

# CHILDREN IN TRANSITION

*Statewide Homeless Meeting*

*August 2005*

*Orlando, Florida*

# What Does the Data Indicate?

**The total number of homeless persons in Florida on any given day in 2005 is estimated at 83,391.**

**Children under the age of 18 represent 25% of all homeless persons (or 20,848).**

**For 2005, 45% of the homeless reported that this was their first time being homeless.**

**In 2003-04 forty-three school districts reported 16,431 school-age homeless children and youth.**

# CHARACTERISTICS

Current research indicates that the “*High Risk*” populations are:

**Single women with children;**

**Families with poverty level incomes;**

**Youth aging out of foster care;**

**Persons being released from correctional facilities;**

**Women and Children escaping domestic abuse, and**

**Persons with severe and persistent mental illness.**

# Funding for Education

**States are funded by formula; based on the proportion of funds allocated nationally: Tied to amount of Title I, Part A funding and the number of homeless children & youth.**

**Total number of children in poverty: 476,404  
(2002 Census Data)**

**Florida's annual allocation for Homeless Education is little more than \$2 million per year.**

# How Do We Increase Funding?

**Review of local data – children in poverty, number in Foster Care, TANF, etc.**

**Accurately identify and report the number of children and youth that are homeless.**

**Last year only 43 of 67 (or 64%) school districts reported homeless students**

# **Reauthorization of McKinney-Vento Act as Part of NCLB**

**The 2001 reauthorization includes:**

**definitions of who is homeless**

**clarifies who is eligible for the rights  
and protections it provides.**

# **Differences between Reauthorized McKinney-Vento Act and its Predecessor Program**

**Prohibition against segregating homeless students;**

**Requirement for transportation to and from school of origin;**

**Requirement for immediate school enrollment;**

**Changes in “best interest” determination;**

**Requirement for local liaison in all school districts; and**

**Provision of new subgrant requirements.**

# **Additional Requirements**

- 1. Ensure Access to School and Appropriate Services**
- 2. Reduce School Transfers and Enhance Educational Stability**
- 3. Strengthen Parental Choice and Involvement**
- 4. Ensure Educational Rights of Unaccompanied Youth**

# McKinney-Vento and Title I

**State Education Agency – required to submit a plan, which includes coordination with other programs, including McKinney-Vento Act.**

**Local Education Agency are only eligible for Title I funding once a plan for coordinating services among federal programs is submitted to the State, including McKinney Vento Act.**

**LEA Plan must provide a description of the services that will be provided to homeless children, including services provided with funds reserved from Title I allocation**

# Reservation of Title I Funds

**School Districts are required to. . . . .**

**Reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part (Title I, Part A) to serve:**

**Homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. . .**

# McKinney-Vento and Title I (Cont'd)

Homeless children and youth, by definition are eligible for Title I, Part A services at a Title I Targeted Assistance School

**2005-06 School Year – Expect data analysis and monitoring of Title I provisions for homeless children and youth**

# Priority in Allocation of Title IV, Safe & Drug-Free Schools

Priority to programs and activities that prevent illegal drug use and violence for:

(A) children and youth who are not normally served by State educational agencies or local educational agencies; or

(B) populations that need special services or additional resources (such as youth in juvenile detention facilities, runaway or **homeless** children and youth, pregnant and parenting teenagers, and school dropouts).

# How to be Proactive

**The First Steps a School district should take:**

- 1. Take an active role, appoint a liaison or point person**
- 2. Initiate contact with local community resources, including shelters, foster-care organizations, domestic violence centers, etc.**
- 3. Raise awareness and sensitivity of school registrars, guidance personnel and social workers**

## Being Proactive (Cont'd)

4. **Develop and implement local process for “counting” students in transition.**
5. **Access resources: web-based, inter/intra district, state and national.**
6. **Begin needs assessment and grant development process.**
7. **Request Assistance from FDOE, NCLB Regional Technical Assistance Centers, and/or Homeless Demonstration Project staff.**

# Who's To Blame?



The college professor  
said:

“Such rawness in a  
student is a shame,  
lack of preparation in  
high school is to  
blame.”

# Who's To Blame?

Said the high school teacher:

“Good heavens! That boy's a fool. The fault of course is with the middle school.”



# Who's To Blame?

The middle school teacher said:

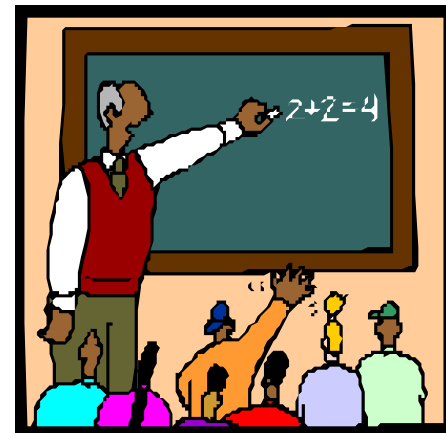
“From stupidity may I be spared. They sent him in so unprepared.”



# Who's To Blame?

The primary teacher huffed:

“Kindergarten blockheads all. They call that preparation – why, it’s worse than none at all.”



# Who's To Blame?



The kindergarten  
teacher said:

“Such lack of training  
never did I see. What  
kind of woman must  
that mother be.”

# Who's To Blame?

The mother said:

“Poor helpless child.  
He's not to blame.  
His father's people  
were all the same.”



# Who's To Blame?

Said the father at the end of the line:

“I doubt the rascal's even mine.”

Anonymous



# A Way of Work for Highly Effective School Districts . . .

*High Expectations for all children*



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