

McKinney-Vento

Creating Collaborations That Work For Homeless Children



Data

Nationally 180,000 students experiencing homelessness between 2013-2014

25,000 Unaccompanied youth (14-21)

4% **unsheltered** 6 %**Hotels/Motels**

15% **Sheltered** 75% **Doubled up**

Families are the fastest growing segment of homeless population - Approx. 40% of the whole

Illinois School Age Children

2005 – 14,464 2010 – 53,869

2006 – 18,616 2011 – 48,726

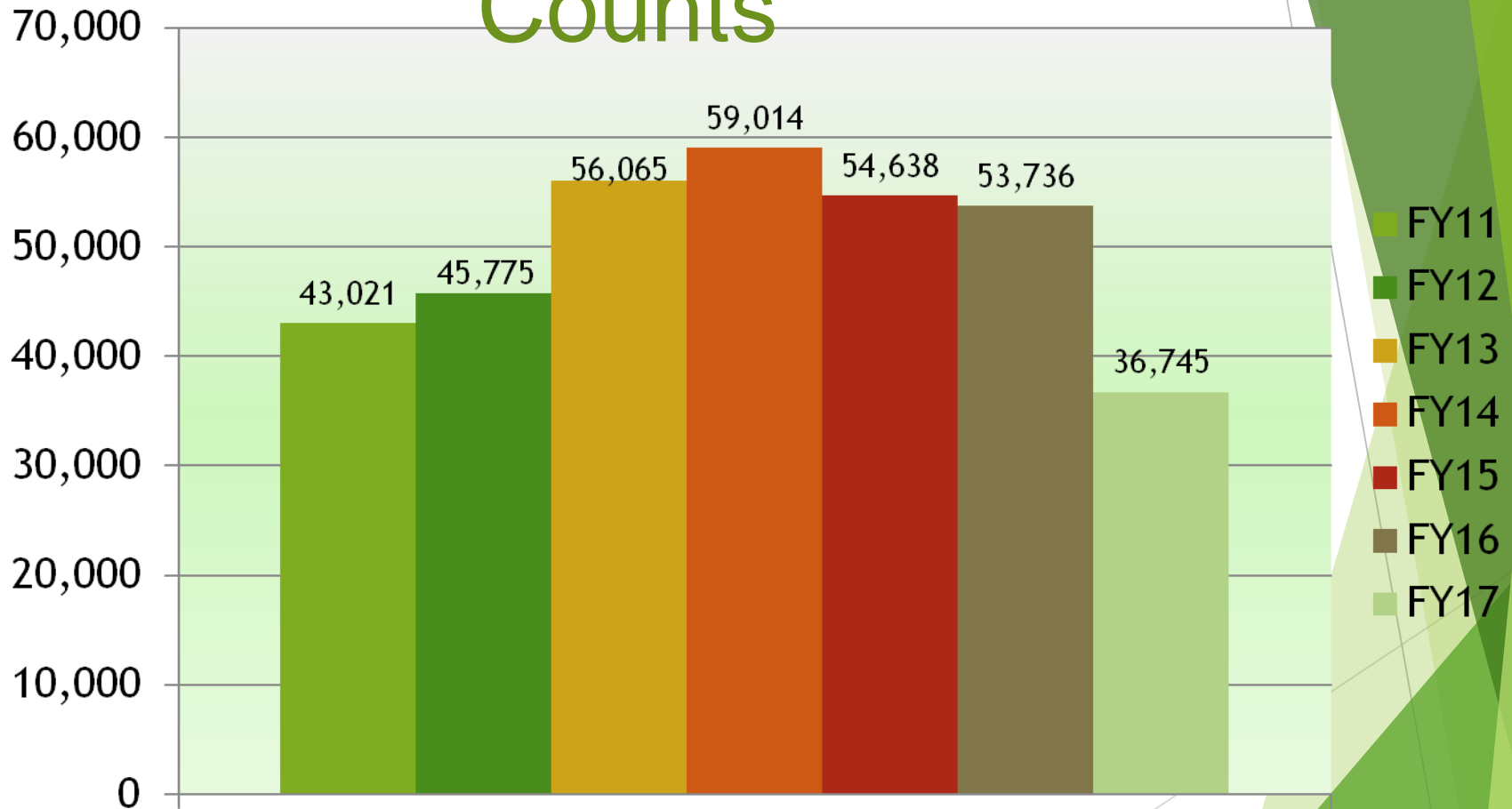
2007 – 19,821 2012 - 46,835

2008 – 26,088 2013 - 54,949

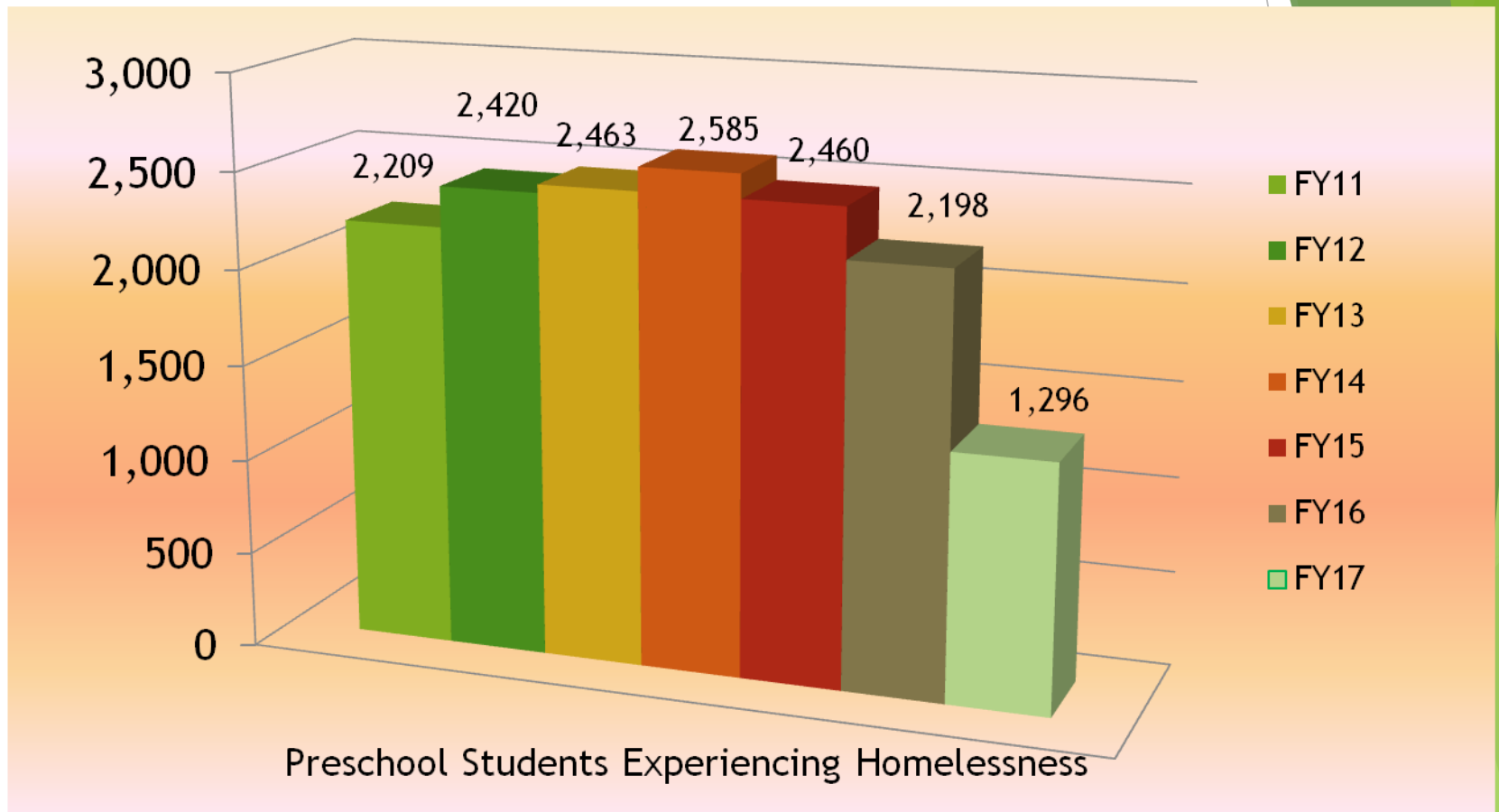
2009 - 38,146 2014 – 58,663

2015 – 54,638

Illinois PK-12 Homeless Counts



Illinois Preschool Homeless Students Served



The McKinney-Vento Act

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.)
- Originally passed in 1987.
- Reauthorized in 2015 by the Every Student Succeeds Act (ESSA).

Signed by President Obama 12/10/2016



McKinney-Vento Homeless Assistance Act

- Works hand-in-hand with Title IA and other federal education programs.
- Establishes the definition of *homeless* used by schools
- Ensures that children and youth experiencing homelessness have immediate and equal access to public education
- Provides for educational access, stability, and support to promote school success
- Needed to address the unique barriers faced by many homeless students

The Every Student Succeeds Act (ESSA): Effective Dates

- Amends McKinney-Vento, Title I, and other programs of the Elementary and Secondary Education Act
- McKinney-Vento provisions took effect **October 1, 2016**.
 - “Awaiting foster care placement” is removed **December 10, 2016**.
- **Title I foster care provisions take effect on December 10, 2016**
- Title I homeless provisions take effect for the 2017-18 school year.

During this presentation, you will...

- ▶ Gain information and knowledge about Title I, Part A and the McKinney-Vento Act.
 - ▶ of what the requirements are for serving homeless students under Title I, Part A and McKinney-Vento.
- ▶ Discover the acceptable uses of Title I, Part A reservation of funds and learn methods to determine your reservation of funds (sometimes referred to as a “set-aside”).
- ▶ Learn how to begin the development of strategies for state and district level collaborations

McKinney-Vento Homeless Assistance Act

- Main themes of McKinney-Vento:
 - Identification.
 - School stability.
 - School enrollment.
 - Support for academic success.
 - Child-centered, best interest decision making.

Who is homeless? (Sec.2 57)

The term “homeless children and youth”

(A) means individuals who lack a

fixed,

regular, and

adequate

nighttime residence and

(B) includes—

(i) children and youth who are **sharing the housing of other persons** due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are

awaiting foster care placement;

(ii) 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;

(iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) **migratory** children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Identification

- Lacking a **fixed, regular, and adequate** nighttime residence--
 - Doubled-up (sharing the housing of others due to loss of housing, economic hardship, or similar reason).
 - Living in motels, hotels, trailer parks, camping grounds due to lack of adequate alternative accommodations.
 - Living in emergency or transitional shelters.
 - Living in a public or private place not designed for human living.
 - Living in cars, parks, abandoned buildings, substandard housing, bus/train stations, or similar settings
 - **Awaiting foster care placement (until Dec. 10, 2016)**



MVHAA – Sec 725(2)

Unaccompanied Homeless Youth

- Definition: child or youth who meets the McKinney-Vento definition and is not in the physical custody of a parent or guardian. 11434a(6)
- Many youth become separated from parents due to lack of space in living situations or shelter policies.
 - Many flee abuse: 20-50% sexual; 40-60% physical.
 - Many flee family dysfunction: Over 2/3 Hotline callers report at least one parent abuses drugs or alcohol.
 - Roughly 1/3 homeless youth identify as LGBTQ.
 - 10% of currently homeless female teens are pregnant.
 - Many are not enrolled in school.

A couch is not a home!



Determining Eligibility

- Case-by-case determination.
- Get as much information as possible (with sensitivity and discretion).
- Look at the MV definition (specific examples in the definition first, then overall definition).
- Considerations for families/youth who are staying with other people:
 - ▶ Where would you go if you couldn't stay here?
 - ▶ What led you to move in to this situation?
- *NCHE's Determining Eligibility brief is available at http://www.serve.org/nche/downloads/briefs/det_elig.pdf*

Helpful considerations-

“Economic Hardship...”

- * Implies that limited financial resources have forced the family or youth to leave the personal residence and share housing due to an inability to pay the rent/mortgage and other bills
- * Clarifying question: Did economic hardship due to an accident or illness, loss of employment, loss of public benefits, or a similar reason force the family or youth to share the housing of other temporarily?
- * Consider:
 - how the shared housing came about
 - the intention of the residents
 - the family's or youth's housing options, if not sharing housing
 - the fixed, regular and adequate guiding phrase
- * Make determinations on a case-by-case basis

School Stability

Each LEA shall, according to each child's or youth's best interest:

- Continue the student's education in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed; OR
- Enroll in any public school that housed students living where the student is living are eligible to attend.
- In Illinois, the parent/guardian makes the best interest determination.

School Stability (cont.)

- School of origin is the school attended when permanently housed or school in which last enrolled, **including a preschool and including the designated receiving school at the next grade level for feeder schools.** 11432(g)(3)(I); Guidance N4; Fed. Data Guide

- Publicly-funded program for children 0-5 for which the LEA is a financial or administrative agent, or is accountable for providing early childhood education. (PFA and PI)
- Preschools operated, administered or funded by an LEA, including those funded by Title I or similar government grants. (including PDG)
- Head Start program receiving LEA funding or for which the LEA is the grant recipient.
- Preschool special education.
- LEA funded or administered home-based early childhood services. (example: Prevention Initiative)

School Stability (cont.)

- ▶ School of origin includes the designated receiving school at the next grade level for feeder school patterns, when the student completes the final grade level served by the school of origin.
- ▶ Student enrolled in School A in grade 5, the final grade level served by School A. Students at School A are designated to attend School B for grade 6. The school of origin for the student at the conclusion of grade 5 would be School B.

(Guidance I3)

Transportation

- LEAs must provide transportation to and from the school/preschool of origin, **including until the end of the year when the student obtains permanent housing**, at a parent or guardian's request (or at the liaison's request for unaccompanied youth). 11432(g)(1)(J)(iii); Guidance J5
 - If staying in the same LEA, that LEA must provide or arrange transportation to the school of origin.
 - If crossing LEA lines, both LEAs must determine how to divide the responsibility and share the cost, or they must share the cost equally. <http://www.isbe.net/funding/pdf/50-27-homeless-transportation>

11432(g)(1)(J)(iii); Guidance J5

Transportation

- LEAs also must provide students in homeless situations with transportation services comparable to those provided to other students. 11432(g)(4)(A)
- SEAs and LEAs must review and revise transportation policies that may act as barriers to identification, enrollment, attendance or success. 11432(g)(1)(I); Guidance J1
- Transportation must be arranged promptly to ensure immediate enrollment and not create barriers to attendance, retention or success. Guidance J1

School Enrollment

When remaining in the school of origin is not in the student's best interest or what the parent, guardian or youth requests:

11432(g)(3)(C)(i)

- McKinney-Vento students are entitled to immediate enrollment in any public school that students living in the same attendance area are eligible to attend; even if:
 - Students do not have required documents, such as **school records, records of immunization and other required health records, proof of residency, guardianship, or other documents; or**
 - **Students have missed application or enrollment deadlines during any period of homelessness.**

School Enrollment (cont.)

- “Enrollment” includes attending classes and participating fully in school activities. 11434a(1)
- SEAs and LEAs must develop, review, and revise policies to remove barriers to the identification, enrollment and retention of children and youth in homeless situations, **including barriers due to outstanding fees or fines, or absences.**

11432(g)(1)(I)

- **“Broad, on-going requirement... with regular input from homeless parents, youth, and advocates so that new barriers... do not prevent” students from full, immediate enrollment and services.** (Guidance A4)

Enrollment of Unaccompanied Youth

Unaccompanied Youth: A youth who is not in the physical custody of a parent or guardian. 11432(g)(1)(H)(iv)

- Immediate enrollment applies, even without parent or guardian.
 - Youth self-enrollment; Caregiver forms http://www.isbe.net/homeless/pdf/83-04J_caregivers.pdf
- Liaisons must help unaccompanied youth choose and enroll in a school, give priority to the youth's wishes, and inform the youth of his/her appeal rights. 11432(G)(3)(B)(iv)
- School personnel (administrators, teachers, attendance officers, enrollment personnel) must be made aware of the specific needs of runaway and homeless youth. 11432(g)(1)(D)
<http://www.isbe.net/homeless/pdf/83-04T-MKV-cert-minor-health-form.pdf>

Dispute Resolution

If a dispute arises over eligibility, school selection, transportation or enrollment in a school (including full participation):

- ▶ The student shall be immediately enrolled and/or provided transportation;
- ▶ Illinois:
 - ▶ The Regional Superintendent shall appoint a fair and impartial Ombudsperson to convene a meeting of the parties.
 - ▶ The Ombudsperson's decision may be appealed to the State Coordinator for review. The State Superintendent shall make the final determination.

Role of the District

- Immediate Enrollment
- Fee waivers, including graduation, extra-curricular & tech fees
- Transportation (*if needed*)
- Provide a stable environment
- Connection to social agencies
- Provide a liaison
- Use Title I set-side
- Priority to Head Start & Pre-K Programs
- Provide educational rights for homeless youth.

Support for Academic Success: National School Lunch Act

- McKinney-Vento students are automatically eligible for free school meals.
- USDA policy permits liaisons and shelter directors to obtain free school meals for students immediately by providing a list of names of students experiencing homelessness with effective dates.

http://www.isbe.net/nutrition/pdf/50-73_hmls_cert_mm.pdf

<http://www.naehcy.org/educational-resources/food>

<http://center.serve.org/nche/downloads/briefs/nutrition.pdf>

Support for Academic Success: Full Participation

- States must have procedures to eliminate barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
11432(g)(1)(F)(iii)
- LEAs should anticipate and accommodate the needs of McKinney-Vento students to enter these programs and consider giving them priority on waitlists. (Guidance I6)
- SEAs and LEAs should develop policies to expedite full participation in extracurricular activities and work with athletic associations to adjust policies to facilitate participation.
(Guidance p. 25)

Support for Academic Success: Credit Accrual and School Climate

- LEAs must have procedures to ensure McKinney-Vento students receive appropriate full or partial credit, such as: consulting with prior school about partial coursework completed; evaluating students' mastery of partly completed courses; offering credit recovery. 11432(g)(1)(F)(ii); 11432(g)(6)(A)(x);
Guidance O2
- SEAs and LEAs should ensure school personnel consider issues related to homelessness prior to taking disciplinary action.
(Guidance p. 33)
- SEAs and LEAs should provide training on the traumatic impacts of homelessness and how to provide trauma-informed support.
(Guidance p. 34)

Support for Success: Title IA

- Amendments take effect 2017-18 school year.
- McKinney-Vento students attending any school in the LEA are automatically eligible for Title IA services. 20 USC 6315(c)(2)(E); Guidance M1
- State report cards must disaggregate achievement and high school graduation data for McKinney-Vento students. 20 USC 6311(h)(1)(c)

Homeless Children and Youth

- ❑ Are automatically eligible for Title I, Part A services—whether or not they attend a Title I, Part A school **or** meet the academic standards required of other students for eligibility. (U.S. Department of Education [ED], 2004)
- ❑ They may receive these services under a schoolwide or targeted assistance program.
- ❑ They can receive services even if not attending a Title I school, through the Part A set-aside (reservation).
- ❑ This provision also allows homeless students who are doing well academically to receive additional non-instructional education related support services needed to succeed in school.
- ❑ LEA plans should include a description of the services to be provided to homeless students and the **collaboration between the two programs.**

Title IA: Reservation of Funds

- All LEAs that receive Title IA funds must reserve (set aside) funds to provide homeless children services comparable to services provided in Title IA schools. 20 USC 6313(c)(3)
 - LEA set-aside amounts may be determined based on a needs assessment that reviews homeless student enrollment averages and trends over 2-3 years and multiplies by the average per-pupil cost of providing Title I services.
 - The needs of McKinney-Vento students should be reviewed at least more than once per school year.
 - Each year's set-aside should include an evaluation of past activities' effectiveness in accomplishing the goals of both Title I and McKinney-Vento for individual students and the overall programs. (Guidance M7)

Title IA Reservation (cont.)

- Funds may be used: 20 USC 6313(c)(3)
- For homeless children and youth attending any school in the LEA. (Guidance M5)
 - For services not ordinarily provided to other students. (Guidance M4, M5)
 - To fund the McKinney-Vento liaison. (Guidance M10)
 - To provide transportation to the school of origin. (Guidance J7)
 - For educationally related support services, including preschool.

Title IA Reservation (cont.)

- Funds may be used: 20 USC 6313(c)(3)
- For homeless children and youth attending any school in the LEA. (Guidance M5)
 - For services not ordinarily provided to other students. (Guidance M4, M5)
 - To fund the McKinney-Vento liaison. (Guidance M10)
 - To provide transportation to the school of origin. (Guidance J7)
 - For educationally related support services, including preK.

Title IA Reservation (cont.)

- ▶ USED Examples of Uses of Title IA funds:
 - ▶ Clothing, particularly if necessary for dress code or physical education classes.
 - ▶ Fees to participate in the general ed program.
 - ▶ School supplies
 - ▶ Birth certificates necessary to enroll in school
 - ▶ Food (in connection with educational programming)
 - ▶ Medical and dental services, immunizations, glasses, hearing aids
 - ▶ Counseling services
 - ▶ Outreach services
 - ▶ Extended learning time; Tutoring services
 - ▶ Fees for AP, IB, GED testing (Guidance M4)

Title IA Reservation (cont.)

▶ USED's guiding principles for using Title IA funds:

(Guidance M4)

- ▶ Services must be reasonable and necessary to enable homeless students to take advantage of educational opportunities.
- ▶ Funds must be used as a last resort when services are not reasonably available from another public or private source.

Title I Part A Amendments: Foster Care – the Short Version

- Creates new Title I, Part A assurances that will provide ALL children in any stage of foster care proceedings with protections similar to McKinney-Vento (but not through MV).
- LEAs are not required to provide school of origin transportation, if there are additional costs, unless they are reimbursed by the child welfare agency or agree to provide it.

Identify!!!

Federal & state law says you must identify & serve!!

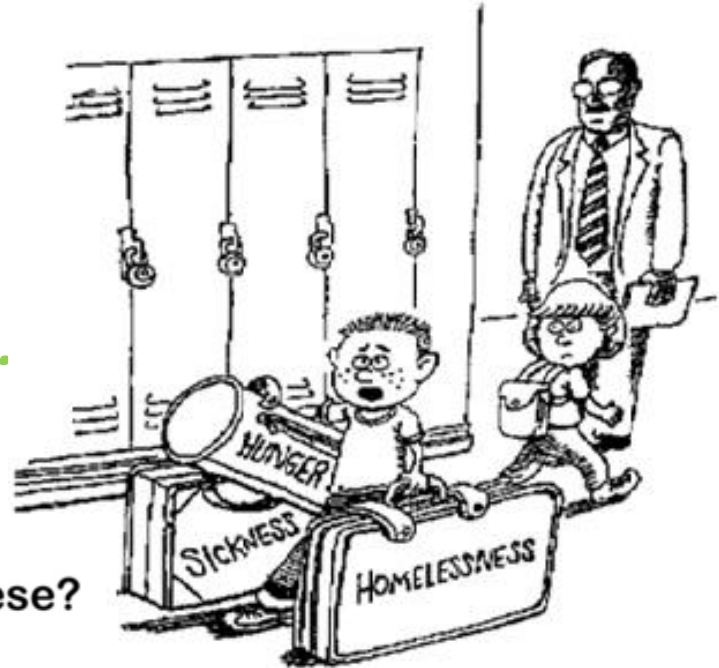
Contact your homeless liaison – do you know who it is?

Each district has a homeless liaison who is responsible for working with the homeless student/family

If you don't identify this invisible student population, how can we serve them?

Federal & state law says you must identify & serve this population.

**“Could someone help me with these?
I’m late for math class.”**



Educational Rights

- Go to school, no matter where they live or how long they have lived there.
- Continue in the school they last attended before becoming homeless or the school where they last attended when they became homeless, *if that is the parent's or guardian's choice and is feasible*.
- Receive transportation to the school they last attended before their family became homeless or the school they last attended, *if the parent or guardian requests such transportation*.
- Attend school and participate in school programs with children who are not homeless.
- Enroll in school without giving permanent address.
- Enroll and attend classes while school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Receive the same special programs and services as provided to all other children served in these programs.
- Receive transportation to school and to school programs comparable, *if needed*, to that provided to children who are not homeless

16 Services

1. Tutoring and supplemental instructional support
2. Expedited evaluations and testing: Gifted, Title 1, English Language Learners, Special Education
3. Professional **developmental** for teachers, administrators and staff
4. Referrals to medical, dental, mental and other health services
5. Transportation (regular, after school & special education)
6. Early Childhood
7. Comparable services
8. Before and after school and summer school programs
9. Obtain and transfer records necessary for enrollment
10. Parent education
11. Coordination between schools and local services
12. Counseling and referrals for domestic violence issues
13. Other specific needs due to domestic violence
14. Adapt spaces/supplies and provide off site services
15. School supplies
16. Emergency assistance to enable a student to attend school

Remove Barriers to Enrollment and School Success

- Frequent Mobility
- Lack of transportation
- Lack of records
- Lack of Staff Awareness and sensitivity
- Inability to complete assignments
- Decreased attendance
- Lack of psychological and other health needs
- Physical needs

Don't Forget

IDEA

Pre School

Title I

Head Start or Even Start

Higher Education

Higher Ed

- * Convince youth that they can go to college with out parent support or participation, even if they live alone and/or are in poverty
- * Build relationships with financial aid admin., start early, keep multiple copies, help provide a place to have mail sent, counseling before and after entering college, don't go it alone
- * FAFSA ~ can be completed with out parental signature, financial information or consent
- * Liaison can verify that the student is homeless
- * Help search **scholarships**:
 - LeTendre - http://www.naechy.org/dl/letendre_app.doc
 - Chicago Coalition for Homeless Children - www.chicagohomeless.org
 - Posse Foundation - <http://www.possefoundation.org>
 - QuestBridge - www.questbridge.org
 - Scholarship America - www.scholarshipamerica.org

How Do Collaborative Efforts Begin:

Partnerships begin because individuals **reach out** to like-minded people and groups to address issues that affect children and families.

Identify Needs:

Education ____ School Records ____

Special Ed ____ Title ____

Local Policy ____ Housing ____

Clothing ____ Laundry ____ Food ____

Hygiene ____ Immunizations ____

Physicals ____ Counseling ____

Transportation ____ Legal ____

Domestic Violence ____

Search for Solutions:

Housing Agencies ____ Shelters ____

Clothing ____ Food Pantries ____

Health Dept. ____ Continuums ____

Fraternal Organizations ____

Churches & Ecumenical Counsels ____

Community Action Groups ____

Interagency Councils ____ Judicial ____

Law Enforcement ____ Military ____

Colleges & Universities ____

Private Sector ____

What Are The Objectives?

Being able to provide necessary services for homeless students is often a struggle. To meet specific needs you will find it helpful to identify assets and connect them with available services.

- To increase knowledge and develop successful strategies
- To collaborate and network with stakeholders to improve services to students/families experiencing homelessness
- To share successful strategies used by various stakeholders to better serve homeless students/families
- To understand what is needed so all stakeholders may better serve students/families who are experiencing homelessness

*Create **MERCY:***

*McKinney-Vento Emergency
Resources for Children & Youth*

Grow Your Community

- 🍃 Identify needs - What do I need . . . where do I get it?
- 🍃 Within the Community at large what are the homeless services and are they working?
- 🍃 Within the school community who are the homeless families and how are they being identified?
- 🍃 Build collaborations & cooperation.
- 🍃 Who you know does matter – who are participants?
- 🍃 Look outside of the classroom – public & private sectors.
- 🍃 Build awareness - participate – your face will become welcome!
- 🍃 Create opportunities – provide awareness & training.
- 🍃 Think outside of the box

Expand your comfort zone!!

Who Are The Stakeholders?

- ✱ Continuums of Care
- ✱ Community Action Agencies
- ✱ Interagency Councils
- ✱ Area Planning Councils
- ✱ Federal, state, regional, county, township & city agencies
- ✱ Judicial, court services, legal, law enforcement
- ✱ Health care providers
- ✱ Shelters & food pantries
- ✱ Fraternal organizations
- ✱ Churches
- ✱ Universities
- ✱ Military

Who is missing from the table?

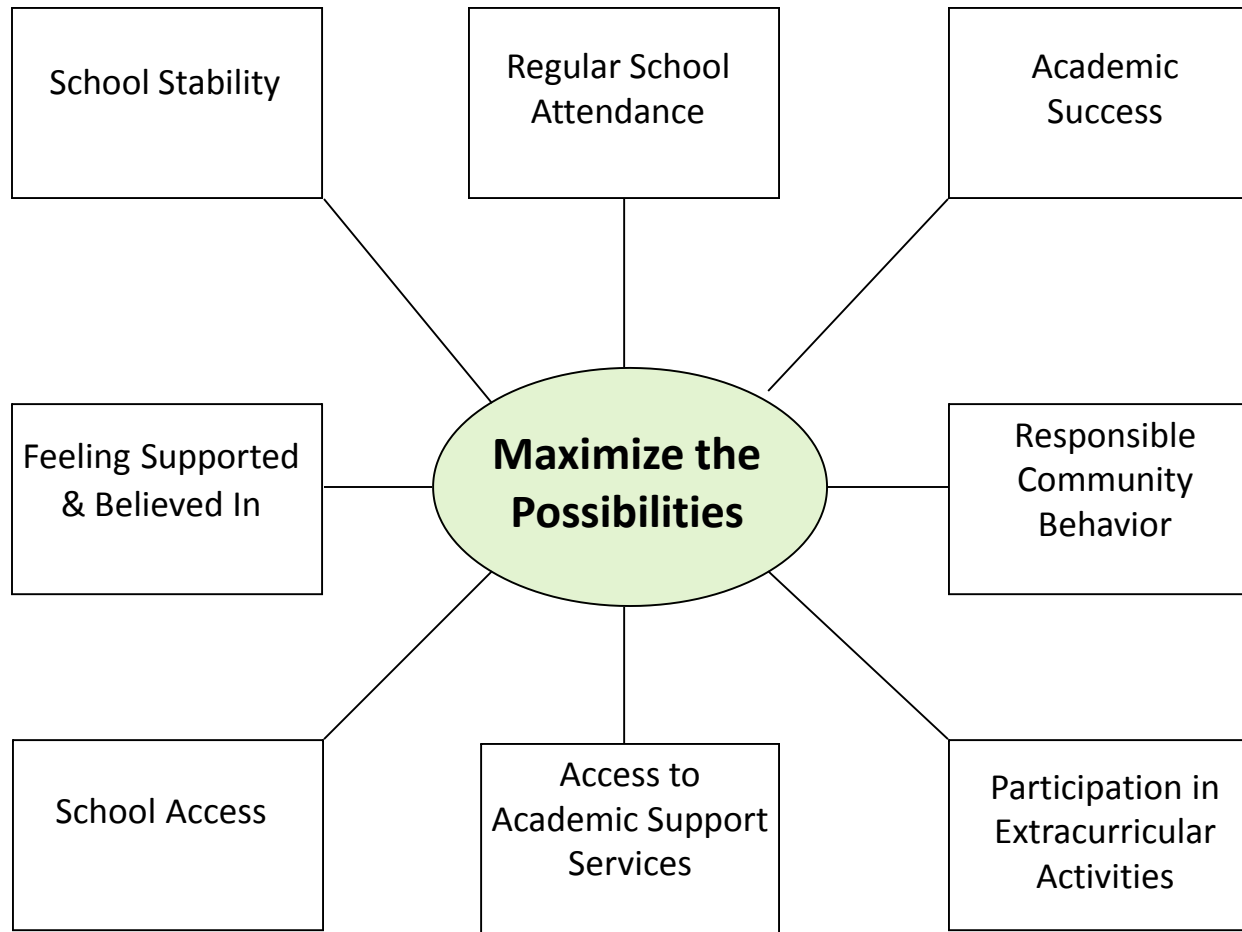


Build a Network of Services

Being able to provide necessary services for homeless students is often a struggle. To meet specific needs you will find it helpful to identify assets and connect them with available services.

- ✦ **Identify Needs**
- ✦ **Identify Participants**
- ✦ **Grow Your Community**
- ✦ **Build Awareness**
- ✦ **Provide Education & Training**
- ✦ **Collaboration & Cooperation**
- ✦ **Projects/curriculum**

The payoff is huge!



General Resources

National Association for the Education of Homeless Children and Youth

<http://naehcy.org>

Facebook and Twitter

National Center on Homeless Education

<http://center.serve.org/nche/>

National Network for Youth

<http://www.nn4youth.org>

DVDs for awareness-raising

- “Real Students, Real Schools”: naehcy.org/videos
- “The McKinney-Vento Act in Our Schools”: pjulianelle@naehcy.org

General Resources

McKinney-Vento full text and Policy Guidance:

<http://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>

National Law Center on Homelessness and Poverty (NLCHP)

www.nlchp.org

Most Frequently Asked Questions (revised)

http://www.naehcy.org/dl/naehcy_faq.pdf

Illinois State Board of Education Homeless

Education <http://www.isbe.net/homeless/default.htm>

Resources

**NATIONAL ASSOCIATION FOR THE EDUCATION OF HOMELESS CHILDREN
AND YOUTH** www.naehcy.org

NATIONAL CENTER FOR HOMELESS EDUCATION (NCHPE) www.nche.org

NATIONAL LAW CENTER ON HOMELESSNESS AND POVERTY (NLCHP)
www.nlchp.org

NATIONAL CENTER FOR HOMELESS EDUCATION
<http://center.nche.org/downloads/briefs/titlei.pdf>

MCKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES
Serving Homelessness under Title I, Part A www.nche.org

NO CHILD LEFT BEHIND FINANCIAL COMPLIANCE INSIDER,
http://center.nche.org/downloads/calculating_setasides.pdf

MCKINNEY-VENTO 2001—LAW INTO PRACTICE
The Education of Students in Homeless Situations - 2001 No Child Left Behind Act:
Summary of McKinney-Vento Act and Title I Provisions
<http://center.nche.org/downloads/briefs/summary.pdf>

NATIONAL CENTER FOR HOMELESS EDUCATION
http://center.nche.org/pr/na_eval.php

HUD Continuum of Care

REGIONS



ALPHA

Counties: Kane, DuPage, West Suburban Cook



BLACKHAWK

Counties: Jo Daviess, Winnebago, Stephenson, Boone, Carroll, Ogle, DeKalb, Whiteside, Lee



CHICAGO

Counties: Cook



EASTERN PRARIE

Counties: Livingston, McLean, Ford, Iroquois, Macon, Moultrie, Douglas, Coles, Edgar, DeWitt, Piatt, Champaign, Vermillion, Shelby, Cumberland, Clark



HEART OF ILLINOIS

Counties: Rock Island, Henry, Bureau, LaSalle, Mercer, Warren, Knox, Stark, Putnam, Henderson, McDonough, Fulton, Peoria, Tazewell, Woodford, Marshall



LAKE McHENRY

Counties: Lake, McHenry



METRO EAST 13

Counties: Bond, Clinton, Madison, Monroe, Randolph, St. Clair, Washington



NORTH REGION

Counties: Cumberland, Shelby, Jasper, Effingham, Crawford, Moultrie, Fayette



NORTHWEST METROPOLITAN

Counties: Suburban Cook, Lake, DuPage



SOUTH REGION V

Counties: Perry, Franklin, Hamilton, White, Jackson, Williamson, Saline, Gallatin, Union, Johnson, Pope, Hardin, Massac, Alexander, Pulaski



SOUTH SUBURBAN

Counties: Suburban Cook, Will, Kankakee



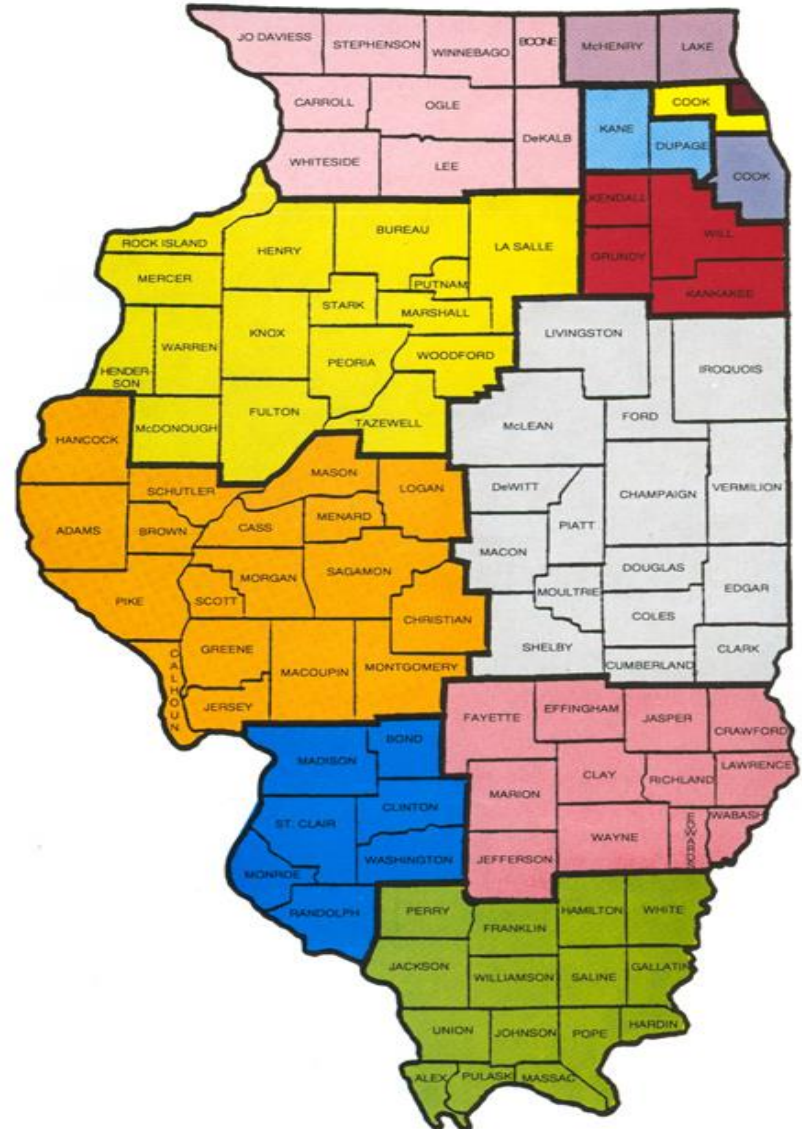
THREE RIVERS

Counties: Kendall, Will, Grundy, Kankakee



WEST CENTRAL

Counties: Mason, Christian, Montgomery, Cass, Morgan, Greene, Jersey, Scott, Macoupin, Sangamon, Logan, Menard, Pike, Brown, Schuyler, Hancock, Adams, Calhoun



6 Minutes On-line

Homeless Education training

[Homeless Education Training for Administration](#)

[Homeless Education Training for Bus Driver](#)

[Homeless Education Training for Liaison](#)

[Homeless Education Training for Secretary](#)

[Homeless Education Training for Teachers](#)

[Homeless Education Training for Custodians](#)

[Homeless Education Training for Cafeteria](#)

[Homeless Education Training for Athletic Directors and Coaches](#)

[Homeless Education Training for Community Service Organization](#)

[Homeless Education Training for School Board Members](#)

[Homeless Education Training for PTOs and PTAs](#)

[Homeless Education Training for Early Childhood](#)

[Homeless Education Training for Higher Education](#)

[Homeless Education Training for Student Body](#)

[Homeless Education Training for Counselor/Social Worker](#)

[Homeless Education Training for Faith Based](#)

[Homeless Education Training for Parents](#)

[Homeless Education Training for Parents – Spanish](#)

[Homeless Education Training for Child/Youth Information](#)

[Homeless Education Training for IDEA](#)

[Homeless Education Training for County/City Governments](#)

[Homeless Education Training for Title 1](#)

[Homeless Education Training for Continuum of Care](#)

<http://www.roe40.com/homeless-education-training.html>

Contact Us

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309-575-3259
mworthin@roe26.net

**Illinois State Board of Education
Homeless Education Hotline
1-800-215-6379**

Building Your Network

To create your network (or collaborations) establish professional working relationships with:

- ▶ School Counselors/Social Workers
- ▶ Secretaries/registrars (enrollment staff)
- ▶ School recourse and attendance officers
- ▶ Program administrators for Special Education
- ▶ Child nutrition
- ▶ Title I, Title III, Migrant and Early Childhood
- ▶ Principals and Teachers
- ▶ Transportation Directors and Bus Drivers
- ▶ Parents and unaccompanied homeless youth
- ▶ Family and parent involvement centers
- ▶ Student services staff
- ▶ Nurses
- ▶ Shelter-based school liaisons
- ▶ Who else would you add to this list?