



# **State and District Implementation of the Education for Homeless Children and Youth Program**



**State and District Implementation of the  
Education for Homeless Children and Youth Program**

Policy and Program Studies Service  
Office of Planning, Evaluation and Policy Development  
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Arne Duncan  
*Secretary*

**Office of Planning, Evaluation and Policy Development**

Robert Gordon  
*Acting Assistant Secretary*

**Policy and Program Studies Service**

Jennifer Bell-Ellwanger  
*Director*

February 2015

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**Content Contact:**

Stephanie Stullich  
Phone: 202-401-2342  
Email: [stephanie.stullich@ed.gov](mailto:stephanie.stullich@ed.gov)

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## Executive Summary

In the 2010–11 school year, approximately one million students — or 2 percent of the total number of students attending school — were identified as homeless (National Center for Homeless Education, 2012). Most of these homeless children and youth (71 percent) were “doubled-up,” meaning that they resided with another family at night. Other homeless children and youth stayed at a shelter (17 percent), were unsheltered (7 percent), or stayed at a hotel (5 percent) (EDFacts 2010–11).

To address the challenges and barriers to school success for homeless children and youth, Congress created the Education for Homeless Children and Youth (EHCY) program, authorized under Title VII-B of the *McKinney-Vento Homeless Assistance Act of 1987 (MVHAA)*. The EHCY program provides funding to states and certain other jurisdictions and agencies with the goal of ensuring that homeless children and youth have access to the same free, appropriate public education as do other children and youth.

The 2001 reauthorization of *MVHAA* amended the legislation to require that all school districts, not just those receiving EHCY subgrants, appoint a local homeless liaison. It also strengthened legislative requirements against segregating homeless students, for providing appropriate transportation to and from school, and for ensuring immediate enrollment of homeless students.

During the 2010–11 school year, the year that is the focus of this study, states and districts received EHCY funding through regular fiscal year 2010 appropriations for the program (\$65 million), as well as additional funding through the *American Recovery and Reinvestment Act of 2009 (ARRA)*, which provided an additional \$70 million that was available for use during the 2009–10 and 2010–11 school years. States subgrant most of their regular EHCY funds to local education agencies (LEAs) through a competitive process but were permitted to allocate the additional EHCY funds provided under *ARRA* through either competitive grants or formula grants. States may award subgrants directly to individual school districts or to regional entities that provide services to staff and students in multiple school districts.

This report examines state and school district implementation of the EHCY program based on surveys of state EHCY coordinators and district homeless liaisons and analysis of extant data. Key findings include:

- Sixteen states used a regional approach to suballocating EHCY funds; these 16 states accounted for 84 percent of all school districts that received EHCY funds and services.
- State coordinators reported spending the most time on providing technical assistance to districts and coordinating with other organizations, while district liaisons reported spending the most time on identifying eligible students and ensuring that homeless students and families received services.
- District liaisons indicated that transportation, school supplies, and tutoring and supplemental instruction accounted for the largest expenditures of EHCY funds.
- State coordinators were more likely to report using site visits and integrated monitoring visits in 2012 than in 1998, and the number who reported monitoring non-EHCY districts through site visits and desk monitoring more than doubled.

- In addition to collecting required data such as homeless students' achievement on state assessments, many states also collected other data such as graduation rates and attendance rates.
- Barriers to school enrollment and attendance for homeless students that were most frequently identified by district liaisons were transportation and family or student preoccupation with survival needs. Other barriers included delays in obtaining school records and inability to complete school assignments because of the lack of an appropriate study area.

## Study Design and Limitations

This study examined five study questions regarding implementation of the EHCY program at both the state and school district levels:

1. How do states allocate EHCY funds?
2. What are the roles and responsibilities of the state coordinators and district liaisons? What services do districts provide to homeless children and youth?
3. How do states monitor and provide technical assistance to districts as part of the EHCY program? What technical assistance needs do state coordinators and district liaisons report?
4. What data do states and districts collect about homeless children and youth?
5. What do state coordinators and district liaisons perceive as barriers to school success for homeless children and youth?

The study included state and school district surveys to examine program implementation during the 2010–11 school year; the surveys were administered in spring 2012. In addition, the report also includes some comparisons with previous state surveys that were conducted in 1994 and 1998, as well as analysis of state-submitted data on homeless children and youth that are contained in the U.S. Department of Education's *EDFacts* database.

The state survey was sent to all EHCY state coordinators for the 50 states, Washington, D.C., and the Bureau of Indian Education, and the district survey was sent to a representative sample of 448 district liaisons of EHCY districts. Response rates were 96 percent for the state survey and 87 percent for the district survey.

The data presented in this study have two limitations. The first limitation is that the study design did not take into account that 16 states used a regional approach to funding EHCY districts. As permitted under the statute, these states provided some or all EHCY subgrants to consortia or intermediary units that then provided services to staff and students in multiple districts. While surveys were sent to sampled districts within consortia or intermediary units, surveys were not sent to the administrators of consortia and intermediary units themselves. This means that the study did not capture the experiences and perspectives of this group of administrators regarding their implementation of the EHCY program.

The second limitation is that the survey data were self-reported and reflected the perspective of one individual in a particular state or district. In addition, some of the state and district survey respondents were not in their current positions in 2010–11 and therefore had to rely on others to provide information for that time.

## Allocating EHCY Funds

- **On average, states subgranted an estimated 85 percent of their EHCY allocations to school districts and regional entities and reserved 15 percent of the funds for use at the state level.** Half of responding state coordinators (24 out of 48) reported reserving 20 percent or more of the funds for state use, while 10 reported reserving less than 10 percent.
- **The 16 states that used a regional approach to subgranting EHCY funds accounted for 62 percent of all homeless students and 84 percent of all school districts that received EHCY funds and services.** States that provided EHCY funds to regional entities often also provided some EHCY funds to individual school districts.

## Roles and Responsibilities of State Coordinators and District Liaisons

- **State coordinators reported spending the most time on providing technical assistance to districts and coordinating with other organizations, while district liaisons reported spending the most time on identifying eligible students and ensuring that homeless students and families received services.**
  - When asked to report the three activities on which they spent the most time, state coordinators most often said providing technical assistance to districts (42 states), coordinating with other organizations and agencies (30 states), and helping districts understand EHCY requirements and the role of the district liaison (24 states).
  - District liaisons reported spending the most time identifying eligible homeless children and youth (66 percent), ensuring that homeless children and youth and their families received services for which they are eligible (47 percent), and coordinating transportation services (37 percent).
- **District liaisons reported providing both direct services to homeless children and youth and their families and coordinating the efforts of others to provide those services.** Ninety-one percent of district liaisons reported providing school supplies to homeless children and youth and their families, and 78 percent reported helping coordinate the efforts between schools and agencies that provided services to homeless children and youth.
- **District liaisons indicated that their largest expenditures of EHCY funds were for transportation, school supplies, and tutoring and supplemental instruction.** Fifty-two percent of district liaisons reported that defraying the cost of transportation for homeless children and youth was one of the three largest expenditures of EHCY funds, while 46 percent reported spending on school supplies and 29 percent reported spending on tutoring or supplemental instruction.
- District liaisons reported that the coordination and collaboration efforts that most improved services were those that focused on building programmatic linkages among various programs, agencies, or organizations working to serve homeless children and youth (40 percent); identifying barriers that impede access to school (36 percent); and reviewing district policies or regulations that affect homeless populations (36 percent).

- **District liaisons reported conducting awareness-raising activities regarding homeless students more frequently with staff at schools and district offices than with other agencies and organizations.** More than two-thirds of district liaisons reported conducting awareness-raising activities with schools, the district Title I office, and other offices within the district at least once a year. On the other hand, 50 percent or more of district liaisons reported never conducting awareness-raising activities with staff at homeless shelters, *Runaway and Homeless Youth Act* programs, Head Start, or programs funded by the U.S. Department of Housing and Urban Development.

## State Monitoring and Technical Assistance

- **The number of state coordinators who reported using site visits and integrated monitoring visits increased from 1998 to 2012.**
  - Forty-three state coordinators reported monitoring EHCY districts through site visits in the 2012 survey, up from 37 in 1998, and 33 reported using integrated monitoring visits in 2012, up from 27 in 1998.
  - Use of desk monitoring (i.e., phone calls and written correspondence) declined slightly, from 37 to 34 states; 29 of the 34 coordinators reporting doing this in addition to site visit monitoring.
- **The number of state coordinators who said they monitored non-EHCY districts' efforts to reduce educational barriers for homeless children and youth through site visits and desk monitoring more than doubled from 1998 to 2012.** For example, 26 state coordinators reported using site visits to monitor non-EHCY districts in 2012, up from nine in 1998.
- State coordinators reported needing more assistance on enhancing parental involvement (31 state coordinators), developing additional learning opportunities for homeless students within the school day (26 state coordinators), transportation across district boundaries (25 state coordinators), and coordinating with Title I programs (25 state coordinators).
- **District liaisons most often reported needing state technical assistance to help them better understand MVHAA legal requirements and to help them collect, use, and report data about homeless students.** Fifty-six percent of district liaisons reported needing state technical assistance to understand the requirements of the *MVHAA* law; 55 percent reported needing technical assistance to understand the legal responsibilities of the district liaison; and 44 percent reported needing technical assistance on collecting, using, and reporting data about homeless students.

## Data on Homeless Children and Youth

- **State coordinators often reported collecting more comprehensive data on homeless students than is required under the law.** In addition to collecting required data on the numbers of homeless students, achievement on state assessments, and student characteristics, states often also collected data on graduation or dropout rates (31 states) and attendance rates (24 states). Although the law requires some data to be reported just for subgrantees, states often collected the data from non-subgrantees as well.

- **Thirty-six state coordinators reported that their state data system uses a unique student identifier to link data collected on homeless children and youth with individual student outcome data,** such as scores on state assessments and school attendance.

## Barriers to School Success

- **State coordinators and district liaisons reported that student mobility was among the most significant barriers to school success for homeless children and youth.**
  - From a list of six potential barriers to school success, 72 percent of state coordinators and 78 percent of district liaisons identified frequent mobility as among the most significant barriers.
  - Lack of awareness and sensitivity among school administrators and teachers to the educational needs of homeless students was reported as a significant barrier by 68 percent of state coordinators, although only 19 percent of district liaisons reported this as a barrier.
- **Barriers to school enrollment and attendance for homeless students that were most frequently identified by district liaisons were transportation to and from school and family or student preoccupation with survival needs.**
  - The most frequently reported barriers to school enrollment were transportation to and from school (53 percent of district liaisons), family preoccupation with survival needs (48 percent), delays in obtaining school records (41 percent), and residency requirements for school enrollment (34 percent).
  - The most frequently reported barriers to school attendance were family preoccupation with survival needs (82 percent of district liaisons), transportation to and from school (43 percent), inability to complete school assignments because of the lack of an appropriate study area (42 percent), lack of adequate clothing and supplies (30 percent), and poor health or inadequate medical care (29 percent).





# I. Introduction

In the 2010–11 school year, approximately one million students — or 2 percent of the total number of students attending school — were identified as homeless (National Center for Homeless Education, 2012). Most of these homeless children and youth (71 percent) were “doubled-up,” meaning that they resided with another family at night. Other homeless children and youth stayed at a shelter (17 percent), were unsheltered (7 percent), or stayed at a hotel (5 percent) (*EDFacts* 2010–11).

To address the challenges and barriers to school success for homeless children and youth, Congress created the Education for Homeless Children and Youth (EHCY) program, authorized under Title VII-B of the *McKinney-Vento Homeless Assistance Act of 1987 (MVHAA)*. The *MVHAA* defines homeless children and youth as those who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons because of loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds because of lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth 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.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

*MVHAA* explicitly includes migratory children who are living in the above-listed circumstances.

The EHCY program provides grants to states, the District of Columbia, Puerto Rico, and outlying areas with the goal of ensuring that homeless children and youth have access to the same free, appropriate public education as do other children and youth. In addition, the U.S. Department of Education transfers, under a memorandum of agreement, 1 percent of each year’s appropriation to the Bureau of Indian Affairs (BIA) for programs for homeless Indian students served by schools funded by the BIA.

*MVHAA* requires states to establish an Office of Coordinator of Education for Homeless Children and Youth and requires school districts to appoint a local homeless liaison. The 2001 reauthorization of *MVHAA* amended the legislation to require that all school districts, not just those receiving EHCY funds, appoint a homeless liaison. It also strengthened legislative requirements against segregating homeless students, for providing appropriate transportation to and from school, and for determining school placement and ensuring immediate enrollment of homeless students.

During the 2010–11 school year, the year that is the focus of this study, states and districts received EHCY funding through regular fiscal year (FY) 2010 appropriations for the program (\$65 million), as well as additional funding through the *American Recovery and Reinvestment Act of 2009 (ARRA)*, which provided an additional \$70 million that was available for use during the 2009–10 and 2010–11 school years.<sup>1</sup> States suballocate regular EHCY funds to local education agencies (LEAs) through a competitive

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<sup>1</sup> This report is focused on the EHCY program in general and provides limited information specifically addressing the additional funds provided under *ARRA*. More specifically, the report provides information on the methods states reported using to allocate the *ARRA* funds but does not examine the distribution or uses of *ARRA* funds.

process but were permitted to allocate the additional EHCY funds provided under *ARRA* through either competitive grants or formula grants. States may award subgrants directly to individual school districts or to regional entities that provide services to staff and students in multiple school districts.

Seven in 10 homeless students (71 percent) attended school in a district that received EHCY funds or services in the 2010–11 school year. The percentage of homeless students who attended school in EHCY districts varied by state, ranging from less than 25 percent in two states (New Jersey and Vermont) to 100 percent in four states (Hawaii, Illinois, Nevada, and Pennsylvania) (Exhibit 1).

Homeless students in cities were more likely to attend school in an EHCY district (88 percent, compared with 72 percent in suburbs, 53 percent in rural areas, and 49 percent in towns). Across all EHCY districts, an estimated 2.8 percent of all students, on average, were homeless. The five states with the largest reported numbers of homeless students (California, New York, Texas, Florida, and Illinois) accounted for 46 percent of all homeless students and 52 percent of all homeless students in EHCY districts (*EDFacts* 2010–11).<sup>2</sup>

## Study Design

This study examined implementation of the EHCY program at the state and school district levels based on surveys of state EHCY coordinators and district homeless liaisons and analysis of extant data. The specific study questions examined are:

1. How do states allocate EHCY funds?
2. What are the roles and responsibilities of the state coordinators and district liaisons? What services do districts provide to homeless children and youth?
3. How do states monitor and provide technical assistance to districts as part of the EHCY program? What technical assistance needs do state coordinators and district liaisons report?
4. What data do states and districts collect about homeless children and youth?
5. What do state coordinators and district liaisons perceive as barriers to school success for homeless children and youth?

This report is based primarily on state and school district surveys that were conducted in spring 2012 and that asked about program implementation during the 2010–11 school year. In addition, the report also includes some comparisons with previous state surveys conducted in 1994 and 1998,<sup>3</sup> as well as analysis of state-submitted data on homeless children and youth that are contained in the Department's *EDFacts* database.

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<sup>2</sup> California had the largest percentage of homeless students (21 percent), followed by New York (8 percent), Texas (8 percent), Florida (5 percent), and Illinois (4 percent).

<sup>3</sup> Findings from the 1994 survey of state coordinators were reported in Anderson, Janger, & Pantone (1995). Findings from the 1998 survey of state coordinators were reported in Phillips, Wodatch, & Kelliher (2002).

**Exhibit 1**  
**Number of EHCY districts and number of homeless students, by state, in 2010–11**

<b>State</b>	<b>Number of EHCY districts</b>	<b>Number of homeless students in EHCY districts</b>	<b>Number of homeless students in all districts</b>	<b>Percentage of homeless students who were enrolled in EHCY districts</b>
<b>Total</b>	<b>3,075</b>	<b>727,782</b>	<b>1,021,330</b>	<b>71%</b>
Alabama	36	14,851	18,514	80%
Alaska	4	3,740	4,336	86%
Arizona	17	10,497	30,952	34%
Arkansas	19	3,035	9,532	32%
California	749	159,557	214,061	75%
Colorado	40	14,717	19,418	76%
Connecticut	31	2,063	2,777	74%
Delaware	11	2,396	2,522	95%
District of Columbia	1	1,975	3,453	57%
Florida	41	51,598	54,795	94%
Georgia	43	23,819	31,267	76%
Hawaii	1	2,276	2,276	100%
Idaho	4	2,287	4,721	48%
Illinois	391	36,967	36,967	100%
Indiana	17	6,843	13,292	51%
Iowa	12	3,950	6,830	58%
Kansas	10	5,034	8,731	58%
Kentucky	16	18,113	33,145	55%
Louisiana	15	12,125	21,983	55%
Maine	5	372	981	38%
Maryland	11	12,542	13,371	94%
Massachusetts	16	9,986	13,888	72%
Michigan	218	29,058	30,163	96%
Minnesota	6	6,041	10,801	56%
Mississippi	11	3,691	9,892	37%
Missouri	9	7,341	19,599	37%
Montana	5	1,320	1,497	88%
Nebraska	9	2,317	2,615	89%
Nevada	6	9,131	9,131	100%
New Hampshire	3	1,721	3,105	55%
New Jersey	3	1,282	5,383	24%
New Mexico	15	9,877	10,476	94%
New York	239	76,891	86,700	89%
North Carolina	25	13,873	17,904	77%
North Dakota	5	643	855	75%
Ohio	67	13,254	21,117	63%
Oklahoma	10	6,573	16,313	40%
Oregon	53	12,978	20,545	63%
Pennsylvania	501	17,903	17,903	100%
Rhode Island	5	442	947	47%
South Carolina	16	6,043	10,360	58%
South Dakota	2	1,317	1,827	72%
Tennessee	15	12,342	13,713	90%
Texas	253	50,897	77,952	65%
Utah	10	10,178	22,974	44%
Vermont	4	141	891	16%
Virginia	22	11,651	15,930	73%
Washington	38	10,390	25,092	41%
West Virginia	16	3,580	6,364	56%
Wisconsin	16	7,680	12,641	61%
Wyoming	3	484	828	58%

Source: U.S. Department of Education, EDData.

The state survey was sent to all EHCY state coordinators for the 50 states, Washington, D.C., and the Bureau of Indian Education, and the district survey was sent to a representative sample of district liaisons of EHCY districts (those districts that receive EHCY funds directly from the state or that are served through an EHCY consortium or intermediary unit). The district sample includes the 50 EHCY districts with the largest enrollments and 398 randomly selected EHCY districts, for a total sample of 448 EHCY districts.<sup>4</sup> Response rates were 96 percent for the state survey (50 state respondents) and 87 percent for the district survey (388 district liaison respondents).

The *EDFacts* data used in this report include state- and district-level data on the total number of homeless children and youth enrolled in public schools, the number by grade level, and the number by primary nighttime residences for all districts, along with additional data for EHCY districts.

## Study Limitations

The study has two limitations. The first limitation is that the study design did not take into account that 16 states used a regional approach to funding EHCY districts. As permitted under the statute, these states provided EHCY funding directly to a consortium or intermediary unit that then provided services to individual districts. While surveys were sent to sampled districts within consortia or intermediary units, surveys were not sent to the administrators of consortia and intermediary units themselves. This means that the study did not capture the experiences and perspectives of this group of administrators regarding their implementation of the EHCY program.

The second limitation is that the survey data were self-reported and therefore reflected the perspective of one individual in a particular state or district. In addition, some of the state and district survey respondents who responded to the surveys in spring 2012 had not been in their current positions in 2010–11, the year that was the focus of the surveys, and therefore had to rely on others to provide information for that time.

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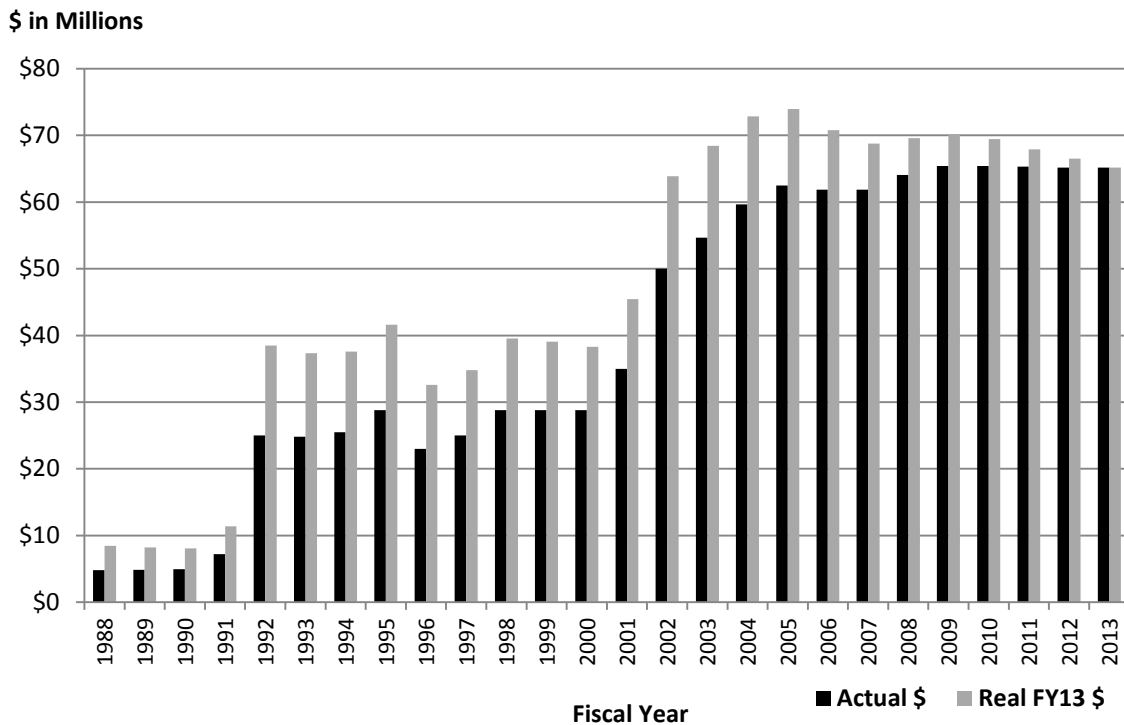
<sup>4</sup> The results were weighted to account for the selection with certainty of the 50 EHCY districts with the largest enrollments.

## II. Allocating EHCY Funds

Under the EHCY program, most states must subgrant at least 75 percent of regular EHCY funds to LEAs, which may include school districts and regional entities, to support local programs and services for homeless children and youth; states that receive small allocations (0.25 percent of the total annual appropriation) must subgrant at least 50 percent of the funds to LEAs. States may reserve the remaining funds for state-level activities. States allocate regular EHCY funds to LEAs through a competitive process, taking into consideration both the applicant’s need for assistance and the quality of the application. States were permitted to allocate the additional EHCY funds provided under *ARRA* through either competitive grants or formula grants.

Since 2002, federal appropriations for the EHCY program have risen in terms of nominal dollars, essentially keeping pace with inflation. Program funding rose from \$50 million in FY 2002 (\$64 million in FY 2013 dollars) to \$65 million in FY 2009 and remained at that level through FY 2013 (Exhibit 2). Over the longer term, EHCY funding has risen from the initial funding level of \$5 million in FY 1988 (\$8 million in FY 2013 dollars). In addition, *ARRA* provided an additional \$70 million that was available for use during the 2009–10 and 2010–11 school years.

**Exhibit 2**  
Federal appropriations for the EHCY program,  
in actual dollars and inflation-adjusted (FY 2013) dollars, from FY 1988 through FY 2013



**Exhibit reads:** Federal appropriations for the EHCY program rose from the initial funding level of \$5 million in FY 1988 (\$8 million in FY 2013 dollars) to \$65 million in FY 2013.

NOTE: See Exhibit A.2 in Appendix A for annual appropriations figures in nominal and constant dollars.  
SOURCE: U.S. Department of Education, Budget Service.

## Setting Aside EHCY Funds for State Administration

On average, states reserved an estimated 15 percent of their regular EHCY allocations for use at the state level and subgranted the remaining 85 percent to districts and regional entities.

Half of responding state coordinators (24 out of 48) reported reserving 20 percent or more of the funds for state use,<sup>5</sup> while 10 reported reserving less than 10 percent (Exhibit 3). Seven states reported reserving less than 5 percent, and two states reported reserving more than 25 percent.

**Exhibit 3**  
Number of state coordinators reporting various percentages of EHCY funds reserved for state administration, 2010–11

Percentage reserved	Number of state coordinators
<5%	7
5% – 9%	3
10% – 14%	3
15% – 19%	11
20% – 25%	22
>25%	2

**Exhibit reads:** Seven state coordinators reported that their state reserved less than 5 percent of EHCY funds for state administration.

SOURCE: State Coordinator Survey, item 20 (*n* = 48).

In FY 2011, four states received the guaranteed minimum state allocation of 0.25 percent of total appropriations (Alaska, North Dakota, Vermont, and Wyoming); this minimum amounted to \$163,241 in that year. These four states reported reserving an estimated average of 19 percent of their allocation for state administration. The two states that reported reserving more than 25 percent for state use were not minimum-allocation states.

## Subgranting EHCY Funds to School Districts and Regional Entities

Sixteen state coordinators reported providing part or all of their EHCY subgrants to regional entities such as regional education service agencies, other intermediary units, or consortia of school districts; the remaining 34 states and the District of Columbia allocated all EHCY subgrants directly to individual school districts.

States reported a total of 3,075 school districts that received EHCY funds or services from the FY 2010 appropriation for use during the 2010–11 school year (Exhibit 4).

<sup>5</sup> The survey asked states to report their percent reserved using specified range categories (item 20). To estimate the average percentage reserved across states, we used the midpoint of each range category multiplied by each state's EHCY allocation to produce a weighted average.

Exhibit 4

States providing part or all of their EHCY funds to regional entities and states providing EHCY awards to individual school districts, and number of EHCY districts per state, 2010–11

States providing funding to regional entities	Number of EHCY districts	States providing awards to individual school districts	Number of EHCY districts
<b>Total = 16</b>	<b>2,597</b>	<b>Total = 35</b>	<b>478</b>
California	749	Georgia	43
Pennsylvania	501	Florida	41
Illinois	391	Colorado	40
Texas	253	Alabama	36
New York	239	Connecticut	31
Michigan	218	Arkansas	19
Ohio	67	Arizona	17
Oregon	53	Indiana	17
Washington	38	Kentucky	16
North Carolina	25	Massachusetts	16
Virginia	22	South Carolina	16
Louisiana	15	Wisconsin	16
Oklahoma	10	West Virginia	16
Missouri	9	New Mexico	15
Vermont	4	Tennessee	15
New Jersey	3	Iowa	12
		Delaware	11
		Maryland	11
		Mississippi	11
		Kansas	10
		Utah	10
		Nebraska	9
		Minnesota	6
		Nevada	6
		Maine	5
		Montana	5
		North Dakota	5
		Rhode Island	5
		Alaska	4
		Idaho	4
		New Hampshire	3
		Wyoming	3
		South Dakota	2
		District of Columbia	1
		Hawaii	1

**Exhibit reads:** During 2010–11, California used a regional funding approach and supported EHCY services in a total of 749 EHCY districts.

SOURCE: State Coordinator Survey, item 21 (*n* = 51).

The 16 states that used a regional approach to providing EHCY services accounted for 62 percent of all homeless students and 84 percent of all school districts that received EHCY funds and services.

More than three-fourths (76 percent) of all EHCY districts were in six states (California, Illinois, Michigan, New York, Pennsylvania, and Texas). The number of EHCY districts per state ranged from a high of 749 (California) to fewer than five districts in nine states (Alaska, District of Columbia, Hawaii, Idaho, New Hampshire, New Jersey, South Dakota, Vermont, and Wyoming).

States that provided EHCY funds to regional entities often also provided some EHCY funds to individual school districts.

Out of 39 states that reported data on EHCY allocations for the 2009–10 school year to ED*Facts*, 12 reported allocating funds to one or more regional agencies, and all but one of these 12 states reported making allocations to both regional entities and individual school districts. Some of these states allocated most of their funds to a small number of regional agencies; for example, two states reported providing a grant to their largest school district and providing the remaining funds to regional entities. Other states allocated most funds to individual school districts while also providing some funding to regional agencies.

When asked to choose from a list of six possible types of selection criteria, state coordinators were most likely to report that the quality of the proposed project was one of the three leading selection factors that were given the most weight in selecting applications for funding (38 state coordinators in 2012, up from 26 in 1998).

The next most frequently reported selection criteria were the number of homeless children and youth in the district (27 coordinators in 2012) and districts' capacity to provide the services offered (25 coordinators). Exhibit 5 shows the responses of state coordinators in both 2012 and 1998.



**Exhibit 5**  
**Number of state coordinators reporting certain selection criteria as among the three leading factors that were given the most weight in selecting applications for funding, 2012 and 1998**

Selection criteria	2012	1998
<b>Quality and capacity</b>		
Quality of the proposed project	38	26
Districts' capacity to provide the services offered	25	19
Districts' prior experience in serving homeless children and youth	12	17
<b>Need</b>		
Number of homeless children and youth in the district	27	23
Severity of the unmet needs of homeless children and youth in the district	16	20
Concentration or proportion of homeless children and youth in the district	15	13
<b>All applications were funded</b>	<b>7</b>	<b>13</b>

**Exhibit reads:** Thirty-eight state coordinators in 2012 reported that the quality of the proposed project was one of the three selection criteria that were given the most weight in selecting applications for funding.

NOTE: Although some states reported funding all applications, these states generally also reported using at least one of the selection criteria listed above. In 2012, all but two states (Illinois and Indiana) reported using at least one of the listed selection criteria.

SOURCES: Data for 2012 are from State Coordinator Survey, item 22 ( $n = 49$ ); 1998 data are from Phillips, Wodatch, & Kelliher (2002) ( $n = 49$ ) (Hawaii consists of only one LEA and does not subgrant funds).

**States were equally likely to use formula grants and competitive grants to allocate the additional EHCY funds provided under ARRA.**

Of the 45 state coordinators who responded to this survey question, 20 reported allocating these funds to LEAs on a formula basis only, 19 reported allocating the funds on a competitive basis only, and six reported allocating the funds through both formula and competitive grants.



### III. Roles and Responsibilities of EHCY State Coordinators and District Liaisons

The EHCY program requires that every state have a state coordinator to administer the EHCY program and that every district, regardless of whether the district receives EHCY funding or services, must have a district liaison who is responsible for ensuring that the needs of homeless children and youth are met.

State coordinators are expected to gather information on problems that homeless children and youth have in gaining access to public schools and progress in allowing them to enroll in, attend, and succeed in school; develop and carry out the state plan; report data on the needs of homeless children and youth; facilitate coordination among state agencies; coordinate and collaborate with educators, service providers, district liaisons, and community organizations; and provide technical assistance to school districts.

District liaisons are expected to ensure that the district identifies homeless children and youth, enrolls and provides homeless children and youth an equal opportunity to succeed in school, provides educational services and appropriate referrals for which homeless children and youth and their families are eligible, informs parents or guardians of the educational opportunities available to them, disseminates public notice of the educational rights of homeless children and youth, mediates enrollment disputes, and informs parents or guardians of appropriate transportation services.

#### State Staffing

In 2012, about one-fifth of state coordinators were new to their position, with 11 coordinators reporting having spent less than a year in this position. The average tenure for state coordinators was six years, compared with an average of five years in 1998. Because a few coordinators had very long tenures in their position (as many as 25 years in one case), the mean tenure of six years was higher than the median tenure of four years in 2012.

[State coordinator survey results showed little change from 1994 to 2012 in the number of hours that they reported spending on their responsibilities.](#)

On average, state coordinators reported spending 27 hours per week in 2010–11 to manage and implement the EHCY program, about the same as was reported in the 1994 survey (26 hours).

The average number of full-time equivalent (FTE) state staff members administering the EHCY program per state was 1.5 FTEs in 2010–11, compared with 1.3 FTEs based on the 1994 survey. These numbers include other staff members in addition to the state coordinators.

State coordinators reported engaging in a variety of activities related to the coordination and administration of the EHCY program, including gathering information on the problems homeless children and youth face, coordinating with other organizations and agencies to provide and improve services to homeless children and youth, raising awareness and understanding among districts of the *MVHAA* legislative requirements and the role of the district liaisons, providing technical assistance, and monitoring districts with and without EHCY subgrants.

When asked about the three activities on which they spent the most time, state coordinators most frequently selected providing technical assistance to districts, coordinating efforts to serve homeless children and youth, and raising awareness of EHCY requirements.

Forty-two state coordinators reported that providing technical assistance to districts was one of the activities on which they spent the most time providing technical assistance to districts, while 30 reported coordinating efforts to serve homeless children and youth, and 24 reported raising awareness of EHCY requirements (Exhibit 6). State technical assistance included responding to questions from district liaisons and other district staff, providing training for district liaisons and other district staff, and providing written materials to help districts implement the EHCY program.

**Exhibit 6**  
**Number of state coordinators who reported various responsibilities as among the three on which they spent the most time, 2010–11**

Responsibilities	Number of state coordinators
Providing technical assistance (e.g., one-on-one assistance, training, providing information) to districts to ensure that districts comply with <i>MVHAA</i>	42
Coordinating with other organizations and agencies (e.g., state social service agencies, legal advocates, and community-based organizations) to provide and improve services to homeless children and youth	30
Raising awareness and understanding among districts of the <i>MVHAA</i> legislative requirements and the role of the district liaison	24
Monitoring districts with and without EHCY subgrants	18
Resolving disputes (e.g., enrollment, provision of services, transportation disputes)	14
Ensuring the review and revisions of any state or local laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or school success of homeless children and youth	6
Providing to the U.S. Department of Education, upon request, information that the Department determines is necessary to assess the educational needs of homeless children and youth	5
Gathering information on the progress of the state and districts in addressing problems faced by homeless children and youth	4
Gathering information on the success of the EHCY program in allowing homeless children and youth to enroll in, attend, and succeed in school (program evaluation)	3
Gathering information on the problems faced by homeless children and youth (needs assessment)	1

**Exhibit reads:** Forty-two state coordinators reported that providing technical assistance to districts was among the three responsibilities on which they spent the most time.

SOURCE: State Coordinator Survey, item 5 (*n* = 50).

## District Staffing

The reported tenure of district liaisons varied considerably. Twelve percent of district liaisons reported serving in their positions for less than a year, while 6 percent reported having served in their position for 15 years or more. District liaisons reported that their median tenure was four years (average of five years).

**More than three-fourths of district liaisons reported spending 10 or fewer hours per week on EHCY responsibilities.**

Seventy-seven percent of district liaisons reported spending 10 or fewer hours per week on EHCY responsibilities, while 12 percent spent between 11 and 29 hours per week, and 11 percent spent between 30 and 40 hours per week on these responsibilities (Exhibit 7). Sixty-four percent of district liaisons reported that additional district staff helped administer the EHCY program.

### Exhibit 7

#### Hours per week that district liaisons reported spending on EHCY responsibilities, 2010–11

Hours per week	Percentage of district liaisons
0–10	77%
11–29	12%
30–40	11%

**Exhibit reads:** Seventy-seven percent of district liaisons reported spending between 0 and 10 hours per week on EHCY responsibilities.

SOURCE: District Liaison Survey, item 2 ( $n = 386$  districts).

District liaisons working in districts with larger student populations spent significantly more time on their EHCY responsibilities than did those working in smaller districts.

District liaisons from the 50 largest school districts spent 31 hours per week on responsibilities for the EHCY program, while the average across all other district liaisons was eight hours. District liaisons in large districts with 10,000 or more students spent 21 hours a week on EHCY responsibilities, compared with six hours for the EHCY program for district liaisons in medium districts with between 1,000 and 9,999 students, and three hours for district liaisons in small districts with fewer than 1,000 students (Exhibit 8).

**Exhibit 8**  
Average number of hours per week district liaisons spent on EHCY responsibilities, by district size, 2010–11

District size	Average number of hours per week
Districts with more than 10,000 students	21
Districts with between 1,000 and 9,999 students	6
Districts with fewer than 1,000 students	3
All districts	8

**Exhibit reads:** In districts with more than 10,000 students, the amount of time that district liaisons reported spending on EHCY responsibilities averaged 21 hours per week.

SOURCE: District Liaison Survey, item 2 ( $n = 386$  districts).

Similarly, district liaisons in districts with 500 or more homeless children and youth reported spending significantly more time per week (26 hours) on responsibilities than did those working in districts with between 20 and 499 homeless children and youth (nine hours) or those in districts with fewer than 20 homeless children and youth (one hour). District liaisons in city districts spent significantly more time per week (19 hours) on their responsibilities than did district liaisons in suburban districts (seven hours), small-town districts (seven hours), or rural districts (five hours).

**District homeless liaisons most commonly reported identifying homeless children and youth as one of the three responsibilities on which they spent the most time.**

Sixty-six percent of district liaisons reported that identifying or helping others identify homeless children and youth was one of the three responsibilities on which they spent the most time. Other responsibilities that district liaisons said they spent the most time on were ensuring that homeless children and youth and their families received the educational services for which they were eligible (47 percent) and coordinating transportation services (37 percent) (Exhibit 9).

**Exhibit 9**  
**Percentage of district liaisons who reported various responsibilities**  
**as among the three responsibilities on which they spent the most time, 2010–11**

<b>Responsibilities</b>	<b>Percentage of district liaisons</b>
Identifying, or helping others identify, homeless children and youth	66%
Ensuring that homeless children and youth and their families receive the educational services for which they are eligible	47%
Coordinating transportation services	37%
Enrolling, or helping others enroll, homeless children and youth in school and mediating enrollment disputes	32%
Collecting, or helping others collect, data on homeless children and youth	27%
Working with families to access support services through local government agencies and community-based organizations	24%
Collaborating and coordinating with local government agencies and community-based organizations to provide support services to homeless families	20%
Informing parents or guardians of homeless children and youth of the educational and related opportunities available to them	15%
Disseminating public notice of the educational rights of homeless children and youth	7%
Obtaining, or helping others obtain, immunization or medical records	6%
Informing parents or guardians of homeless children and youth of all transportation services available	6%
Ensuring homeless children and youth and their families receive health referrals	3%
Collaborating and coordinating with the state coordinator for the EHCY program	3%

**Exhibit reads:** Sixty-six percent of district liaisons reported that identifying, or helping others identify, homeless children and youth was among the three responsibilities on which they spent the most time.

SOURCE: District Liaison Survey, item 4 (n = 386 districts).

Some district liaisons reported spending time on the following additional items not listed on the survey: collecting food, clothing, personal care items, and school supplies for homeless students and their families (seven liaisons); coordinating or overseeing tutoring (seven liaisons); managing grant expenditures (four liaisons); training others (e.g., advocates, school staff, and community partners) (four liaisons); and coordinating postsecondary education for high school seniors (one liaison).

A significantly higher percentage of district liaisons in districts with 500 or more homeless students (50 percent) reported enrolling or helping others enroll homeless children and youth in school and mediating enrollment disputes as among the responsibilities on which they spent the most time, compared with district liaisons in districts with 20 to 499 homeless students (29 percent) or those with fewer than 20 homeless students (32 percent). In addition, a significantly higher percentage of district liaisons in cities (53 percent) and suburban districts (40 percent) reported enrolling or helping others enroll homeless children and youth in school and mediating enrollment disputes as among the responsibilities on which they spent the most time, compared with district liaisons in small-town (18 percent) and rural districts (21 percent).

## Providing Services

**District liaisons reported providing both direct services to homeless children and youth and their families and coordinating the efforts of others to provide those services.**

Ninety-one percent of district liaisons provided school supplies, and 78 percent helped coordinate schools' and agencies' efforts at providing services to homeless children and youth. Seventy-six percent of district liaisons reported providing tutoring or supplemental instruction, and 75 percent reported providing referrals for medical, dental, and other health services (Exhibit 10).

Eleven percent of district liaisons indicated that they provided other services not listed on the survey, including providing food, clothing, and personal care items, as well as completing and providing assistance with paperwork such as the Free Application for Federal Student Aid and Medicaid paperwork. Two percent of district liaisons indicated that they provided no services; however, these districts were ones with very few or no identified homeless students.



**Exhibit 10**  
**Percentage of district liaisons who reported providing various services  
to support the education of homeless children and youth, 2010–11**

<b>Services</b>	<b>Percentage providing service</b>	<b>Service is among district's three largest expenditures of EHCY funds</b>
School supplies	91%	46%
Coordination between schools and agencies that provide services to homeless children and youth	78%	18%
Tutoring or supplemental instruction	76%	29%
Referrals for medical, dental, and other health services	75%	10%
Obtaining or transferring records necessary for student enrollment in school	74%	8%
Defraying the cost of transportation for homeless children and youth that is not fully funded by federal, state, and local funds	65%	52%
Counseling for homeless children and youth	63%	5%
District staff training and awareness-building activities on the needs of homeless children and youth	61%	10%
Parent education related to rights and resources for homeless children and youth	55%	5%
School staff training and awareness-building about the needs of homeless children and youth	53%	9%
Emergency assistance related to school attendance	44%	15%
Early childhood programs for homeless preschool-aged children and youth	42%	3%
Addressing the needs of homeless children and youth related to domestic violence	37%	<1%
Before- and after-school mentoring and summer programs	36%	11%
Services and assistance to attract, engage, and retain homeless children and youth in regular school programs	36%	14%
Expedited evaluations of the strengths and needs of homeless children and youth	30%	5%
None	2%	Not applicable

**Exhibit reads:** Ninety-one percent of district liaisons reported providing school supplies to homeless students, and 46 percent said this service was among their district's three largest expenditures of EHCY funds.

SOURCE: District Liaison Survey, item 18 (for data on services provided,  $n = 388$ ; for data on services that were among the district's three largest expenditures,  $n = 311$ ).

**District liaisons most commonly reported transportation, school supplies, and tutoring or supplemental instruction for homeless students as among the largest expenditures of EHCY funds.**

When asked to choose from a list of 16 possible expenditures in the areas of administration, student and family services, and training, 52 percent of district liaisons reported that defraying the cost of transportation for homeless children and youth was one of the largest expenditures of EHCY funds. In addition, 46 percent reported that spending on school supplies and 29 percent reported that spending on tutoring or supplemental instruction were among the largest expenditures of EHCY funds (Exhibit 10).

District liaisons in medium-sized districts and large districts were significantly more likely to report that defraying the cost of transportation was among the services requiring the largest expenditures of EHCY funds than were small districts (Exhibit 11). Sixty-one percent of district liaisons in medium-sized districts reported that defraying the cost of transportation was among the services requiring the largest expenditures of EHCY funds, compared with 32 percent in small districts and 51 percent in large districts.

**Exhibit 11**  
**Percentage of district liaisons who reported defraying the cost of transporting homeless children and youth as among the three services requiring the largest expenditures of EHCY funds, by district size, 2010–11**

District enrollment size	Percentage of district liaisons
Large districts (10,000 or more)	51%
Medium districts (1,000 to 9,999)	61%
Small districts (fewer than 1,000 students)	32%

**Exhibit reads:** Fifty-one percent of district liaisons in large districts reported that defraying the cost of transportation for homeless children and youth was among the three services requiring the largest expenditures of EHCY funds.

SOURCE: District Liaison Survey, item 18 (n = 311 districts).

## Staff Awareness of the Needs of Homeless Students

**State coordinators reported that the most common method of assessing staff awareness of the needs of homeless children and youth or the statutory requirements of MVHAA was through informal conversations.**

To assess the level of staff awareness among the programs and agencies in their state regarding the needs of homeless children and youth, state coordinators reported conducting surveys, interviews, informal conversations, and tracking technical assistance inquiries. Thirty-seven state coordinators reported assessing awareness among the staff of the state Title I office through informal conversations, and 36 reported assessing awareness among staff of other state government agencies through informal conversations. State coordinators assessed district staff more often with more formal means, such as surveys and interviews, than they did staff from other agencies and organizations. Some state coordinators reported that they did not assess staff awareness of the needs of homeless children and youth, most commonly for staff of “other” local government agencies, Head Start, and programs funded by the U.S. Department of Housing and Urban Development (HUD) (Exhibit 12).

**Exhibit 12**  
**Number of state coordinators who reported using various methods to assess awareness among staff of various entities regarding the needs of homeless children and youth, 2010–11**

Entities	Informal conversations	Interviews or focus groups	Survey	Barrier tracking or technical assistance inquiries	None
Title I	37	13	9	25	2
Other state government agencies	36	12	4	10	9
Other offices within the state	34	15	4	11	6
Head Start	33	18	6	9	14
School districts	32	23	21	26	1
Other local government agencies	30	14	1	9	16
HUD-funded programs	27	15	1	5	13

**Exhibit reads:** Thirty-seven state coordinators reported assessing awareness of the needs of homeless children and youth among Title I staff through informal conversations.

NOTE: Respondents could check all that apply, so rows should not sum to 50.  
 SOURCE: State Coordinator Survey, item 16 (n = 50).

**State coordinators were most likely to report focusing their efforts on conducting awareness-raising efforts on school districts and state Title I offices.**

To raise awareness of homeless children and youth within their state, state coordinators reported conducting awareness-raising activities such as workshops, presentations, and meetings that focused on describing the needs of homeless children and youth or the statutory requirements of *MVHAA* and Title I legislation. State coordinators focused their awareness-raising activities primarily on school districts and state Title I offices. A majority of state coordinators reported conducting awareness-raising activities with these entities several times a year or more (Exhibit 13). However, they were much less likely to report conducting awareness-raising activities with the staff of *Runaway and Homeless Youth Act (RHYA)* programs or the state school board.

**Exhibit 13**  
**Number of state coordinators who reported conducting awareness-raising activities with staff of various entities at a particular frequency, 2010–11**

Entities	Several times a year or more	Once a year	Every few years	Never
School districts	39	8	2	1
State Title I office	32	13	4	1
Other offices within the state	15	17	12	6
Other state government agencies	22	10	10	8
Head Start	13	19	9	9
Other local government agencies	17	12	10	11
HUD-funded programs	14	12	13	11
<i>RHYA</i> programs	6	8	11	25
State school board	1	11	11	27

**Exhibit reads:** Thirty-nine state coordinators reported conducting awareness-raising activities for school district staff several times a year or more.

SOURCE: State Coordinator Survey, item 16 (n = 50).

**District liaisons reported conducting awareness-raising activities regarding homeless children and youth more frequently with staff at schools and district offices than with other agencies and organizations.**

District liaisons most often reported conducting awareness-raising activities at least once a year with schools (72 percent), the district Title I office (65 percent), and other offices within the district (70 percent). Organizations that were less likely to be the target of awareness-raising activities included homeless shelters, *RHYA* programs, Head Start, or programs funded by the U.S. Department of Housing and Urban Development (HUD); between 55 percent and 73 percent of district liaisons reported never conducting awareness-raising activities with the staff of these organizations (Exhibit 14). Fourteen percent of district liaisons reported conducting awareness-raising activities at institutions not mentioned on the survey; the most frequently mentioned were churches (11 district liaisons), charitable organizations (seven liaisons), and colleges and universities (seven liaisons).

**Exhibit 14**  
**Percentage of district liaisons who reported conducting awareness-raising activities with, and disseminating materials to, various entities at particular frequencies, 2010–11**

Entities	Conducted awareness-raising activities with the entity			Disseminated materials to the entity		
	Once a year or more	Every few years	Never	Once a year or more	Every few years	Never
Schools	72%	20%	9%	86%	10%	4%
Other offices within district	70%	19%	12%	80%	12%	8%
District Title I office	65%	19%	16%	75%	10%	15%
District school board	39%	31%	30%	48%	25%	27%
Other local government agencies	36%	17%	47%	41%	11%	48%
Homeless shelters	32%	12%	55%	37%	10%	54%
Head Start	31%	13%	56%	37%	10%	53%
<i>RHYA</i> programs	18%	11%	71%	19%	10%	71%
HUD-funded programs	16%	11%	73%	21%	8%	70%

**Exhibit reads:** Seventy-two percent of district liaisons reported conducting awareness-raising activities with school staff once a year or more.

NOTE: Respondents could check all that apply, so rows should not sum to 50.  
 SOURCE: District Liaison Survey, items 19 and 20 (*n* = 387).

### District liaisons in cities reported conducting awareness-raising activities more often than those in suburban, town, or rural districts.

Eighty-six percent or more of district liaisons in cities reported conducting awareness-raising activities at least once a year with staff at schools (92 percent), the district Title I office (86 percent), or other offices within the district (89 percent), compared with 56 to 72 percent of district liaisons in suburban, town, and rural districts. In addition, 60 percent of district liaisons in cities reported conducting awareness-raising activities with homeless shelters at least once a year, compared with 32 percent of district liaisons in the suburbs, 35 percent in towns, and 19 percent in rural districts.

### As was the case for conducting awareness-raising activities, district liaisons reported disseminating materials most frequently to staff at schools, the district Title I office, and other offices within the district.

Three-fourths or more of district liaisons reported disseminating materials at least once a year to schools (86 percent), the district Title I office (75 percent), and other offices within the district (80 percent). Materials were distributed least frequently to staff at *RHYA* programs and HUD-funded programs, with fewer than one-quarter of district liaisons reporting disseminating materials to these groups once a year or more (Exhibit 14). Some district liaisons volunteered that they disseminated materials to other organizations not listed on the survey, such as churches, charities, local businesses (e.g., grocery stores, laundromats, and bus terminals), and hotels and motels frequented by homeless children and their families.

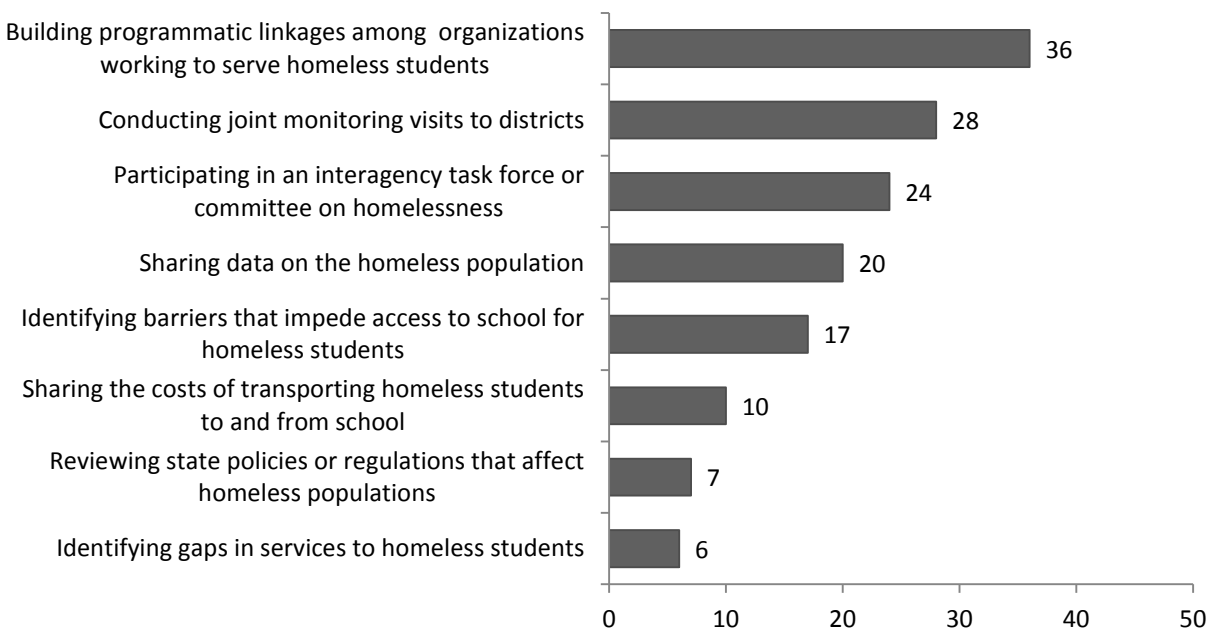
### District liaisons reported disseminating materials more frequently than they conducted awareness-raising activities.

In addition to conducting awareness-raising activities, states and districts also disseminated materials such as legislative guidelines, policy briefs, posters, and relevant research regarding the barriers to school success for homeless children and youth to staff of various programs and agencies operating in the state. State coordinators most frequently reported disseminating materials to school districts and to the state Title I office. Nearly all state coordinators reported disseminating materials to these groups at least once each year, and a few state coordinators reported disseminating materials as often as once a month. In 2010–11, 79 percent of district liaisons used materials disseminated by the state, and 61 percent of district liaisons used materials developed by the National Center for Homeless Education for raising awareness about the needs of homeless children and youth or the statutory requirements of *MVHAA*.

## Coordination and Collaboration

When asked to choose from a list of eight areas of coordination and collaboration, state coordinators selected building programmatic linkages among various programs, agencies, or organizations that work in the service of homeless children and youth (36 coordinators), conducting joint monitoring visits to local districts (28 coordinators), and participating in an interagency task force or committee on homelessness (24 coordinators) as the areas of collaboration that most improved program administration and services (Exhibit 15).

**Exhibit 15**  
Number of state coordinators who reported various areas of coordination and collaboration as among the three strategies that most improved EHCY administration and services, 2010–11



**Exhibit reads:** Thirty-six state coordinators reported that building programmatic linkages among organizations working in the service of homeless children and youth was among the three areas of coordination and collaboration that most improved program administration and services.

SOURCE: State Coordinator Survey, item 18 ( $n = 50$ ).

All state coordinators reported that they facilitated collaboration and coordination efforts with the state Title I program (which is required under both the *MVHAA* and Title I, Part A of the *Elementary and Secondary Education Act of 1965, as amended (ESEA)*). When asked which of 11 possible ways to facilitate collaboration and coordination between EHCY and Title I staff they used, the coordinators most frequently selected providing Title I and the EHCY personnel with cross-program trainings and materials to facilitate coordination with Title I (43 coordinators); articulating clearly how district EHCY liaisons can access Title I, Part A funds reserved for services to homeless students (43 coordinators);<sup>6</sup> and collecting and sharing data across EHCY and Title I on the needs of homeless children and youth and on effective programs to address these needs (39 coordinators) (Exhibit 16).

**Exhibit 16**  
**Number of state coordinators who reported using various approaches to facilitate collaboration and coordination between the EHCY and Title I staff, 2010–11**

Approaches	Number of state coordinators
Providing Title I and EHCY personnel with cross-program trainings and materials	43
Articulating clearly how the local liaison can access Title I funds reserved for services to homeless students	43
Collecting and sharing data across the EHCY and Title I programs on the needs of homeless and other low-income students, along with information on effective programs to address these needs	39
Developing systems to facilitate cross-program collaborations on state and local plans for both the EHCY and Title I programs	36
Establishing processes for determining and approving district homeless reservations for Title I, Part A	36
Locating the EHCY and Title I offices in close proximity to facilitate cross-program communication	33
Ensuring that district liaisons are represented on the state Title I Committee of Practitioners	24
Involving the EHCY personnel in the creation of school-wide Title I programs, targeted assistance programs, and plans for school improvement	22
Including homeless parents in Title I parent involvement policies and created opportunities for homeless parents to be involved	14
Other	6
None of the above	0

**Exhibit reads:** Forty-three state coordinators reported that they sought to facilitate coordination between EHCY and Title I staff by providing Title I and EHCY personnel with cross-program trainings and materials.

SOURCE: State Coordinator Survey, item 19 (n = 50).

<sup>6</sup> Districts are required to reserve Title I, Part A funds as necessary to provide comparable Title I services to homeless students not attending Title I schools. In addition, districts may reserve Title I funds to provide educationally related support services to homeless children and youth that are not normally provided to Title I students, such as items of clothing, food, and medical and dental services.

Half of district liaisons (50 percent) reported that they had coordinated with Title I staff to determine the amount and use of Title I funds reserved for services to homeless students, and 45 percent reported collecting and sharing data with Title I and EHCY staff on the needs of homeless and other low-income students.

**District liaisons collaborated more frequently with their schools and with other offices in their school district than with local non-district service providers on issues related to homeless children and youth.**

According to survey responses, district liaisons were most likely to identify schools (68 percent of district liaisons) and school district administrative offices (62 percent of district liaisons) as one of the three groups with which they spent the most time collaborating and coordinating on issues related to addressing the educational needs of homeless children and youth. Very few district liaisons (2 percent or less) selected HUD-funded programs, *RHYA* programs, local businesses, or the local housing authority as the one of the groups with which they spent the most time collaborating and coordinating (Exhibit 17).

**Exhibit 17**  
**Percentage of district liaisons who reported spending the most time collaborating and coordinating with various programs and organizations, 2010–11**

<b>Entities</b>	<b>Percentage of district liaisons</b>
Schools	68%
Offices within the school district other than Title I (e.g., transportation, special education, accountability and assessment)	62%
Title I	38%
Homeless shelters	18%
Child and Family Services, or other local agency that serves the needs of children and families	21%
Social service organizations	17%
State education agency	9%
Homeless advocacy organizations	7%
Head Start programs	4%
Local school board	3%
Local health department	3%
Local housing authority	2%
Local businesses	2%
<i>RHYA</i> programs	2%
HUD-funded programs	1%
Other local government agencies	6%
Other state government agencies	2%
Other	9%
None of the above	1%

**Exhibit reads:** Sixty-eight percent of district liaisons reported that schools were one of the three types of groups with which they spent the most time collaborating and coordinating on issues related to addressing the educational needs of homeless children and youth.

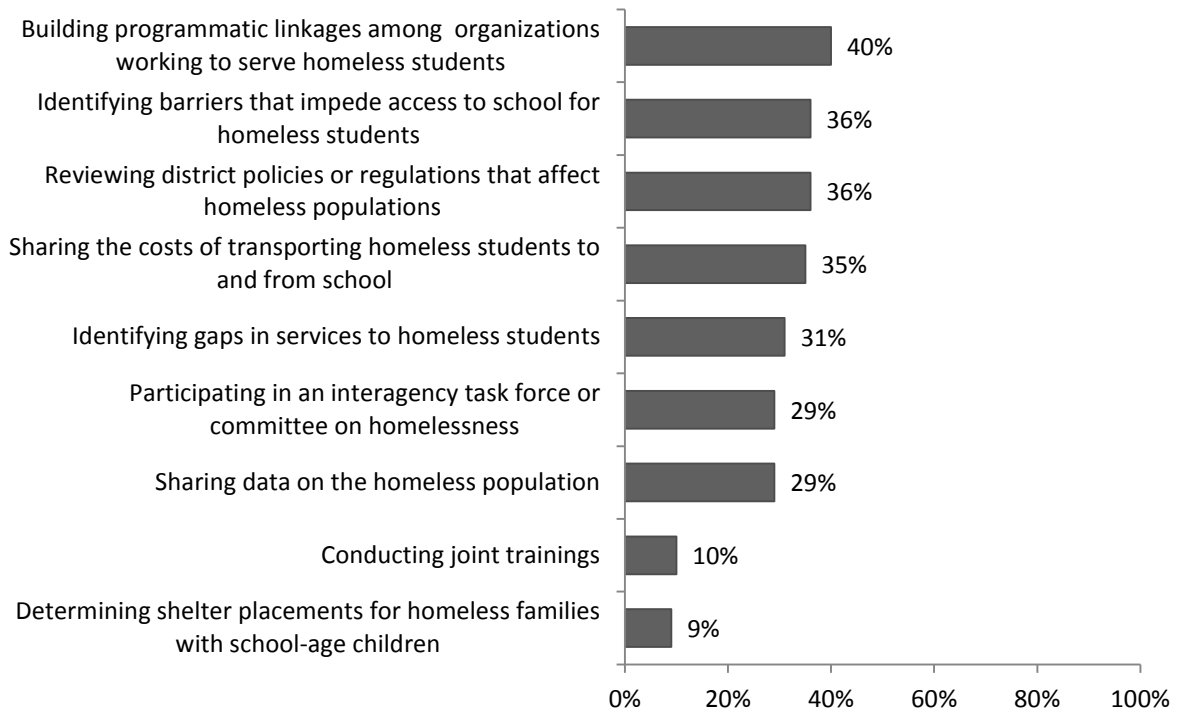
SOURCE: District Liaison Survey, item 23 (*n* = 387).



District liaisons were most likely to report building programmatic linkages among programs, agencies, or organizations working to serve homeless children and youth as among the areas of collaboration that had most improved services to homeless children and youth (40 percent).

Other approaches most frequently reported by district liaisons were identifying barriers that impede access to school (36 percent), reviewing district policies or regulations that affect homeless populations (36 percent), and sharing the costs of transporting homeless students to and from school (35 percent) (Exhibit 18).

**Exhibit 18**  
Percentage of district liaisons who reported various approaches to collaboration as among the three that most improved services to homeless children and youth, 2010–11



**Exhibit reads:** Forty percent of district liaisons reported that collaborating to build programmatic linkages among organizations was among three of the areas of collaboration that most improved services to homeless children and youth.

SOURCE: District Liaison Survey, item 24 ( $n = 377$ ).

District liaisons' views on the approaches that had most improved services for homeless students varied significantly among large, medium, and small districts.

Large districts were more likely to report that one of the most effective areas of collaboration was building programmatic linkages among organizations, while small districts were more likely to indicate reviewing district policies or regulations. District liaisons from districts with large homeless student populations of 500 or more were significantly more likely to report that building programmatic linkages among various programs, agencies, or organizations was among the most effective areas of collaboration (65 percent) than were those from districts with 20 to 499 students (43 percent) and those with fewer than 20 homeless students (24 percent).

District liaisons in districts with fewer than 20 homeless students were significantly more likely to report that reviewing district policies or regulations that affect homeless populations was among the most effective areas of collaboration to improve services (56 percent) than were district liaisons from districts with 20 to 499 homeless students (32 percent) and district liaisons from districts with more than 500 homeless students (24 percent). District liaisons from districts with 20 to 499 homeless students were significantly more likely than those in districts with 500 or more homeless students to report that sharing the cost of transporting homeless children and youth was among the most effective areas of collaboration to improve services (40 percent vs. 19 percent) (Exhibit 19).

**Exhibit 19**  
**Percentage of district liaisons reporting various approaches to collaboration as among the three that most improved services to homeless children and youth, by number of homeless students enrolled in the district, 2010–11**

Homeless student enrollment	Building programmatic linkages among organizations	Reviewing district policies or regulations	Sharing costs of transporting homeless students
500 students or more	65%	24%	19%
20–499 students	43%	32%	40%
Fewer than 20 students	24%	56%	34%

**Exhibit reads:** In districts with 500 or more homeless students, 65 percent of district liaisons ranked building programmatic linkages among programs, agencies, or organizations as among the three approaches to collaboration that had most improved services to homeless children and youth.

SOURCE: District Liaison Survey, item 24 (n = 345).

## IV. State Monitoring and Technical Assistance

A major part of a state coordinator's responsibilities under the EHCY program is to monitor school districts' compliance with EHCY program requirements and to provide technical assistance to help districts implement the EHCY program and address barriers to school success for homeless children and youth.

Monitoring may be done through in-person site visits or through phone calls and written correspondence (i.e., desk monitoring). Increasingly, states are using integrated monitoring visits to school districts that examine EHCY issues at the same time as other federal or state programs. Technical assistance may include responding to questions from district liaisons and other district staff, conducting trainings for district liaisons and other district staff, and providing written materials to help districts improve services for homeless children and youth.

### State Monitoring Activities

All state coordinators reported monitoring EHCY districts, and 48 state coordinators also reported monitoring non-EHCY districts in some way.

**State coordinators were more likely to report using site visits and integrated monitoring visits in 2012 than in 1998.**

Forty-three state coordinators reported monitoring subgrantees through site visits in the 2012 survey, up from 37 in the 1998 survey, and 33 reported monitoring subgrantees through integrated monitoring visits in 2012, up from 27 in 1998. Thirty-four states reported monitoring subgrantees through desk monitoring, compared with 37 in 1998 (Exhibit 20). In 2012, most states that used desk monitoring did this in addition to site visit monitoring (29 states); three state coordinators reported using desk monitoring but not site visits, and 16 reported monitoring through site visits but not desk monitoring.

**The number of state coordinators who reported monitoring non-subgrantee districts' efforts to reduce educational barriers for homeless children and youth through site visits and desk monitoring more than doubled from 1998 to 2012.**

In 2012, 26 state coordinators reported monitoring non-subgrantee districts through site visits, up from nine in 1998. Similarly, 26 state coordinators reported monitoring non-subgrantee districts through desk monitoring in 2012, up from 11 in 1998. In addition, 29 state coordinators reported using integrated monitoring visits to monitor non-subgrantee districts in 2012, up from 23 in 1998.

**State coordinators reported making more frequent site visits to EHCY districts than to non-subgrantee districts.**

Among the 47 state coordinators who reported conducting in-person district visits, 44 conducted visits to EHCY districts on a routine cycle, and 32 conducted visits to non-subgrantee districts on a routine cycle. The visit cycle for EHCY districts tended to be shorter than the cycle for non-subgrantee districts; 39 state coordinators visited subgrantee districts at least once every two years, while 19 state coordinators visited non-subgrantee districts with the same regularity. Besides conducting site visits on a routine cycle, 35 state coordinators reported conducting site visits to EHCY districts and 34 reported conducting site visits to non-subgrantee districts because the district had problems meeting program requirements or because the district requested a visit.

**Exhibit 20**  
**Number of state coordinators who reported using various techniques to monitor EHCY and non-EHCY districts, 2012 and 1998**

Monitoring methods and procedures	EHCY districts		Non-EHCY districts	
	2012	1998	2012	1998
<b>Monitoring methods</b>				
Visits to local school districts	43	37	26	9
Phone calls or written correspondence (i.e., desk monitoring)	34	37	26	11
Integrated monitoring visits to school districts that address EHCY and other federal or state programs	33	27	29	23
<b>Procedures carried out through monitoring</b>				
Assurances of compliance with regulations are required	41	37	25	13
Progress reports are <i>required</i>	23	39	5	2
Progress reports are <i>requested</i>	13	17	6	5
Efforts are not monitored	0	1	2	11

**Exhibit reads:** In 2012, 43 state coordinators reported monitoring EHCY districts through visits to local school districts, compared with 37 states that reported this in 1998.

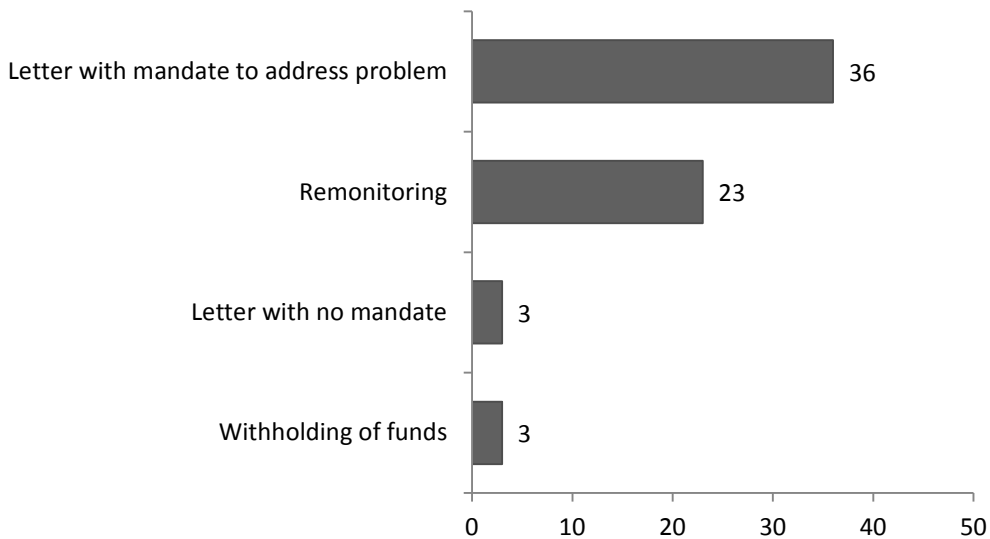
SOURCES: 2012 data are from the State Coordinator Survey, item 30 (n = 50); 1998 data are from Phillips, Wodatch, & Kelliher (2002) (n = 50).

**Thirty-nine out of 50 state coordinators had cited one or more districts for non-compliance with EHCY requirements.**

Compliance issues included practices for identifying homeless children and youth (13 states), addressing barriers to school success for homeless children and youth (12 states), and identifying and raising awareness of the needs and legal rights of homeless children and youth (11 states).

When state coordinators cited districts for non-compliance, they followed up in a variety of ways. Of the 39 state coordinators who reported notifying a district for non-compliance, 36 reported following up with these districts by sending district liaisons a letter with a mandate to address the problem(s) and a requirement to document the resolution. Twenty-three reported conducting a follow-up monitoring visit, three reported following up with a letter with no mandate, and three reported withholding funds (Exhibit 21).

**Exhibit 21**  
**Number of state coordinators who reported using various methods to follow up with districts for non-compliance, 2010–11**



**Exhibit reads:** Among 39 state coordinators who had cited one or more districts for non-compliance, 36 reported following up with a letter with a mandate to address the problem.

SOURCE: State Coordinator Survey, item 36 (n = 39).

Of the three coordinators who reported withholding funds, one explained that he or she withheld funds from a district because it was out of compliance with EHCY requirements in numerous areas, including identifying homeless children and youth, addressing the barriers to school success for homeless children and youth, and identifying and raising awareness of the needs and legal rights of homeless children and youth.

## Technical Assistance

The EHCY program requires state coordinators to provide technical assistance and support to all school districts, and most state coordinators (42) reported that this was among the three responsibilities on which they spent the most time.

**Fourteen state coordinators used a regional approach to provide technical assistance, support, or other services to school districts.**

These 14 coordinators were from states with, on average, larger student populations than were coordinators from states not using a regional approach. Eleven of the 14 state coordinators who reported providing technical assistance through a regional approach also reported providing EHCY funds to districts through a regional approach.

**Almost all state coordinators reported providing technical assistance to EHCY districts on school enrollment, transportation within the district, and informing district staff about the EHCY program and its requirements.**

In addition, 45 state coordinators reported providing technical assistance to non-EHCY districts on school enrollment and understanding the requirements of the EHCY program (Exhibit 22).

State coordinators reported a need for more federal guidance or resources in the following areas: enhancing parental involvement (31 state coordinators), developing additional learning opportunities delivered as part of the school day (26 state coordinators), transportation across district boundaries (25 state coordinators), and coordinating with Title I (25 state coordinators) (Exhibit 22).

**District liaisons were most likely to report needing state assistance on understanding the requirements of *MVHAA*, understanding the legal responsibilities of the district liaison, and collecting, using, and reporting data on homeless students.**

Fifty-six percent of district liaisons reported needing state assistance on understanding the requirements of *MVHAA*, 55 percent reported needing assistance to understand the legal responsibilities of the district liaison, and 44 percent reported needing assistance for collecting, using, and reporting data on homeless students (Exhibit 23). These three topics were also the most frequently reported topics on which district liaisons reported that they actually received technical assistance from their state. About two-thirds to three-quarters of district liaisons who reported receiving state technical assistance in any given area found the assistance to be very useful.

**Exhibit 22**  
**Number of state coordinators who reported that they provided technical assistance to districts on various topics and that they need more federal guidance or resources on those topics, 2010–11**

Topics for technical assistance	Provided to EHCY districts	Provided to non-EHCY districts	Need more federal guidance or resources
Addressing barriers related to school enrollment (e.g., residency requirements, immunization requirements)	49	45	12
Addressing barriers related to transportation within the district	49	43	16
Understanding the requirements of <i>MVHAA</i>	48	45	8
Informing district personnel about <i>MVHAA</i> and its requirements	48	42	9
Addressing barriers related to transportation across district boundaries	48	43	25
Understanding the district liaison’s legal responsibilities for homelessness issues	47	44	10
Identifying homeless students	47	44	13
Collecting, using, and reporting data about homeless students	47	41	25
Coordinating with Title I (e.g., cross-program collaborations on state and local plans for both the EHCY program and Title I, cross-program trainings and materials)	47	43	25
Informing school personnel about <i>MVHAA</i> and its requirements	46	43	9
Addressing barriers related to school attendance (e.g., poor health, lack of adequate clothing and school supplies)	45	40	15
Addressing barriers related to school success (e.g., frequent mobility, lack of appropriate study area to complete homework)	45	40	15
Informing parents and students about <i>MVHAA</i> and their rights under the law	40	38	14
Accessing social services to support homeless students	38	36	21
Coordinating with external education service providers (e.g., after-school providers, supplemental tutoring services)	29	27	21
Enhancing parental involvement	29	27	31
Developing additional learning opportunities delivered as part of the school day	28	23	26

**Exhibit reads:** Forty-nine state coordinators reported providing technical assistance to EHCY districts on addressing barriers related to school enrollment; 45 reported providing this assistance to non-EHCY districts. Twelve coordinators said that they needed more federal guidance or resources on this topic.

SOURCE: State Coordinator Survey, item 28 (n = 50).

**Exhibit 23**  
**Percentage of district liaisons who reported needing and receiving  
state technical assistance on various topics, 2010–11**

<b>Topics for technical assistance</b>	<b>Needed technical assistance</b>	<b>Received technical assistance</b>
Understanding the requirements of <i>MVHAA</i>	56%	67%
Understanding the district liaison’s legal responsibilities for homelessness issues	55%	65%
Collecting, using, and reporting data about homeless students	44%	48%
Addressing barriers related to transportation across district boundaries	39%	42%
Identifying homeless students	39%	47%
Addressing barriers related to school enrollment (e.g., residency requirements, immunization requirements)	38%	44%
Informing district personnel about <i>MVHAA</i> and its requirements	33%	40%
Informing parents and students about <i>MVHAA</i> and their rights under the law	32%	38%
Addressing barriers related to transportation within the district	31%	35%
Informing school personnel about <i>MVHAA</i> and its requirements	31%	39%
Addressing barriers related to school attendance (e.g., poor health, lack of adequate clothing and school supplies)	27%	30%
Coordinating with Title I (e.g., cross-program trainings and materials for Title I and EHCY personnel)	26%	28%
Addressing barriers related to school success (e.g., frequent mobility, lack of appropriate study area for homework)	23%	27%
Accessing social services to support homeless students	18%	21%
Enhancing involvement opportunities for parents of homeless children and youth	18%	18%
Developing additional learning opportunities delivered as part of the school day to homeless children and youth	17%	18%
Coordinating with external education service providers (e.g., after-school providers, supplemental tutoring services)	16%	19%

**Exhibit reads:** Fifty-six percent of district liaisons indicated needing technical assistance for understanding the requirements of *MVHAA*, while 67 percent indicated receiving state technical assistance on this topic.

SOURCE: District Liaison Survey, item 26 (*n* = 314–363, depending on the variable).



## Challenges for State Program Administration

Few state coordinators reported barriers to administering the EHCY program.

Ten state coordinators reported a lack of federal guidance on ways to address barriers to school success for homeless students (Exhibit 24). Two state coordinators reported a lack of federal guidance regarding ways to identify homeless students. Of the 23 state coordinators who reported “other” barriers, more than two-thirds (16 states) indicated that a lack of funding, resources, or time were barriers.

Exhibit 24  
Number of state coordinators who reported various issues as  
barriers to administering the EHCY program, 2010–11

Barriers	Number of state coordinators
Lack of federal guidance regarding ways to address barriers to school success for homeless children and youth	10
Legislative requirement to coordinate and collaborate with other organizations and agencies to provide and improve services to homeless children and youth	7
Lack of federal support regarding understanding the requirements of the <i>MVHAA</i>	5
Data requirements from the Department regarding the educational needs of homeless children and youth	5
Lack of federal guidance regarding awareness-raising efforts	5
Lack of federal guidance regarding ways to identify homeless children and youth	2
Other	23

**Exhibit reads:** Ten state coordinators identified a lack of federal guidance on ways to address barriers to school success for homeless students as a barrier to administering the EHCY program.

NOTE: Respondents could check all that apply.

SOURCE: State Coordinator Survey, item 29 ( $n = 50$ ).



## V. Collecting Data on Homeless Children and Youth

The EHCY program requires states to collect and report data on the status and needs of homeless children and youth. More specifically, the *MVHAA* gives the Department authority to collect information from states that the Department determines is necessary to assess the educational needs of homeless children and youth. States are required to collect data for both subgrantees and non-subgrantees on the number of homeless children and youth enrolled in public schools by grade level and the primary nighttime residences of homeless children and youth, as well as the number of districts that report such data. In addition, states must collect data from subgrantee districts on the homeless students' achievement on state assessments, as well as student characteristics (such as the number with disabilities and with limited English proficiency).

### Data Collected

**State coordinators reported that their states collect not only federally mandated data but also additional data that are not federally mandated, from both subgrantees and non-subgrantees.**

Over 60 percent of the states reported that they collected federally mandated data on homeless student characteristics from non-subgrantees (31 to 38 states, depending on the student characteristic) (Exhibit 25). In addition, states often reported collecting additional variables related to homeless children and youth, such as graduation or dropout rates (31 states), attendance rates (24 states), and mobility rates (9 states). Some of these states collected these additional data from subgrantees only, but many also collected them from non-subgrantees (seven to 25 states, depending on the variable). The number of state coordinators who reported collecting data from non-subgrantee districts increased from the 1998 to 2012 surveys. The largest increase was in collecting achievement data from non-subgrantees (from six state coordinators in 1998 to 41 in 2012).

State coordinators reported using data from other agencies to supplement and verify the data gathered through the EHCY program. Forty-one state coordinators reported using data collected from Title I, 34 reported using data collected from other offices within the state educational agency, 30 reported using data collected from homeless shelters and advocacy organizations, 28 reported using data collected from other state government agencies, and 27 reported using data collected from Head Start programs for such purposes (Exhibit 26). One difficulty that some state coordinators experienced in using other data sources was that different state agencies often used different definitions of homelessness. For example, HUD defines homelessness differently than the EHCY does, making it difficult to compare the two.<sup>7</sup>

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<sup>7</sup> The EHCY program's definition of homelessness includes children and youth who are sharing the housing of other persons because of loss of housing, economic hardship, or a similar reason, while HUD's does not.

**Exhibit 25**  
**Requirements for collecting certain data from EHCY and non-EHCY districts, and number of state coordinators who reported collecting data where not required, 2010–11**

Type of data	EHCY districts	Non-EHCY districts
Number of homeless children and youth enrolled in public schools, by grade level	Federally mandated	Federally mandated
Primary nighttime residences of homeless children and youth	Federally mandated	Federally mandated
Number of homeless children and youth, by grade level, who scored at or above proficient on the state English/language arts and mathematics assessments	Federally mandated	Federally mandated
Number of homeless preschool-aged children under the jurisdiction of the district	Federally mandated	Federally mandated
Number of homeless youth enrolled in public schools who are unaccompanied	Federally mandated	38
Number of homeless children and youth with disabilities	Federally mandated	33
Number of homeless children and youth who are limited English proficient	Federally mandated	33
Number of homeless children and youth who are migratory	Federally mandated	31
Graduation or dropout rates	31	25
Attendance rates	24	23
Mobility rates	9	7
Number of districts that reported data	Federally mandated	Federally mandated

**Exhibit reads:** States are required to report the number of homeless children and youth enrolled in public schools, by grade level, in both EHCY and non-EHCY districts.

NOTES: For data on preschool-aged homeless children, the Department requires states to collect data on the number of children ages 3–5 who are not enrolled in kindergarten. The term “unaccompanied youth” means a youth or child who is attending school but is not in the physical custody of a parent or guardian.

Source: State Coordinator Survey, items 7 and 9 (*n* = 50).

**Exhibit 26**  
**Number of state coordinators who reported using supplemental data sources, 2010–11**

<b>Data sources</b>	<b>Number of state coordinators</b>
Title I	41
Other education offices within the state (e.g., special education, assessment)	34
Homeless shelters, homeless advocacy organizations, etc.	30
Other non-educational state government agencies	28
Head Start	27
U.S. Department of Housing and Urban Development	16
Local public housing, health, or human service agency	16
Other local government agencies	14
U.S. Census Bureau	13
Runaway and Homeless Youth Act programs	13
Other	8
No independent data source used for this purpose	3

**Exhibit reads:** Forty-one state coordinators reported using data collected by Title I to supplement data gathered through the EHCY program.

SOURCE: State Coordinator Survey, item 12 (*n* = 50).

Thirty-six state coordinators reported that their state data system uses unique student identifiers to link data collected on homeless children and youth with individual student outcome data, such as scores on state assessments and school attendance. This enables these states to look at the performance of homeless students separately from that of other students.

## Burden and Usefulness of Data

Fewer than half of state coordinators reported that it was burdensome to collect various data elements from EHCY subgrantees and non-subgrantees or that the data collected were not useful.

For the data deemed a burden to collect, more state coordinators found it a burden to collect from non-subgrantees than from subgrantees (Exhibit 27). For the data deemed not useful, the largest number of state coordinators selected data on the educational support services provided to homeless children and youth (12 coordinators), the number of homeless and youth who are migratory (10 coordinators), and the barriers to school success for homeless children and youth (10 coordinators).<sup>8</sup>

**Exhibit 27**  
Number of state coordinators who reported that certain types of data collected on homeless children and youth were burdensome to collect and were not useful, 2010–11

Type of data	Burdensome to collect from subgrantees	Burdensome to collect from non-subgrantees	Data not useful
Barriers to school success for homeless children and youth	8	18	10
Educational support services provided to homeless children and youth	7	17	12
Number of homeless children and youth who are children of migratory workers	5	7	10
Number of homeless children and youth who took the state language arts assessment	5	7	6
Number of homeless children and youth who took the state math assessment	5	7	6
Number of homeless children and youth, by grade level, who scored at or above proficient on the state language arts assessment	5	7	5
Number of homeless children and youth, by grade level, who scored at or above proficient on the state math assessment	5	7	5
Number of homeless youth enrolled in public schools who are unaccompanied	4	9	2
Number of homeless children and youth who are limited English proficient	3	10	9
Number of homeless children and youth with disabilities	3	7	4

**Exhibit reads:** Eight state coordinators reported that data on barriers to success for homeless children and youth were burdensome to collect from subgrantees, and 18 found them burdensome to collect from non-subgrantees.

SOURCE: State Coordinator Survey, item 8 ( $n = 49$ ).

<sup>8</sup> Beginning with the 2010–11 school year, the Department revised the data reporting requirements to exclude data on support services and barriers for homeless children and youth.

**More district liaisons than state coordinators considered it a burden to collect various data elements or thought the data collected were not useful.**

District liaisons were most likely to report that data collection was burdensome for data on barriers to school success for homeless children and youth (37 percent)<sup>9</sup> and the number of homeless children and youth who scored at or above proficient on the state English/language arts and mathematics assessments (37 percent and 35 percent, respectively). District liaison perceptions that the data were not useful were reported most frequently for data on the number of homeless children and youth who are children of migratory workers (44 percent) and the numbers of children who took the state English/language arts and mathematics assessments (33 percent and 30 percent, respectively) (Exhibit 28).

**Exhibit 28**  
**Percentage of district liaisons who reported that certain types of data collected on homeless children and youth were burdensome to collect and were not useful, 2010–11**

<b>Type of data</b>	<b>Burdensome to collect</b>	<b>Data not useful</b>
Barriers to school success for homeless children and youth	37%	18%
Number of homeless children and youth, by grade level, who scored at or above proficient on the state English/language arts assessment	37%	26%
Number of homeless children and youth, by grade level, who scored at or above proficient on the state mathematics assessment	35%	25%
Number of homeless children and youth who took the state English/language arts assessment	33%	33%
Number of homeless children and youth who took the state mathematics assessment	32%	30%
Educational support services provided to homeless children and youth	30%	14%
Number of homeless children and youth who are children of migratory workers	28%	44%
Number of homeless youth enrolled in public schools who are unaccompanied	20%	20%
Number of homeless children and youth with disabilities	15%	17%
Number of homeless children and youth who are limited English proficient	11%	23%

**Exhibit reads:** Thirty-seven percent of district liaisons reported that the data on barriers to school success for homeless children and youth were burdensome to collect, and 18 percent found these data not useful.

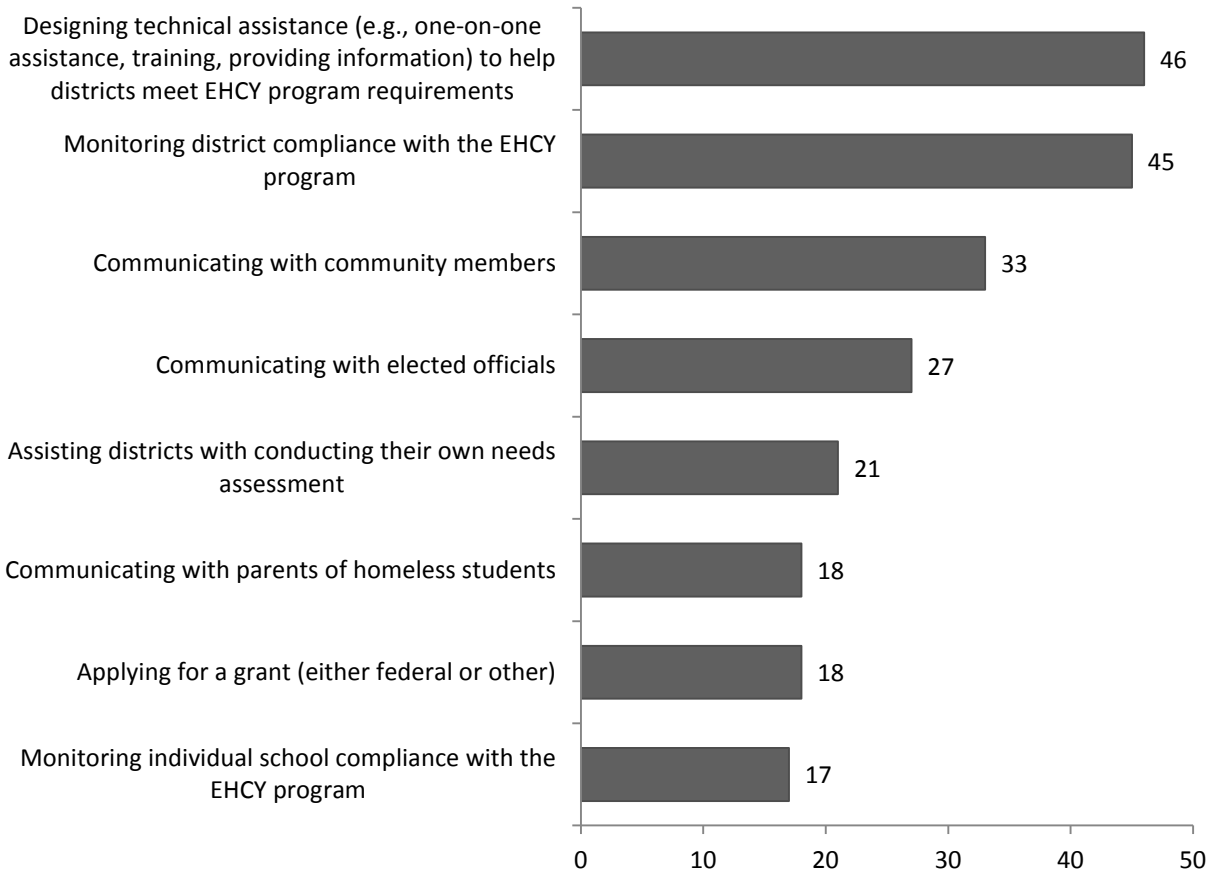
SOURCE: District Liaison Survey, item 10 (n = 378).

<sup>9</sup> The requirement for collecting data on barriers to success was discontinued in 2010–11.

State coordinators were most likely to use district-level data to design technical assistance and to monitor district compliance with the EHCY program.

Forty-six state coordinators reported using district-level data to design technical assistance, and 45 reported using the data to monitor district compliance with the EHCY program (Exhibit 29).

Exhibit 29  
Number of state coordinators who reported using district-level data on homeless children and youth for various purposes, 2010–11



**Exhibit reads:** Forty-six state coordinators reported using district-level data to design technical assistance to help districts meet EHCY requirements.

SOURCE: State Coordinator Survey, item 11 (*n* = 50).



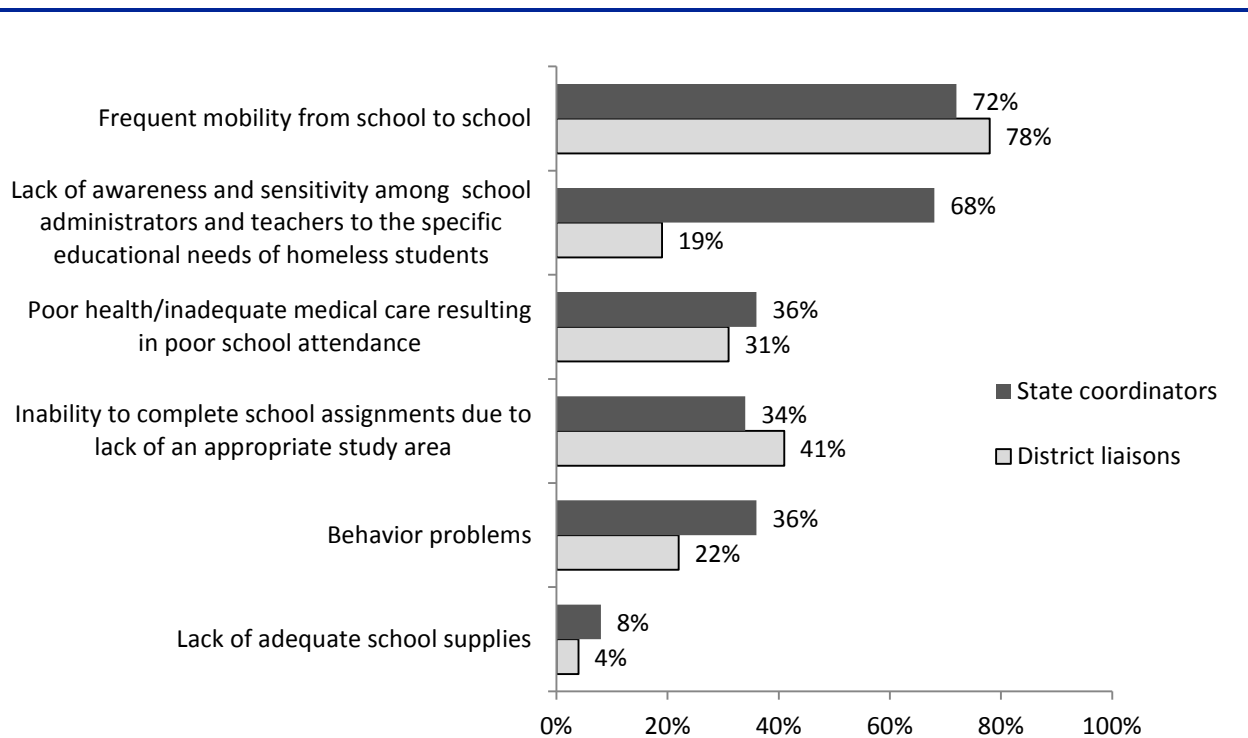
## VI. Barriers to School Success for Homeless Children and Youth

States and districts are responsible for identifying barriers, raising awareness of barriers, and coordinating efforts to address barriers to school success for homeless children and youth.

**State coordinators and district liaisons reported that student mobility was among the most significant barriers to school success for homeless children and youth.**

From a list of six potential barriers to school success, 72 percent of state coordinators and 78 percent of district liaisons identified frequent mobility between schools and districts as among the most significant barriers (Exhibit 30). Districts attempted to address this barrier by providing transportation to homeless children and youth so that they could attend their school of origin, as required by *MVHAA*.<sup>10</sup>

**Exhibit 30**  
Percentage of state coordinators and district liaisons who reported various issues as among the three most significant barriers to school success for homeless children and youth, 2010–11



**Exhibit reads:** Seventy-two percent of state coordinators and 78 percent of district liaisons reported that frequent mobility from school to school was one of the three most significant barriers to school success for homeless children and youth.

SOURCE: State Coordinator Survey, item 14 ( $n = 50$ ), and District Liaison Survey, item 17 ( $n = 368$ ).

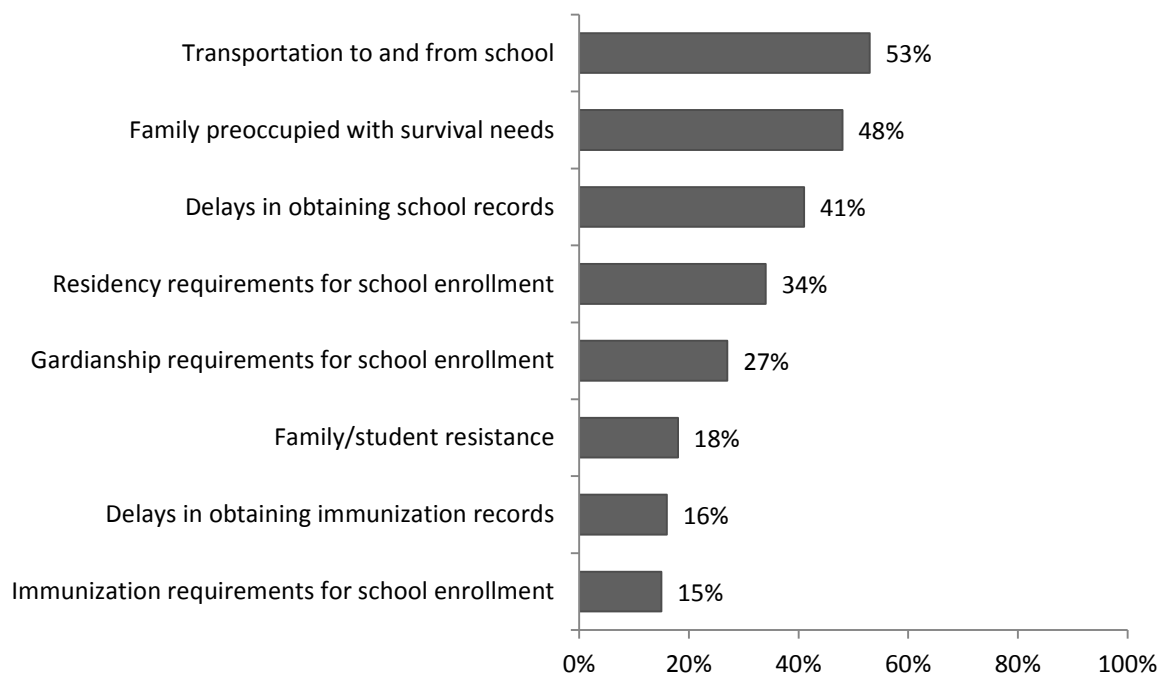
<sup>10</sup> In the EHCY law, the term “school of origin” is defined as “the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.”

State coordinators were more likely than district liaisons to report a lack of awareness and sensitivity among school administrators and teachers to the educational needs of homeless students. Sixty-eight percent of state coordinators reported this as among the three most significant barriers, compared with 19 percent of district liaisons.

The barriers to school enrollment and attendance for homeless students that were most commonly identified by district liaisons were transportation and family or student preoccupation with survival needs.

When asked to choose from a list of eight possible barriers to school *enrollment* for homeless students, district liaisons most frequently identified the lack of transportation to and from school (53 percent), family preoccupation with survival needs (48 percent), delays in obtaining school records (41 percent), and residency requirements for school enrollment (34 percent) as among the three most significant barriers to school enrollment (Exhibit 31).

Exhibit 31  
Percentage of district liaisons who reported various issues as among the three most significant barriers to school enrollment for homeless children and youth, 2010–11



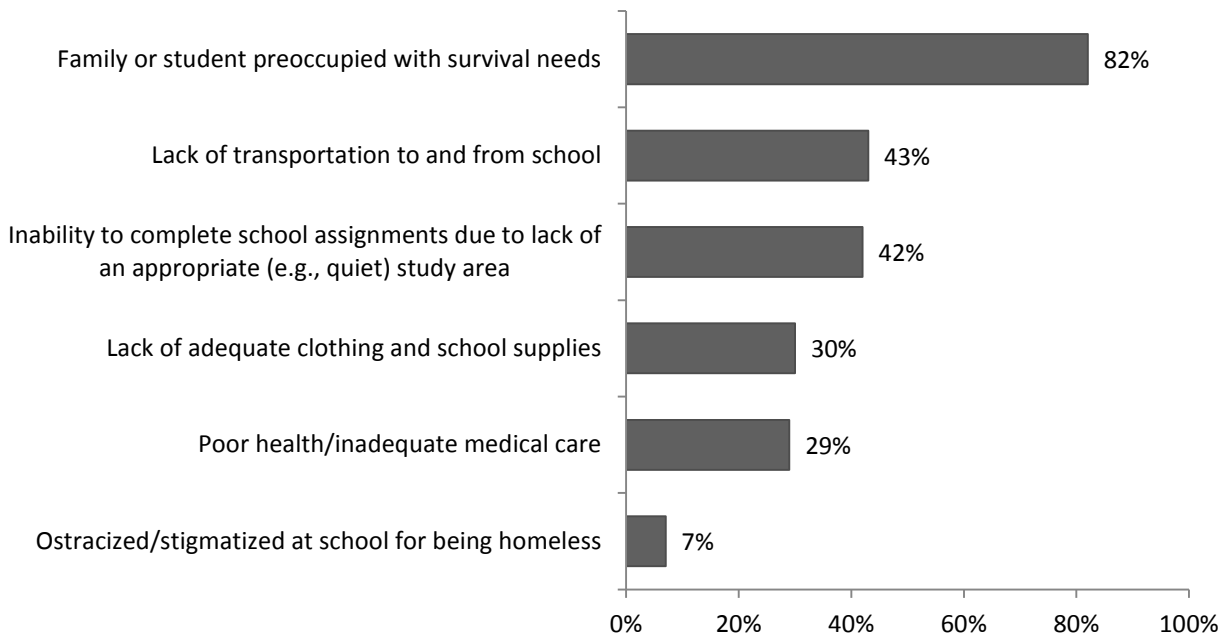
**Exhibit reads:** Fifty-three percent of district liaisons reported that transportation to and from school was one of the three most significant barriers to school enrollment for homeless children and youth.

SOURCE: District Liaison Survey, item 16 ( $n = 367$ ).

When asked to choose from a list of six possible barriers to school *attendance* for homeless children and youth, district liaisons most frequently identified family or student preoccupation with survival needs (82 percent), lack of transportation to and from school (43 percent), inability to complete school assignments because of the lack of an appropriate study area (42 percent), lack of adequate clothing and supplies (30 percent), and poor health or inadequate medical care (29 percent) as among the most significant barriers to school attendance (Exhibit 32).

**Exhibit 32**  
**Percentage of district liaisons who reported various issues as among the three most significant barriers to school attendance for homeless children and youth, 2010–11**

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**Exhibit reads:** Eighty-two percent of district liaisons reported that family or student preoccupation with survival needs was one of the three most significant barriers to school attendance for homeless children and youth.

SOURCE: District Liaison Survey, item 15 (*n* = 368).

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## References

- American Recovery and Reinvestment Act of 2009, Pub. L. No. 111–5, 123 Stat. 115, 516 (2009).
- Anderson, L. M., Janger, M. I., & Panton, K. L. M. (1995). *An evaluation of state and local efforts to serve the educational needs of homeless children and youth*. Washington, DC: U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service. Available at <http://files.eric.ed.gov/fulltext/ED385667.pdf>.
- McKinney-Vento Homeless Assistance Act of 1987*, as amended, Title VII, Subtitle B, 42 U.S.C. § 11431-11435 (2001).
- National Center for Homeless Education. (2012). *Education for Homeless Children and Youths program: Analysis of 2010–2011 federal data collection and three-year comparison*. Greensboro, NC: University of South Carolina. Available at [http://center.serve.org/nche/downloads/data\\_comp\\_0909-1011.pdf](http://center.serve.org/nche/downloads/data_comp_0909-1011.pdf).
- Phillips, C. M., Wodatch, J. K., & Kelliher, C. T. (2002). *The Education for Homeless Children and Youth program: Learning to succeed. Volume 1: Reducing barriers for homeless children and youth for access and achievement*. Washington, DC: U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service. Available at <https://www2.ed.gov/offices/OUS/PES/esed/learnsucceed/volume1.pdf>
- U.S. Department of Education, National Center for Education Statistics (2012). *EDFacts state data submission, Homeless students enrolled and homeless students served (McKinney-Vento), 2010–11*. State-level data are available at <http://eddataexpress.ed.gov/>.



# Appendix A

## Study Methodology

### Sample Selection

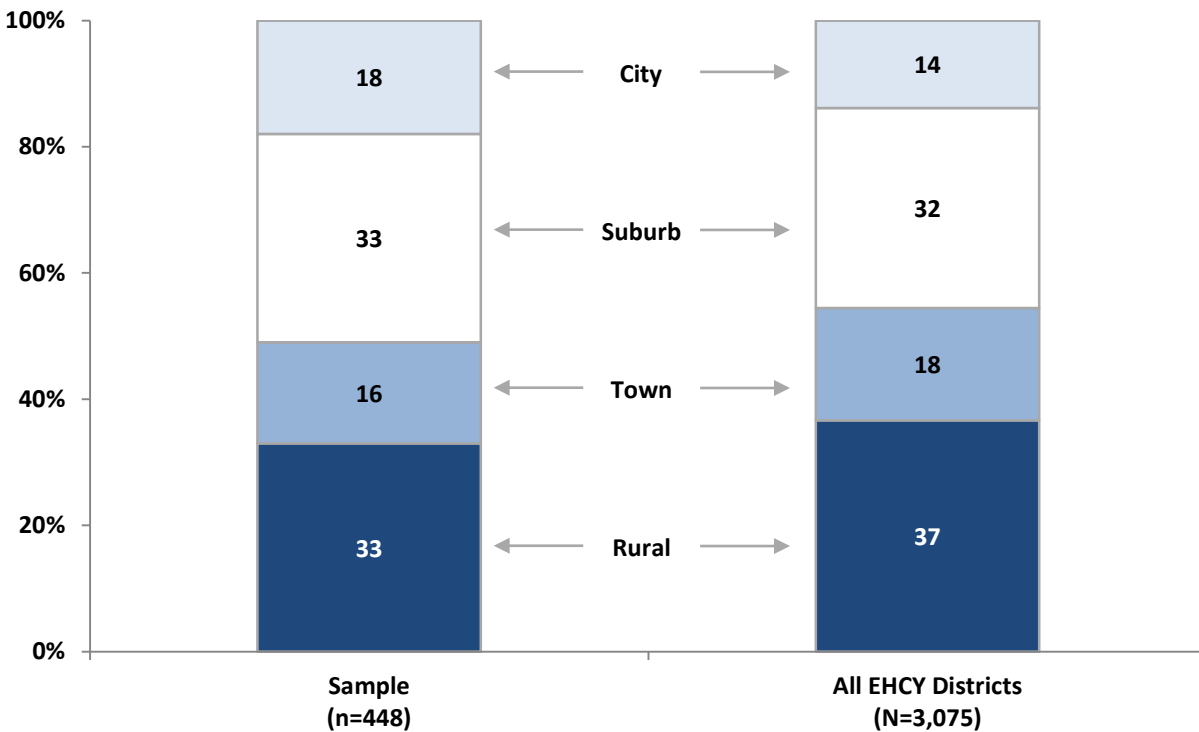
To create the sampling frame from which to select the sample of districts, the study team identified, with the help of the National Center for Homeless Education (NCHE) and state homeless coordinators, all districts receiving EHCY funding in 2010–11. In states that used a regional approach to funding districts, individual districts within consortia and intermediary units were included in the sampling frame. The sampling frame was defined to exclude districts that did not directly educate students (e.g., regional education service agencies), districts that educated special populations of students (e.g., vocational districts), and districts that were charter agencies. In total, 3,078 unique districts met the study criteria and constituted the initial sampling frame of EHCY districts for the study.

From this sampling frame of 3,078 EHCY districts, the study team selected a representative sample, after first selecting the 50 largest districts with certainty. Because these very large districts have significant populations of homeless children and youth, and likely have uniquely large infrastructures with which to address the needs of homeless children and youth, they were a population of districts that deserved special attention in this evaluation. After selecting the 50 largest districts from the population, the study team then randomly selected an additional 401 districts, for a total initial sample of 451 districts. Originally, the district survey was sent to 451 district liaisons, but three districts were later removed from the sample because they had been merged together into a single district. The resulting sample of 448 districts allowed the study to generalize to the entire population of 3,075 EHCY districts.

Because the sample included all of the 50 largest school districts in the country, the sample districts had average numbers of students and homeless students (means) that were considerably higher than the means for the entire population of districts from which the sample was drawn. For this reason, this report sometimes presents medians, when appropriate, as a measure of central tendency.

The sample of 448 districts had a median enrollment size of 3,056 students, compared with a median of 2,413 across all districts in the sampling frame ( $N = 3,078$ ). The mean enrollment size for the sample was 22,848 students, compared with a mean of 8,300 for all EHCY districts. Districts in cities were more likely to be included in the sample than the population (18 percent vs. 14 percent) and rural districts were less likely to be included (33 percent vs. 37 percent) (Exhibit A.1).

**Exhibit A.1**  
**Distribution of EHCY districts in the sample and the sampling frame, by urbanicity, 2010–11**



SOURCE: National Center for Education Statistics, Common Core of Data, 2010–11. Detail may not sum to 100 percent due to rounding.

## Data Collection

The Department and NCHE created a list of state coordinators and their relevant contact information to take the state survey. The Department and NCHE, along with state coordinators, helped identify the district liaisons and their contact information in EHCY districts in the sample. They also identified six state coordinators to provide initial feedback on the state and district surveys for the evaluators. Study team members spoke with these state coordinators at a state coordinators’ meeting in February 2011. During March and April 2011, the district survey was piloted with nine district liaisons.

Survey administration began in February 2012, when survey instructions and links to the online survey instrument were e-mailed to the selected respondents. The survey link in each e-mail was tailored to each respondent, allowing the study team to link survey responses to existing demographic information about each state or district. States and districts were also allowed to complete a paper version of the surveys, upon request; six districts submitted paper surveys. Response rates were 96 percent for the state survey (50 respondents, including 49 states and the District of Columbia) and 87 percent for the district survey (388 district liaison respondents). The district survey response rate was higher for the 50 largest districts (96 percent) and lower for the randomly-selected districts (85 percent).



## Data Analysis

The study team weighted the responses to the district survey to account for the selection with certainty of the 50 EHCY districts with the largest enrollments and to ensure that district survey results were representative of the population of EHCY-funded districts. Each of the 50 largest districts was assigned a survey weight of 1, while the randomly selected districts were assigned a weight of 7.6005. To determine the survey weight for the randomly selected EHCY districts, the total population of districts minus the 50 largest ( $N = 3,025$ ) was divided by the random sample ( $n = 398$ ). For the final analyses, the assigned weight for each district was normalized to preserve the size of the sample.<sup>11</sup>

Cross-tabulations examined differences in implementation associated with such variables as district enrollment size, urbanicity (city, suburb, town, rural), and size of homeless population. For analyses of differences between groups, the appropriate statistical test (i.e., Chi-square, t-test, or ANOVA) was used, and differences were reported only if they were statistically significant using a significance level of 0.05.

Districts were classified into three size categories based on total K–12 enrollment: small (0 to 999 students enrolled), medium (1,000 to 9,999 students), and large (10,000 or more students). Districts were also classified by the number of homeless students present: small number of homeless students (1 to 19 homeless students), medium number of homeless students (20 to 499), and large number of homeless students (more than 500 homeless students). Enrollment and homeless student data were based on the *EDFacts* database. Thirty-seven of the 388 responding districts had not reported data on their number of homeless students to *EDFacts* and were not included in these analyses.

States were classified into two size categories, each with 25 states. States with 191 districts or fewer were considered to have a small number of districts, while those with 192 districts or more were considered to have a large number of districts.

For the analysis of federal funding trends for the EHCY program, inflation-adjusted dollars were calculated using the GDP deflators used for federal budget tables.<sup>12</sup> The appropriations amounts for each year (actual and adjusted) are provided in Exhibit A.2. State allocations for FY 2010 and FY 2013 are provided in Exhibit A.3.

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<sup>11</sup> To normalize the weights, the study team assigned each district the appropriate weight (1 for a district in the 50 largest, 7.6005 for all other districts), then divided the weights by the mean weight of the entire sample (7.4796). This yielded the final normalized weights of 0.1474 for the 50 largest districts and 1.1204 for all other districts.

<sup>12</sup> Office of Management and Budget, Fiscal Year 2014 Historical Tables, Budget of the United States Government, Table 10.1, Gross Domestic Product and Deflators Used in the Historical Tables, <http://www.whitehouse.gov/sites/default/files/omb/budget/fy2014/assets/hist.pdf>.

**Exhibit A.2**  
**Federal appropriations for the EHCY program, in nominal dollars and inflation-adjusted (FY 2013) dollars,  
from FY 1988 through FY 2013**

<b>Federal Fiscal Year</b>	<b>Nominal Dollars</b>	<b>Constant FY 2013 Dollars</b>
FY 1988	4,787,000	8,452,270
FY 1989	4,834,000	8,216,411
FY 1990	4,935,000	8,090,500
FY 1991	7,211,590	11,390,268
FY 1992	24,997,913	38,480,847
FY 1993	24,798,035	37,351,764
FY 1994	25,470,000	37,569,838
FY 1995	28,811,000	41,615,889
FY 1996	23,000,000	32,593,436
FY 1997	25,000,000	34,785,933
FY 1998	28,800,000	39,570,732
FY 1999	28,800,000	39,053,645
FY 2000	28,800,000	38,294,256
FY 2001	35,000,000	45,470,020
FY 2002	50,000,000	63,897,591
FY 2003	54,642,500	68,433,281
FY 2004	59,646,000	72,856,188
FY 2005	62,496,000	73,932,768
FY 2006	61,871,040	70,786,693
FY 2007	61,871,040	68,752,057
FY 2008	64,066,851	69,577,788
FY 2009	65,427,000	70,153,305
FY 2010	65,427,000	69,448,310
FY 2011	65,296,146	67,884,121
FY 2012	65,172,591	66,533,634
FY 2013	65,173,000	65,173,000

SOURCE: U.S. Department of Education, Budget Service.

Exhibit A.3  
U.S. Department of Education allocations to states and other agencies for the EHCY program,  
in nominal dollars, for FY 2010 and FY 2013

State	FY 2010	FY 2013
<b>Total</b>	<b>65,427,000</b>	<b>61,771,052</b>
Alabama	973,459	948,420
Alaska	167,945	166,616
Arizona	1,364,296	1,372,486
Arkansas	694,429	628,905
California	7,965,987	6,856,136
Colorado	695,305	620,653
Connecticut	505,558	499,502
Delaware	185,558	186,204
District of Columbia	216,333	184,482
Florida	3,283,463	3,274,156
Georgia	2,319,108	2,106,646
Hawaii	187,868	230,069
Idaho	221,224	244,866
Illinois	2,696,886	2,857,927
Indiana	1,101,072	1,100,098
Iowa	352,694	399,144
Kansas	461,590	427,021
Kentucky	1,027,704	921,811
Louisiana	1,348,735	1,228,832
Maine	235,157	215,653
Maryland	820,691	851,922
Massachusetts	970,684	921,747
Michigan	2,364,749	2,143,532
Minnesota	577,469	639,320
Mississippi	901,882	726,604
Missouri	1,072,052	968,886
Montana	199,226	188,752
Nebraska	273,114	287,280
Nevada	414,731	481,627
New Hampshire	177,370	175,858
New Jersey	1,330,155	1,219,108
New Mexico	507,170	483,644
New York	4,933,923	4,635,804
North Carolina	1,712,066	1,737,717
North Dakota	163,568	154,428
Ohio	2,367,349	2,479,861
Oklahoma	732,592	635,907
Oregon	666,557	671,176
Pennsylvania	2,578,809	2,345,862
Rhode Island	217,815	207,507
South Carolina	975,770	927,738
South Dakota	194,420	183,247
Tennessee	1,231,190	1,193,907
Texas	6,008,405	5,828,336
Utah	317,804	394,145
Vermont	163,568	154,428
Virginia	1,133,205	978,323

**Exhibit A.3**  
**U.S. Department of Education allocations to states and other agencies for the EHCY program,**  
**in nominal dollars, for FY 2010 and FY 2013 (continued)**

<b>State</b>	<b>FY 2010</b>	<b>FY 2013</b>
Washington	862,249	919,172
West Virginia	402,407	410,716
Wisconsin	821,852	941,469
Wyoming	163,568	154,428
American Samoa	16,829	16,367
Guam	19,871	21,263
Northern Mariana Islands	6,113	11,388
Puerto Rico	2,524,772	1,685,911
Virgin Islands	22,614	12,753
Indian set-aside	654,270	617,711
Undistributed (non-state allocations)	921,750	893,581

SOURCE: U.S. Department of Education, Budget Service.

# Appendix B

## Survey Instruments



## State Coordinator Survey

This survey is part of an evaluation of the Education for Homeless Children and Youth (EHCY) Program as authorized under the *McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B*, as amended (*McKinney-Vento Act*). Its purpose is to collect information on implementation of the program in your state. The survey will ask about the collection and use of data on homeless children and youth, the barriers facing homeless children and youth, and efforts to address those barriers. The findings will provide useful information on the program to the United States Department of Education, Congress, and practitioners. **As a recipient of an EHCY Program grant, your participation in the survey is required under ESEA, Sec. 9804(a)(4).**

**Responses to this survey will be used for statistical purposes only. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific state, district, or individual. The evaluator will not provide information that identifies a subject, district, or state to anyone outside the study team, except as required by law. Every effort will be made to maintain confidentiality of the information collected.**

We estimate that this survey will take approximately 35 minutes to complete. You may fill out the survey all at once, or over multiple sessions. If you fill out the survey over multiple sessions, please use the link provided to you in the email from [SENDER] to return to the survey. You will automatically go to the last page of the survey where you left off.

Please read and follow the directions for responding to the survey items. You can use the scroll bar on the right-hand side of the page to navigate among survey items. Click on the “Next” button at the bottom of the page to proceed through the survey. Note that you can review and/or edit your responses to previous items by clicking on the button marked “Back” at the bottom of each page. Do not use the browser’s back button or you will be exited from the survey. When you have completed the survey, click “Submit.” Once you have submitted your survey, you will not be able to change your responses.

**Thank you for taking this survey.**

### Background

1. How long have you been your state’s Coordinator for the Education for the Homeless Children and Youth (EHCY) Program?

\_\_\_\_\_ years (If less than one year, write “Less than one year.”)

**(NOTE: All remaining questions in this survey refer to the 2010–11 school year, unless otherwise specified.)**

2. How many hours per week do you officially work at your sponsoring agency?

\_\_\_\_\_ hours

3. How many hours per week do you officially work as the State Coordinator of the EHCY Program?

\_\_\_\_\_ hours

4. How many paid staff members, including yourself, work for the Office of the Coordinator of Education of Homeless Children and Youth? Please indicate the number of staff members in full-time equivalent (FTE) positions. Include full- and part-time staff, contracted workers, administrators, support staff, etc. (For example, a full-time employee working full-time for the Office of the Coordinator and a full-time employee working half-time for the Office of the Coordinator would be counted as a total of 1.5 FTE, etc.)

Number of full-time equivalent staff \_\_\_\_\_

5. Among the responsibilities assigned to the State Coordinator, on which do you spend the most time? Drag up to three of the responsibilities in the left column to the right column so that the first one is the one you spend the most time on, the second one is the one you spend the second most time on, and the third one is the one you spend the third most time on.

Responsibilities	Rank up to THREE responsibilities on which you spend the most time
Gathering information on the problems faced by homeless children and youth (needs assessment)	
Gathering information on the progress of the state educational agency (SEA) and districts in addressing problems faced by homeless children and youth	
Gathering information on the success of McKinney-Vento programs in allowing homeless children and youth to enroll in, attend, and succeed in school (program evaluation)	
Providing to the U.S. Department of Education (ED), upon request, information that ED determines is necessary to assess the educational needs of homeless children and youth	
Coordinating with other organizations and agencies (e.g., state social service agencies, legal advocates, and community-based organizations, etc.) to provide and improve services to homeless children and youth	
Raising awareness and understanding among districts of the McKinney-Vento legislative requirements and the role of the district liaison	
Providing technical assistance (e.g., one-on-one assistance, training, providing information, etc.) to districts to ensure that districts comply with the McKinney-Vento Act	
Monitoring districts with and without McKinney-Vento subgrants	
Resolving disputes (e.g., enrollment, provision of services, transportation disputes, etc.)	
Ensuring the review and revisions of any state or local laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success in school of homeless children and youth	
Other (Please specify.)	



6. Regardless of how much time you spend on each of the following responsibilities, which three are the most important to achieving the goal of McKinney-Vento (i.e., to reduce the barriers that homeless children and youth face enrolling, attending, and succeeding in school)? Rank up to three of the following responsibilities so that "1" is the most important responsibility, "2" is the second most important responsibility, and "3" is the third most important responsibility.

<b>Responsibilities</b>	<b>Rank up to THREE of the most important responsibilities</b>
Gathering information on the problems faced by homeless children and youth (needs assessment)	
Gathering information on the progress of the state educational agency (SEA) and districts in addressing those problems	
Gathering information on the success of McKinney-Vento programs in allowing homeless children and youth to enroll in, attend, and succeed in school (program evaluation)	
Providing to the U.S. Department of Education (ED), upon request, information that ED determines is necessary to assess the educational needs of homeless children and youth	
Coordinating with other organizations and agencies (e.g., state social service agencies, legal advocates, and community-based organizations, etc.) to provide and improve services to homeless children and youth	
Raising awareness and understanding among districts of the McKinney-Vento legislative requirements and the role of the district liaison	
Providing technical assistance (e.g., one-on-one assistance, training, providing information, etc.) to districts to ensure that districts comply with the McKinney-Vento Act	
Monitoring districts with and without McKinney-Vento subgrants	
Resolving disputes (e.g., enrollment, provision of services, transportation disputes, etc.)	
Ensuring the review and revisions of any state or local laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success in school of homeless children and youth	
Other (Please specify.)	

## Collecting and Using Data

(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

7. States are required to provide a variety of information for the Consolidated State Performance Report (CSPR) regarding homeless children and youth in subgrantee districts. What among the following CSPR data on homeless children and youth, if any, does your state collect from **non-subgrantee** districts? (Select all that apply.)

CSPR data on homeless children and youth	Collected from <b>non-subgrantee</b> districts
Number of homeless youth enrolled in public schools who are unaccompanied	
Number of homeless children and youth who are migratory	
Number of homeless children and youth with disabilities (IDEA)	
Number of homeless children and youth who are limited English proficient	
Educational support services provided to homeless children and youth	
Barriers that homeless children and youth face in a district	
Number of homeless children and youth who took the state language arts assessment	
Number of homeless children and youth, by grade level, who scored at or above proficient on the state language arts assessment	
Number of homeless children and youth who took the state math assessment	
Number of homeless children and youth, by grade level, who scored at or above proficient on the state math assessment	

8. Among the data your state collects, which data, if any, do you consider to be **burdensome** to collect from subgrantee and/or non-subgrantee districts and which data do you consider to be **not useful** to your state for purposes of serving the educational needs of homeless children and youth?

CSPR data on homeless children and youth	Burdensome to collect from subgrantees	Burdensome to collect from non-subgrantees	Not useful
Number of homeless youth enrolled in public schools who are unaccompanied			
Number of homeless children and youth who are migratory			
Number of homeless children and youth with disabilities (IDEA)			
Number of homeless children and youth who are limited English proficient			
Educational support services provided to homeless children and youth			
Barriers that homeless children and youth face in a district			
Number of homeless children and youth who took the state language arts assessment			
Number of homeless children and youth, by grade level, who scored at or above proficient on the state language arts assessment			
Number of homeless children and youth who took the state math assessment			
Number of homeless children and youth, by grade level, who scored at or above proficient on the state math assessment			

9. In addition to the information that is required for the CSPR, which of the following data on homeless children and youth, if any, does your state collect from McKinney-Vento subgrantee and/or non-subgrantee districts? (Select all that apply.)

Data on homeless children and youth	Collected from <u>McKinney-Vento subgrantee districts</u>	Collected from <u>non-subgrantee districts</u>
Attendance rates		
Graduation and/or dropout rates		
Mobility rates		
Number of homeless preschool-aged children under the jurisdiction of the district		
Other (Please specify.)		

10. Are the data your state collects on homeless children and youth linked with individual student outcome data, such as scores on state assessments and school attendance, through the use of a unique student identifier (i.e., ID number for each student in the district or state data system)?

- Yes
- No
- Don't know

11. For which of the following purposes, if any, does your state use the data collected from districts on homeless children and youth? (Select all that apply.)

- Designing technical assistance (e.g., one-on-one assistance, training, providing information, etc.) to help districts with meeting the requirements of McKinney-Vento
- Assisting districts with conducting their own needs assessment
- Monitoring district compliance with McKinney-Vento requirements
- Monitoring individual school compliance with McKinney-Vento requirements
- Applying for a grant (either federal or other)
- Communicating with elected officials
- Communicating with parents of homeless children and youth
- Communicating with community members (other than parents of homeless children and youth and elected officials)
- Other (Please specify.)

12. Which of the following data sources, if any, does your state use to identify and address the needs of homeless children and youth? (Select one response for each row)

Data sources	Yes	No
U.S. Census Bureau		
Department of Housing and Urban Development (HUD)		
Title I program		
Other offices within the SEA (e.g., special education, assessment, etc.)		
Other state government agencies		
Head Start program		
Local Public Housing (HMIS), Health, or Human Service Agency		
Other local government agencies		
Runaway and Homeless Youth Act (RHYA) program		
Homeless shelters, homeless advocacy organizations, etc.		
Other		
N/A: No independent data source used for this purpose		

13. For which of the following purposes, if any, does your office use the Department of Education’s Student Achievement and School Accountability (SASA) monitoring reports? (Select all that apply)

- To improve compliance with the statutory and other regulatory requirements that govern the reservation of funds for state-level coordination activities
- To comply with statutory and other regulatory requirements governing the use of state administrative funding under McKinney-Vento
- To improve efforts to coordinate and collaborate with other organizations and agencies (e.g., state social service agencies, legal advocates, local liaisons, and community-based organizations, etc.) to ensure the identification, enrollment, and retention of homeless children and youth
- To improve technical assistance (e.g., one-on-one assistance, training, providing information, etc.) provided to districts to ensure that districts comply with the McKinney-Vento Act
- To improve monitoring and evaluation of districts with and without McKinney-Vento subgrants to ensure compliance with McKinney-Vento program requirements
- To improve efforts to ensure that district subgrantees’ plans for services to eligible homeless students meet all requirements
- To improve the state system to ensure the prompt resolution of disputes (e.g., enrollment, provision of services, transportation disputes, etc.)
- To improve efforts to ensure that districts provide comparable Title I, Part A services to homeless students attending non-Title I schools

## Barriers Homeless Children and Youth Face

(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

We are interested in your insights into the significant barriers that homeless children and youth face in your state. A significant barrier is one that takes substantial time to resolve and/or frequently comes up as a barrier in multiple districts.

14. Consider the current significant barriers to school success for homeless children and youth. Rank up to three of the following so that "1" is the most significant barrier, "2" is the second most significant barrier, and "3" is the third most significant barrier.

Possible barriers to school success	Rank up to THREE of the most significant barriers
Poor health/inadequate medical care resulting in poor school attendance	
Frequent mobility from school to school	
Lack of continuity in the classroom; frequent regrouping and rearranging of students within classrooms	
Lack of awareness and sensitivity among school administrators and teachers to the specific educational needs of homeless children and youth	
Inappropriate assessment, screening, and placement in school/lack of access to educational services for which homeless children and youth may be eligible (e.g., Title I, special education, gifted and talented programs)	
Behavior problems	
Lack of adequate school supplies	
Inability to complete school assignments due to the lack of an appropriate (e.g., quiet) study area	
Other (Please specify.)	
Don't know	

## Efforts to Raise Awareness

(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

15. What methods, if any, did your state use to assess the level of awareness of the needs of homeless children and youth and/or the statutory requirements of McKinney-Vento and Title I legislation relative to the education of homeless children and youth among staff of the following programs, agencies, or organizations? (Select all that apply for each row.)

### Methods for assessing current awareness

Assessed awareness among:	None	Survey	Interviews or focus groups	Informal conversations	Barrier tracking, or TA inquiries
Title I program					
Other offices within the SEA (e.g., special education, assessment, etc.)					
Other state government agencies					
School districts					
State school board					
Other local government agencies					
Runaway and Homeless Youth Act (RHYA) program					
HUD-funded programs					
Head Start program					
Other (Please specify.)					

16. How often, if at all, has your state conducted awareness-raising activities (e.g., workshops, presentations, meetings, etc.) regarding the needs of homeless children and youth and/or the statutory requirements of McKinney-Vento and Title I legislation relative to the education of homeless children and youth among staff of the following programs, agencies, or organizations? (Select one for each row.)

Conducted awareness-raising activities for staff of:	Never	Every few years	Once a year	Several times a year	About once a month or more
Title I					
Other offices within the SEA (e.g., special education, assessment, etc.)					
Other state government agencies					
School districts					
State school board					
Other local government agencies					
Runaway and Homeless Youth Act (RHYA) program					
HUD-funded programs					
Head Start program					
Other (Please specify.)					

17. How often, if at all, has your state disseminated materials (e.g., legislation and policy guidelines, informational briefs, posters, data or research, etc.) regarding the needs of homeless children and youth and/or the statutory requirements of McKinney-Vento and Title I legislation relative to the education of homeless children and youth to staff of the following programs, agencies, or organizations? (Select one for each row.)

<b>Disseminated materials to staff of:</b>	<b>Never</b>	<b>Every few years</b>	<b>Once a year</b>	<b>Several times a year</b>	<b>About once a month or more</b>
Title I					
Other offices within the SEA (e.g., special education, assessment, etc.)					
Other state government agencies					
School districts					
State school board					
Other local government agencies					
Runaway and Homeless Youth Act (RHYA) program					
HUD-funded programs					
Head Start program					
Other (Please specify.)					

## Coordination and Collaboration of Efforts

(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

18. Consider your efforts to coordinate and collaborate with other programs, agencies, or organizations on issues related to serving the educational needs of homeless children and youth. Among the following, rank up to three efforts to coordinate and collaborate that most improved program administration and/or services to homeless children and youth in your state so that "1" is the most effective collaborative activity, "2" is the second most effective collaborative activity, and "3" is the third most effective collaborative activity.

<b>Efforts to coordinate or collaborate with other programs, agencies, or organizations on</b>	<b>Rank up to THREE activities that most improved program administration and/or services</b>
Participating in an interagency task force or committee on homelessness	
Sharing data on the homeless population	
Conducting monitoring visits to local districts to assess the extent to which the needs of homeless children and youth are being addressed	
Reviewing state policies or regulations that affect homeless populations	
Sharing the costs of transporting homeless children and youth to and from school	
Determining shelter placements for homeless families with school-age children	
Identifying gaps in services to homeless children and youth	
Identifying barriers that impede access to school for homeless children and youth	
Building programmatic linkages among various programs, agencies, or organizations working in the service of homeless children and youth	
Other (Please specify.)	

19. Consider your efforts to facilitate coordination and collaboration with Title I services. Which, if any, of the following steps has your state taken to facilitate coordination with Title I? (Select all that apply)

- Developed systems to facilitate cross-program collaborations on state and local plans for both the EHCY and Title I programs
- Articulated clearly how the local liaison can access Title I, Part A, set-aside funds
- Provided Title I and the EHCY program personnel with cross-program trainings and materials
- Collected and shared data across the EHCY and Title I programs on the needs of homeless and other low-income students along with information on effective programs to address these needs
- Involved the EHCY program personnel in the creation of school-wide Title I programs, targeted assistance programs, and plans for school improvement
- Located the EHCY program and Title I offices in close proximity to facilitate cross-program communication
- Ensured that district liaisons are represented on the state Title I Committee of Practitioners
- Included homeless parents in Title I parent involvement policies and created opportunities for homeless parents to be involved
- Established processes for determining and approving district homeless reservations for Title I, Part A programs
- Other (Please specify.)

### **McKinney-Vento Subgrants**

**(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)**

20. Approximately what percentage of McKinney-Vento funds were reserved for state use? (Select one)

- None
- Under 5 percent
- 5 to 9 percent
- 10 to 14 percent
- 15 to 19 percent
- 20 to 25 percent
- Over 25 percent
- Don't know



21. Does your state provide McKinney-Vento subgrant funds through an intermediate educational agency or consortia arrangement? (Select one)

- Yes
- No
- Don't know

22. What were the leading selection factors associated with successful applications for McKinney-Vento Act subgrants in the latest grant cycle? Among the following, rank up to three factors that were given the most weight in selecting applications for funding so that "1" is the factor given the most weight, "2" is the factor given the second most weight, and "3" is the factor given the third most weight.

Selection factors	Rank up to THREE leading factors
Districts' capacity to provide the services offered	
Districts' prior experience in serving homeless children and youth	
Quality of the proposed project	
Number of homeless children and youth in the district	
Concentration or proportion of homeless children and youth in the district	
Severity of the unmet needs of homeless children and youth in the district	
All applications were funded	
Other (Please specify.)	

**ARRA Funding**

23. On what basis did your state allocate McKinney-Vento ARRA funds to districts? (Select one)

- On a competitive basis only
- On a formula basis only
- On a combination of a competitive and formula basis (e.g., awarded a portion of the funds competitively and the rest by formula)
- Don't know

24. In 2009–10 or 2010–11 did your state allocate any McKinney-Vento ARRA funds to districts that were not already McKinney-Vento subgrantees?

- Yes
- No (Skip question 25)
- Don't know (Skip question 25)

25. In the 2009–10 and/or the 2010–11 school years to how many districts that were not already McKinney-Vento subgrantees did your state allocate McKinney-Vento ARRA funds?

- Number of districts not already McKinney-Vento subgrantees that received McKinney-Vento ARRA funds in just 2009–10: \_\_\_\_\_
- Number of districts not already McKinney-Vento subgrantees that received McKinney-Vento ARRA funds in just 2010–11: \_\_\_\_\_
- Number of districts not already McKinney-Vento subgrantees that received McKinney-Vento ARRA funds in both 2009–10 and 2010–11: \_\_\_\_\_

### **Technical Assistance and Monitoring**

**(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)**

26. In your state do intermediate educational agencies or consortia provide support or services to districts for the EHCY Program? (Select one)

- Yes
- No (Skip Question 27)
- Don't know (Skip Question 27)

27. Which of the following resources/services do intermediate educational agencies or consortia in your state provide to districts related to the EHCY Program? (Select all that apply)

- Training for district homeless liaisons
- Training for district staff (e.g., strategies for removing barriers to enrollment and school success for homeless children and youth, strategies for raising awareness regarding the needs of homeless children and youth, etc.)
- One-on-one assistance (in person or by phone or e-mail)
- Materials related to the EHCY Program (e.g., legislation and policy guidelines, information briefs, posters, data, research, etc.)
- Direct services to homeless children and youth or their families (e.g., providing information to parents regarding the rights of and resources available for homeless children and youth, referrals for health services, tutoring, etc.)
- Case management for homeless students and families
- Fiscal agent/fiscal management of subgrant
- Other (Please specify.)
- None
- Don't know

28. A.) Did the state provide technical assistance (e.g., one-on-one assistance, training, information) to any McKinney-Vento subgrantee and/or non-grantee districts on any of the following topics? (Select all that apply for McKinney-Vento subgrant districts and all that apply for non-subgrantee districts.)

B.) On which of the following technical assistance topics could the state use more guidance or resources from the U.S. Department of Education? (Select all that apply)

Topics for assistance from the state	A.) Provided assistance to <u>McKinney-Vento subgrantee</u> districts on the following topics: (Select all that apply)	A.) Provided assistance to <u>non-grantee</u> districts on the following topics: (Select all that apply)	B.) Your state needs more guidance or resources on this topic (Select all that apply)
Understanding the requirements of the McKinney-Vento law			
Understanding the legal responsibilities of the liaison for homelessness issues			
Informing district personnel about the McKinney-Vento law and its requirements			
Informing school personnel about the McKinney-Vento law and its requirements			
Informing parents and students about the McKinney-Vento law and their rights under the law			
Identifying homeless students			
Collecting, using, and reporting data about homeless students			
Addressing barriers related to school enrollment and school placement (e.g., residency requirements, immunization requirements, etc.)			
Addressing barriers related to school attendance (e.g., poor health, lack of adequate clothing and school supplies, etc.)			
Addressing barriers related to school success (e.g., frequent mobility, lack of appropriate study area to complete homework, etc.)			
Addressing barriers related to transportation <u>within</u> the district			
Addressing barriers related to transportation <u>across</u> district boundaries			
Coordinating with Title I programs (e.g., cross-program collaborations on state and local plans for both McKinney-Vento and Title I, cross-program trainings and materials, etc.)			
Developing additional learning opportunities delivered as part of the school day			
Coordinating with external education service providers (e.g., after-school providers, supplemental tutoring services, etc.)			
Accessing social services to support homeless students			
Enhancing parental involvement			
Other (Please specify.)			

29. In your opinion, which of the following, if any, create barriers to your state’s efforts to administer the EHCY program? (Select all that apply.)

Type of barrier	Creates barriers to state efforts to administer the EHCY program
Lack of federal support regarding understanding the requirements of the McKinney-Vento law	
Data requirements from the U.S. Department of Education (ED) regarding the educational needs of homeless children and youth	
Legislative requirement to coordinate and collaborate with other organizations and agencies (e.g., state social service agencies, legal advocates, and community-based organizations, etc.) to provide and improve services to homeless children and youth	
Lack of federal guidance regarding ways to address barriers to school success for homeless children and youth	
Lack of federal guidance regarding ways to identify homeless children and youth	
Lack of federal guidance regarding awareness raising efforts (i.e., informing districts, schools, parents about the McKinney-Vento law and its requirements)	
Other (Please specify.)	

30. In general, how does the Office of the Coordinator of Education for Homeless Children and Youth monitor efforts by subgrantee and non-subgrantee school districts to reduce the barriers to the education of homeless children and youth? (Select all that apply.)

Possible monitoring techniques	McKinney-Vento subgrantee districts (Select all that apply)	Non-subgrantee districts (Select all that apply)
Efforts are not monitored (If selected skip Question 31.)		
Assurances of compliance with regulations are required		
Progress reports are <u>requested</u>		
Progress reports are <u>required</u>		
Efforts are monitored through phone calls or written correspondence (i.e., desk monitoring)		
Efforts are monitored through visits to local school districts (Please specify total number of visits per year.) (If selected, answer Question 31, if not skip 31.)		
Efforts are monitored by integrated monitoring visits to school districts that address this and other federal or state programs (Please specify which programs.) (If selected, answer Question 31, if not skip 31)		
Other (Please specify.)		

31. On what basis is it decided which school districts to visit? (Select all that apply.)

<b>Basis for decision to visit</b>	<b>McKinney-Vento subgrantee districts</b> (Select all that apply)	<b>Non-subgrantee districts</b> (Select all that apply)
There is a routine cycle (If selected answer question 32, if not skip 32.)		
Visits are triggered by information suggesting that the district is having trouble meeting program requirements		
Visits are triggered by information about student performance		
Visits are triggered at the request of the district		
Other (Please specify.)		

32. How often is the typical monitoring cycle for the McKinney-Vento Subgrantee and non-subgrantee districts? (Select one for subgrantee districts and one for non-subgrantee districts.)

<b>Monitoring cycle</b>	<b>McKinney-Vento subgrantee districts</b> (Select all that apply)	<b>Non-subgrantee districts</b> (Select all that apply)
More than once a year		
Once a year		
Every two years		
Less than every two years		

33. In the most recent monitoring year, how many districts in your state were identified as having not complied with one or more federal or state laws or regulations regarding the education of homeless children and youth?

\_\_\_\_\_ Number of districts (If zero, skip 34.)

34. Consider the types of findings you have identified through compliance monitoring. Under which of the following categories do they fall? (Select all that apply.)

- Designating a EHCY liaison and their roles and responsibilities
- Identifying homeless children and youth in the district
- Identifying and raising awareness of the needs and legal rights of homeless children and youth
- Carrying out activities to address the needs of homeless children and youth
- Addressing the barriers to homeless children and youth enrolling, attending, and succeeding in school
- Collaborating and/or partnering with other programs, agencies, and organizations on issues related to serving the educational needs of homeless children and youth
- Resolving disputes about the eligibility and placement of homeless children and youth
- Using EHCY sub-grant funds
- Other\_\_\_\_\_

35. Have you ever notified a district in your state that it is not in compliance with one or more federal or state laws or regulations regarding the education of homeless children and youth?

Yes

No (Skip question 36.)

36. How do you follow up with districts that you have notified of not being in compliance with one or more federal or state laws or regulations regarding the education of homeless children and youth? (Select all that apply.)

- No follow-up
- Letter with mandate to address, requirement of documentation when resolved
- Letter with no mandate
- Withholding of funds
- Remonitoring
- Other (Please specify.)

37. Is there anything you would like to add that you think we should know or would help explain your responses to any of the survey questions?

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**Thank you for completing this survey and for helping to improve  
the Education for Homeless Children and Youth Program!**

## District Liaison Survey

This survey is part of an evaluation of the Education for Homeless Children and Youth (EHCY) program, as authorized under the McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, as amended (McKinney-Vento Act). Surveys were sent to a randomly selected sample of districts across the United States. Its purpose is to get information on implementation of the program in your district. (In this survey the term “district” refers to your Local Education Agency.) The survey will ask about the collection and use of data on homeless children and youth, the barriers facing homeless children and youth, and efforts to address those barriers. The findings will provide useful information on the program to the United States Department of Education, congress, and practitioners. **As a recipient of a McKinney-Vento subgrant (or as a member of an intermediate educational agency or consortium receiving the grant), your participation in the survey is required under ESEA, Sec. 9804(a)(4).**

**Responses to this survey will be used for statistical purposes only. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific state, district, or individual. The evaluator will not provide information that identifies a state, district, or individual to anyone outside the study team, except as required by law. Every effort will be made to maintain confidentiality of the information collected to the full extent permitted by law.**

We estimate that this survey will take approximately 30 minutes to complete. You may fill out the survey all at once, or in multiple sittings. If you fill out the survey in multiple sittings, use the link provided to you in the email from [SENDER] to return to the survey. You will automatically go to the last page of the survey where you left off.

Please read and follow the directions for responding to each survey item. You can use the scroll bar on the right-hand side of the page to navigate among survey items. Click on the buttons at the bottom of the page to proceed through the survey. Note that you can review and/or edit your responses to previous items by clicking on the “Previous Page” button at the bottom of each page. When you have completed the survey, click on “Submit Survey.” Once you have submitted your survey, you will not be able to change your responses.

**Thank you for taking this survey.**

### Background

**(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)**

1. Do you work for the district as a (select one)
  - Full-time employee? (Number of hours \_\_\_\_\_)
  - Part-time employee? (Number of hours \_\_\_\_\_)
  - Contractual employee? (Number of hours \_\_\_\_\_)

2. On average, how many hours do you spend per week on your district liaison responsibilities for the Education for Homeless Children and Youth (EHCY) program [the “district liaison” is the person responsible for ensuring EHCY requirements are carried out in your district]?

\_\_\_\_\_hours

3. How long have you been the district liaison for the EHCY program?

\_\_\_\_\_ Number of years (If less than one year, write “Less than one year.”)

4. Below is a list of possible district liaison responsibilities. On which responsibilities do you spend the most time? Rank up to three of the responsibilities so that "1" is the one you spend the most time on, "2" is the one you spend the second most time on, and "3" is the one you spend the third most time on.

<b>Responsibilities</b>	<b>Rank up to THREE responsibilities on which you <u>spend the most time</u></b>
Identifying, or helping others identify, homeless children and youth	
Enrolling, or helping others enroll, homeless children and youth in school and mediating enrollment disputes	
Obtaining, or helping others obtain, immunization or medical records	
Ensuring that homeless children and youth and their families receive the educational services for which they are eligible	
Ensuring homeless children and youth and their families receive health referrals	
Informing parents or guardians of homeless children and youth of the educational and related opportunities available to them	
Coordinating transportation services	
Informing parents or guardians of homeless children and youth of all the transportation services available	
Disseminating public notice of the educational rights of homeless children and youth	
Collaborating and coordinating with the state coordinator for the EHCY program	
Collaborating and coordinating with local government agencies and community-based organizations to provide support services to homeless families	
Working with families to access support services through local government agencies and community-based organizations	
Collecting, or helping others collect, data on homeless children and youth	
Other (Please specify.)	

5. Do any district staff besides you help administer the EHCY program? (Select one.)

- Yes (Number \_\_\_\_\_)
- No
- Don't know



6. Where does funding for your work as district liaison come from? (Select all that apply.)
- McKinney-Vento funds
  - District (i.e., from the general operating budget of your school district, or from a consortium of districts)
  - State Education Agency (SEA)
  - Title I under the Elementary and Secondary Education Act (as reauthorized under the No Child Left Behind Act of 2002)
  - U.S. Department of Education program funds other than McKinney-Vento and Title I funds
  - U.S. Housing and Urban Development program funds
  - U.S. Department of Health and Human Services program funds
  - Other federal program funds (Please specify)
  - Grants from non-profit foundations and community-based organizations
  - In-kind services from community-based organizations
  - Other (Please specify.)
  - Don't know
7. In the 2010–11 school year did you receive McKinney-Vento subgrant funding?
- Yes
  - No
  - Don't Know
8. Does your district currently receive a McKinney-Vento subgrant and/or support services for the EHCY program through an intermediate educational agency or consortium arrangement? (Select all that apply.)
- Yes, we receive a McKinney subgrant through an intermediate unit or consortium
  - Yes, we receive support services for the EHCY program through an intermediate unit or consortium
  - No, we do not receive either
  - Don't know

## Collecting and Using Data

(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

We are interested in whether your district collects certain data on homeless children and youth.

9. In the 2010–11 school year what was the number of homeless children and youth in your district?

Number \_\_\_\_\_

10. Districts that have received McKinney-Vento subgrants are required to provide states with a variety of information regarding homeless children and youth. What among the following data on homeless children and youth, if any, do you consider to be burdensome for your district to collect and report to the state? Which data, in your opinion, are not useful to the district? (Select all that apply.)

Data on homeless children and youth	Data that are burdensome to collect	Data that are not useful
Number of homeless youth enrolled in public schools who are unaccompanied		
Number of homeless children and youth who are migratory		
Number of homeless children and youth with disabilities (IDEA)		
Number of homeless children and youth who are limited English proficient		
Educational support services provided to homeless children and youth		
Barriers that homeless children and youth face in a district		
Number of homeless children and youth who took the state language arts assessment		
Number of homeless children and youth, by grade level, who scored at or above proficient on the state language arts assessment		
Number of homeless children and youth who took the state math assessment		
Number of homeless children and youth, by grade level, who scored at or above proficient on the state math assessment		

11. In addition to the information that is required for the CSPR, which of the following data on homeless children and youth, if any, does your district collect? (Select all that apply.)

Data on homeless children and youth disaggregated by:	Data elements you collect (Select all that apply)
Attendance rates	
Graduation rates	
Dropout rates	
Mobility rates	
Number of homeless preschool-aged children under the jurisdiction of the district	
Other (Please specify.)	

12. Are the data your office collects on homeless children and youth linked with individual student outcome data, such as scores on state assessments and school attendance, through the use of a unique student identifier (i.e., ID number for each student in the district or state data system)?

- Yes
- No
- Don't know

13. For which of the following purposes does your office use the data it collects on homeless children and youth? (Select all that apply.)

- Making decisions about specific educational services delivered to this population
- Reporting to the State Education Agency (SEA)
- Helping the district conduct self-assessments aimed at program improvement
- Designing technical assistance to help schools meet the requirements of McKinney-Vento
- Monitoring school compliance with McKinney-Vento
- Helping schools conduct self-assessments aimed at program improvement
- Applying for a McKinney-Vento subgrant
- Communicating with parents
- Communicating with elected officials
- Communicating with community members (other than parents and elected officials)
- Assessing or raising community awareness
- Raising funds
- Other (Please specify.)

14. Does your district use any of the following data sources to identify the needs of homeless children and youth?

<b>Data sources</b>	<b>Yes</b>	<b>No</b>
Other offices within the school district		
Local Public Housing (HMIS), Health, or Human Service Agencies		
Other local government agencies		
Runaway and Homeless Youth Act (RHYA) program		
Head Start Programs		
Homeless shelters, homeless advocacy organizations		
Other (Please specify.)		
N/A: No independent data source used for this purpose		

### **Barriers to School Enrollment and Success for Homeless Children and Youth**

**(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)**

We are interested in your insights into the significant barriers homeless children and youth face in their efforts to enroll in, attend, and succeed in school in your district. A significant barrier is one that takes substantial time to resolve and/or frequently comes up as a barrier in multiple schools.

15. Consider the current significant barriers to school enrollment for homeless children and youth in your district. Rank up to three of the following so that "1" is the most significant barrier, "2" is the second most significant barrier, and "3" is the third most significant barrier.

<b>Possible barriers to school enrollment</b>	<b>Rank up to THREE of the most significant barriers</b>
Residency requirements for school enrollment	
Immunization requirements for school enrollment	
Delays in obtaining immunization records	
Delays in obtaining school records	
Transportation to and from school	
Guardianship requirements for school enrollment	
Family preoccupied with survival needs	
Family/student resistance (Please explain.)	
Other (Please specify.)	

16. Consider the current significant barriers to school attendance for homeless children and youth in your district. Rank up to three of the following so that "1" is the most significant barrier, "2" is the second most significant barrier, and "3" is the third most significant barrier.

Possible barriers to school attendance	Rank up to THREE of the most significant barriers
Family or student preoccupied with survival needs	
Lack of transportation to and from school	
Lack of adequate clothing and school supplies	
Inability to complete school assignments due to the lack of an appropriate (e.g., quiet) study area	
Poor health/inadequate medical care	
Ostracized/stigmatized at school for being homeless	
Other (Please specify.)	

17. Consider the current significant barriers to school success for homeless children and youth in your district. Rank up to three of the following so that "1" is the most significant barrier, "2" is the second most significant barrier, and "3" is the third most significant barrier.

Possible barriers to school success	Rank up to THREE of the most significant barriers
Poor health/inadequate medical care resulting in poor school attendance	
Frequent mobility from school to school	
Lack of awareness and sensitivity among school administrators and teachers to the specific educational needs of homeless children and youth	
Inappropriate assessment, screening, and placement in school	
Lack of access to educational services for which homeless children and youth may be eligible (e.g., Title I, special education, gifted and talented programs)	
Behavior problems	
Lack of adequate school supplies	
Inability to complete school assignments due to the lack of an appropriate (e.g., quiet) study area	
Inability to receive or accumulate credit	
Other (Please specify.)	

## Services Provided to Address the Needs of Homeless Children and Youth

(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

18. A.) Which of the following services does your district provide to support the education of homeless children and youth? (Select all that apply.)

B.) Among the following, on which does your district spend the most McKinney-Vento funds. Rank up to three of the following services so that "1" is the service on which the most funds are spent, "2" is the service on which the second most funds are spent, and "3" is the service on which the third most funds are spent.

Services provided:	A) Services district provides (Select all that apply.)	B) Rank up to THREE services on which your district spends the <u>most</u> McKinney-Vento funds
Tutoring or supplemental instruction		
Expedited evaluations of the strengths and needs of homeless children and youth		
District staff training and awareness building about the needs of homeless children and youth		
School staff training and awareness building about the needs of homeless children and youth		
Referrals for medical, dental, and other health services		
Defraying the cost of transportation for homeless children and youth that is not fully funded by federal, state, or local funds		
Early childhood programs for homeless preschool-aged children		
Services and assistance to attract, engage, and retain homeless children and youth in regular school programs		
Obtaining or transferring records necessary for student enrollment in school		
Parent education related to rights and resources for homeless children and youth		
Coordination between schools and agencies that provide services to homeless children and youth		
Counseling for homeless children and youth		
Addressing needs of homeless children and youth related to domestic violence		
School supplies		
Provision for homeless children and youth before and after-school mentoring and summer programs		
Emergency assistance related to school attendance		
Other (Please specify.)		

## Efforts to Raise Awareness

(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

19. How often, if at all, have you or your district conducted awareness-raising activities (trainings, presentations, meetings) regarding the needs of homeless children and youth and/or the statutory requirements of McKinney-Vento and Title I legislation relative to the education of homeless children and youth for the staff of the following programs or organizations? (Select one for each row.)

Conducted awareness-raising activities for staff of:	Never	Every few years	Once a year	Several times a year	About once a month or more
Title I					
Other offices within your district (e.g., special education, assessment, etc.)					
Schools					
District school board					
Other local government agencies					
Runaway and Homeless Youth Act (RHYA) program					
Homeless shelters					
HUD-funded programs					
Head Start					
Other (Please specify.)					

20. How often, if at all, have you or your district disseminated materials (legislation and policy guidelines, information briefs, posters, data, research) regarding the needs of homeless children and youth and/or the statutory requirements of McKinney-Vento and Title I legislation relative to the education of homeless children and youth to the staff of the following programs or organizations? (Select one for each row.)

Disseminated materials to the staff of:	Never	Every few years	Once a year	Several times a year	About once a month or more
Title I					
Other offices within your district (e.g., special education, assessment, etc.)					
Schools					
District school board					
Other local government agencies					
Runaway and Homeless Youth Act (RHYA) program					
Homeless shelters					
HUD-funded programs					
Head Start					
Other (Please specify.)					

21. Have you used any materials provided by the state for raising awareness about the needs of homeless children and youth and/or the statutory requirements of McKinney-Vento? (Select one.)

- Yes
- No
- No, the state has not provided us with any awareness raising materials.
- Don't know

22. Have you used any materials developed by the National Center for Homeless Education for raising awareness?

- Yes
- No
- Don't know

## **Coordination and Collaboration of Efforts**

**(NOTE: All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)**

23. Consider the programs, agencies, and organizations with which you spend the most time collaborating and coordinating on issues related to serving the educational needs of homeless children and youth. Among the following, please select up to three programs, agencies, and organizations with which you spent the most time collaborating and coordinating. (Select up to three responses only.)

- Title I
- Offices within your school district other than Title I (e.g., transportation, special education, accountability and assessment, etc.)
- Schools
- Local Housing Authority
- Child and Family Services (or other local agency that serves the needs of children and families)
- Local Health Department
- Other local government agencies
- State Education Agency (SEA)
- Other state government agencies
- Social service organizations
- Homeless advocacy organizations
- Local businesses
- Local school board
- Runaway and Homeless Youth Act (RHYA) programs
- Homeless shelters
- HUD-funded programs
- Head Start programs
- Other (Please specify.)

24. Consider your efforts to coordinate and collaborate with other programs, agencies, or organizations. Among the following, which are the three approaches to collaboration that most improved services to homeless children and youth in your state? Rank up to three of the following approaches so that "1" is the most important approach, "2" is the second most important approach, and "3" is the third most important approach.



Approaches to collaboration with other programs, agencies, or organizations:	Rank up to THREE approaches that most improved services
Participating in an interagency task force or committee on homelessness	
Sharing data on the homeless population	
Reviewing district policies or regulations that affect homeless populations	
Sharing the costs of transporting homeless children and youth to and from school	
Determining shelter placements for homeless families with school-age children	
Identifying gaps in services to homeless children and youth	
Identifying barriers that impede access to school for homeless children and youth	
Building programmatic linkages among various programs, agencies, or organizations working in the service of homeless children and youth	
Conducting joint trainings	
Other (Please specify.)	

25. Consider your efforts to facilitate coordination and collaboration with Title I services. Which, if any, of the following steps have you taken to facilitate coordination with Title I? (Select all that apply.)

- Developed systems to facilitate cross-program collaborations on local plans for both EHCY and Title I staff
- Provided Title I and EHCY staff with cross-program trainings and materials
- Collected and shared data with Title I and EHCY staff on the needs of homeless and other low-income students
- Provided Title I and EHCY staff with information on effective programs to address the needs of homeless children and youth
- Involved homeless education personnel in the creation of schoolwide Title I programs, targeted assistance programs, and plans for school improvement
- Located Title I and homeless education program offices in close proximity to facilitate cross-program communication
- Participated in the Title I Committee of Practitioners
- Coordinated with Title I staff to determine the amount of and use of Title I homeless set-aside funds
- Included homeless parents in Title I parent involvement policies and created opportunities for homeless parents to be involved in Title I programs
- Other (Please specify.)

### State Technical Assistance to Districts

(All the questions in this survey refer to the 2010–11 school year, unless otherwise specified.)

26. A.) On which topics, if any, did you need state assistance to help you meet the requirements of the McKinney-Vento Act? (Select all that apply.)
- B.) On which topics, if any, did you receive state assistance (i.e., one-on-one assistance, training, information)? (Select all that apply.)
- C.) If you received state assistance, how useful was it? (Select only one for each row.)

**C) If received, how useful was the state assistance?** (Select only one for each row marked in column B.)

<b>Topics for assistance from the state</b>	<b>A) Did you need state assistance?</b> (Select all that apply.)	<b>B) Did you receive state assistance?</b> (Select all that apply.)	<b>Very useful</b>	<b>Moderately useful</b>	<b>Minimally useful</b>	<b>Not useful at all</b>
Understanding the requirements of the McKinney-Vento law						
Understanding the legal responsibilities of the liaison for homelessness issues						
Informing district personnel about the McKinney-Vento law and its requirements						
Informing school personnel about the McKinney-Vento law and its requirements						
Informing parents and students about the McKinney-Vento law and their rights under the law						
Identifying homeless students						
Collecting, using, and reporting data about homeless students						
Addressing barriers related to school enrollment and school placement (e.g., residency requirements, immunization requirements, etc.)						
Addressing barriers related to school attendance (e.g., poor health, lack of adequate clothing and school supplies, etc.)						
Addressing barriers related to school success (e.g., frequent mobility, lack of appropriate study area for homework, etc.)						
Addressing barriers related to transportation within the district						
Addressing barriers related to transportation across district boundaries						
Coordinating with Title I programs (e.g., cross-program trainings and materials for Title I and EHCY personnel, etc.)						
Developing additional learning opportunities delivered as part of the school day to homeless children and youth						
Coordinating with external education service providers (e.g., after-school providers, supplemental tutoring services)						
Accessing social services to support homeless students						
Enhancing involvement opportunities for parents of homeless children and youth						
Other (Please specify.)						

27. Can you provide any examples of how state assistance has changed district policies or affected the way your district provides services, uses data, collaborates with other programs, or agencies or organizations regarding homeless children and youth? If so, please respond in the space provided. Be as specific as possible.

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28. Is there anything you would like to add that you think we should know or would help explain your responses to any of the survey questions?

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**Thank you for completing this survey and for helping to improve  
the Education for Homeless Children and Youth Program!**



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