23
Eastern Lancaster County SD	29	31
Agora Cyber CS	29	42
Berwick Area SD	28	*
Northeast Bradford SD	28	11
Mars Area SD	28	13
Whitehall-Coplay SD	28	18
Owen J Roberts SD	28	23
Derry Township SD	27	*
Moniteau SD	27	13
Southern York County SD	27	16
Wattsburg Area SD	27	20
West Mifflin Area SD	27	21
Big Beaver Falls Area SD	27	22
North Hills SD	27	23
Big Spring SD	27	26
Blairsville-Saltsburg SD	27	33
Northampton Area SD	27	35
Exeter Township SD	27	36
East Allegheny SD	27	42
Bradford Area SD	27	54
Cranberry Area SD	26	*
Ridley SD	26	45
Greensburg Salem SD	26	83
City CHS	25	11
Morrisville Borough SD	25	18
Penncrest SD	25	23
Rose Tree Media SD	25	23
Central York SD	25	47
Ridgway Area SD	24	*
Oil City Area SD	24	*
Duquesne City SD	24	13
Yough SD	24	14
Belle Vernon Area SD	24	21
Northgate SD	24	29
Nazareth Area SD	23	*

Towanda Area SD	23	13
Milton Area SD	23	17
Bald Eagle Area SD	23	20
Shippensburg Area SD	23	52
Elk Lake SD	22	*
North Star SD	22	18
Interboro SD	22	18
Eastern York SD	22	20
Upper Adams SD	22	21
Shikellamy SD	22	28
Shaler Area SD	22	29
Steelton-Highspire SD	22	35
Punxsutawney Area SD	22	45
Catasauqua Area SD	21	12
Wyoming Valley West SD	21	14
Ligonier Valley SD	21	19
Greater Latrobe SD	21	27
Columbia-Montour AVTS	20	*
Harbor Creek SD	20	*
South Western SD	20	17
Blue Ridge SD	20	18
Lakeview SD	20	19
Belmont Academy Charter School	20	21
Bentworth SD	20	22
Academy CS	20	22
Cheltenham Township SD	20	22
Indiana Area SD	20	26
Port Allegany SD	20	32
Northern York County SD	20	32
Hampton Township SD	20	33
Mastery CS-Smedley Campus	19	11
Central Valley SD	19	12
Allegheny-Clarion Valley SD	19	13
Upper Merion Area SD	19	17
Farrell Area SD	19	18
Donegal SD	19	18

Conneaut SD	19	26
Warwick SD	19	31
Phoenixville Area SD	19	39
Muhlenberg SD	19	42
Red Lion Area SD	19	55
Mastery CS-Clymer Elementary	18	*
Shamokin Area SD	18	*
Loyalsock Township SD	18	*
Upper Moreland Township SD	18	16
Northern Potter SD	18	18
Forest Area SD	18	24
Albert Gallatin Area SD	18	29
Union SD	17	*
South Allegheny SD	17	*
Canon-McMillan SD	17	13
Keystone Oaks SD	17	14
Chester Community CS	17	14
Aliquippa SD	17	15
Fort LeBoeuf SD	17	19
Perseus House CS of Excellence	17	35
Newport SD	16	*
Riverview SD	16	*
Plum Borough SD	16	16
Jim Thorpe Area SD	16	16
Smethport Area SD	16	17
Cornwall-Lebanon SD	16	17
Kane Area SD	16	19
Palisades SD	16	19
Carlynton SD	16	26
Hanover Public SD	16	38
Jefferson-Morgan SD	15	*
Hopewell Area SD	15	*
Clarion-Limestone Area SD	15	11
Laurel Highlands SD	15	13
Universal Bluford Charter School	15	13
Elizabeth Forward SD	15	15

Chartiers Valley SD	15	18
Wyalusing Area SD	15	38
California Area SD	14	*
Wayne Highlands SD	14	*
Commonwealth Connections Academy CS	14	*
Mastery CS-Gratz Campus	14	14
Hermitage SD	14	21
Ambridge Area SD	14	21
Haverford Township SD	13	*
Littlestown Area SD	13	*
Montour SD	13	12
Lincoln CS	13	19
Abington SD	13	22
Wallenpaupack Area SD	13	29
Valley View SD	12	*
Franklin Regional SD	12	*
Northern Lehigh SD	12	*
Keystone SD	12	*
Fairview SD	12	*
Wilson Area SD	12	*
Ferndale Area SD	12	11
Mahanoy Area SD	12	22
McGuffey SD	11	*
South Middleton SD	11	*
Leechburg Area SD	11	*
Walter D Palmer Leadership Learning Part	11	*
Southern Lehigh SD	11	*
Mastery CS-Harrity Campus	11	11
Oley Valley SD	11	12
Benton Area SD	11	13
Riverside Beaver County SD	11	18
Steel Valley SD	11	19
York Suburban SD	11	19
Reynolds SD	11	20
Southmoreland SD	11	22
Conewago Valley SD	11	42

UNKNOWN LEA, but students identified as being enrolled in school. These students are not included in the above counts.	991	683
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Unique Enrolled Count	18,231	19,459
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NOTES:

Where identified' was done slightly different in 1112 to 1213. In 1112, it includes any school where a students was enrolled. In 1213 it is truly where there were identified as homeless.

Unique Enrolled Count includes every student identified as being enrolled in a public or non-public LEA, even if a grade or as school was not provided. These students would have been identified in as residing in a shelter.

|

End Notes

¹ The National Alliance to End Homelessness, "The State of Homelessness in America 2012," <http://www.endhomelessness.org/library/entry/the-state-of-homelessness-in-America-2012>; National Center on Family Homelessness, "America's Youngest Outcasts 2010" (Accessed October 10, 2013).

² U.S. Department of Housing and Urban Development, HUD's 2011 CoC Homeless Assistance Programs – Homeless populations and subpopulations; U.S. Department of housing and Urban Development, AHAR Exchange Public Reports: 2009 Comprehensive Report of Sheltered Homeless Persons.

³ Pennsylvania Department of Education, "Pennsylvania's Homeless Children's Initiative Evaluation Report – 2011-12."

⁴ Ibid.

⁵ Ibid.

⁶ See Endnote two.

⁷ Pennsylvania Department of Education, "Pennsylvania's Homeless Children's Initiative Evaluation Report – 2012-13."

⁸ U.S. Census Bureau, "Educational Attainment in the United States: 2012-Detailed Tables," <http://www.census.gov/hhes/socdemo/education/data/cps/2012/tables.html> (Accessed September 21, 2013). National Center for Family Homelessness, "America's Youngest Outcasts 2010: State Report Card on Child Homelessness"(Accessed October 10, 2013).

⁹ Davis-Kern, Pamela E. "The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and the Home Environment," *Journal of Family Psychology* 19, no. 2 (2005): 294-304.

¹⁰ Barnett, W.S. (2011). *Effectiveness of Early Educational Intervention*. *Science*, 333, 975-978.

¹¹ National Center for Family Homelessness, "America's Youngest Outcasts 2010: State Report Card on Child Homelessness. Newton, MA: National Center for Family Homelessness (Accessed October 10, 2013).

¹² Institute for Children, Poverty, and Homelessness, Profiles of Risk: School Readiness, 2012.

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