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A DESCRIPTIVE STUDY OF FUNDED HOMELESS EDUCATION PROGRAMS:
BARRIERS AND SUPPORTS IN NEW YORK STATE

A dissertation submitted in partial fulfillment
of the requirements for the degree of

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New York

by

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ABSTRACT

A DESCRIPTIVE STUDY OF FUNDED HOMELESS EDUCATION PROGRAMS: BARRIERS AND SUPPORTS IN NEW YORK STATE

Kerri A. Canzone

With the issue of homelessness ever-present in our educational system, it is important to examine current barriers and supports in the education of students experiencing homelessness. It is also critical to examine the academic achievement of this special population of at-risk students. Descriptive information was sought about types of barriers to education access and success, as well as supports and academic achievement in New York State-funded Local Education Agencies (LEAs) and to ascertain what educational leaders are doing to meet the educational needs of their homeless student population. Regional differences among barriers and supports were examined, as well as English Language Arts (ELA) and mathematics achievement results. Conclusions were drawn from the quantitative analysis of data provided by 148 New York State LEAs receiving federal McKinney-Vento subgrant funding in the 2007–2008 and 2008–2009 New York State Education Department Consolidated State Performance Reports (CSPRs).

DEDICATION

From my earliest memories, I dreamt of nothing other than becoming an educator. I developed a passion for learning that kept propelling me to chase goal after goal and continue my schooling. Along the way, many teachers helped cultivate my learning and encouraged me to reach for the stars.

Perhaps my greatest teacher in life departed too soon. This study is dedicated to my grandmother, Anna Nicoline Canzone. Grandma Canzone had little formal schooling in Campobasso, Italy, and instead was forced to leave school to help raise her sisters. She immigrated to the United States in 1949, joined the workforce, and raised a family. Even though she had less than a high school education, my grandmother taught me some of the greatest lessons in life. She taught me about love, family, and the value of a good education. She was my biggest cheerleader along my educational journey, but passed away during my first semester at Syracuse University. Every day since, I have kept the memories and lessons from my grandmother alive. When leaving Syracuse, I set a goal to be the first family member to obtain a doctoral degree. The journey has definitely been long and trying, but I will nonetheless forever be grateful for the inspiration provided by one of my very first teachers. Thanks Grandma.

ACKNOWLEDGMENTS

This dissertation would not be complete without acknowledging the tremendous support system I've had to encourage and guide me throughout my journey. My family has always been there to keep me grounded and push me forward, even when things seemed impossible. Mom, Dad, Anthony, Sara, the Grecos, and the Nappes, I thank you for always being there through it all and for always listening. Matt, I am so grateful you came into my life and taught me about persevering against all odds. Much of my writing was accomplished while you were on your own unimaginable journey, and your absence served as my inspiration. To all of my friends on Long Island and upstate, I thank you for always believing in me. I give special thanks to Dr. Nicole Catapano, Dr. Lori Strong, and Ms. Elizabeth Fisk for their technical support and feedback.

My sincere appreciation is extended to my mentor, Dr. Korynne Taylor-Dunlop, whose support and guidance have been instrumental in my successful completion of this dissertation. I cannot express the gratitude I feel for your belief in me as I grew professionally and personally. You are not only my mentor, but someone I strive to emulate each day.

I also express gratitude to the members of my Doctoral Dissertation Committee: Dr. Jonathan T. Hughes and Dr. Frank Smith. Thank you for your advice and guidance. You both exude a zest for education and are the epitome of lifelong learners.

Being part of a cohort was an amazing experience, one that I liken to being part of a family. Thank you, cohort four, especially Lisa Belz, Fino Celano, Christopher Michael, and James Bertsch. Going through this journey with all of you has made it that much sweeter.

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CHAPTER 1: INTRODUCTION

The purpose of this researcher was to describe the types of educational barriers to school access and success, as well as supports available to homeless students in 148 Local Education Agencies (LEAs) across New York State that received federal McKinney-Vento subgrant funding, and to ascertain what educational leaders are doing to meet the educational needs of their homeless student population. The study was based on data from the 2007–2008 and 2008–2009 New York State Education Department Consolidated State Performance Reports (CSPR). Data on or about barriers, supports, as well as English Language Arts (ELA) and mathematics achievement were gathered through the 2007–2008 and 2008–2009 CSPRs.

This researcher sought to examine the roles of school leaders, faculty, and support personnel in relation to the transition of homeless students into their school and how their homeless population is performing in educational achievement in reading and mathematics. In addition, recommendations on barriers and supports will be made for policy makers, school districts, and families experiencing homelessness.

Statement of the Problem

With the recent economic crisis facing our nation, the issue of homelessness is more prevalent than ever. The National Coalition for the Homeless website (<http://www.nationalhomeless.org>) lists two trends for the rise of homelessness in the past quarter century: the lack of affordable housing and the rise in poverty. The website further describes people experiencing homelessness in the following demographic categories: age, gender, family, ethnicity, victims of domestic violence, veterans, persons

with mental illness, persons suffering from addiction disorders, and unemployment (2009).

The public school system has been dealing with homelessness for decades, and the social problem continues to impact a significant number of families with children, who are the fastest growing group, accounting for 40% of the homeless population (Gargiulo & Kilgo, 2005).

Along with the creation of the No Child Left Behind Act of 2001 came a federal mandate that required all public schools to track and report data on their homeless student population:

The U.S. Department of Education's (ED) Office of Elementary and Secondary Education (OESE) requires all state education agencies (SEAs) and local education agencies (LEAs) to submit information to be able to determine the extent to which States ensure that children and youth experiencing homelessness have access to a free, appropriate, public education under Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Acts, also authorized as Title X, Part C of the Elementary and Secondary Education Act, as amended. The purpose of the Education for Homeless Children and Youths (EHCY) Program is to improve educational outcomes for children and youth in homeless situations. This program was designed to ensure that all homeless children and youth have equal access to public education and that States and LEAs review and revise policies and regulations to remove barriers to enrollment, attendance, and academic achievement. (Education for Homeless Children and Youth Program Data Collection Summary, 2010, p. 3)

According to the annual federal analysis, in the 2008–2009 school year, across the United States, there were 956,914 homeless students enrolled in LEAs with and without McKinney-Vento subgrants. This figure demonstrated a 20% increase from 2007–2008, when the total number of enrolled homeless students was 794,617, and a 41% increase from 2006–2007, when the total number of enrolled homeless students was 679,724. The federal analysis cites natural disasters, improved data collection, and state of the United States economy as potential factors that contribute to the increase and decrease of homeless students among states (pp. 7–11).

New York State Education Department (NYSED) reported a total of 76,117 enrolled homeless students in the 2008–2009 school year, up from 71,218 in 2007–2008 and up from 44,018 in 2006–2007, which demonstrates a 73% increase in the population over three years (Education for Homeless Children and Youth Program Data Collection Summary, 2010, p. 10). The combination of students experiencing homelessness and the organizational structure of the education system can create a variety of issues on the education of homeless students.

Problems associated with homelessness (financial difficulties, transiency, etc.) and problems associated with the organization of schools (residency requirements, transportation, etc.) combine to pose formidable barriers to their education and place these students especially at risk of school failure if not outright school exclusion. (Stronge, 1993a, p. 448)

Since the issue of homelessness continues to impact students, families, the public school system, and our nation, it is imperative to examine what is being done to alleviate the problem.

Definition of Terms

For the purposes of this researcher, the terms *homeless students*, *unaccompanied youth*, *enroll and enrollment*, and *homeless liaison* will be defined as per Subtitle B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.):

Homeless Children and Youths. The term *homeless children and youths*—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes—

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

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

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

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Unaccompanied Youth. Includes a youth not in the physical custody of a parent

or guardian.

Enroll and Enrollment. Attending and participating fully in school activities.

Homeless Liaison. A designated appropriate staff person, who may also be a coordinator for other federal programs, as a local educational agency liaison for homeless children and youths.

McKinney-Vento Subgrants. The term *McKinney-Vento Subgrants* will be defined as Sec. 723. Local education agency subgrants for the education of homeless children and youths:

GENERAL AUTHORITY—

(1) IN GENERAL—The State educational agency shall, in accordance with section 722(e), and from amounts made available to such agency under section 726, make subgrants to local educational agencies for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youths.

(2) SERVICES—

(A) IN GENERAL—Services under paragraph (1)—

(i) may be provided through programs on school grounds or at other facilities;

(ii) shall, to the maximum extent practicable, be provided through existing programs and mechanisms that integrate homeless children and youths with nonhomeless children and youths; and

(iii) shall be designed to expand or improve services provided as part of a school's regular academic program, but not to replace such services provided under such program.

(B) SERVICES ON SCHOOL GROUNDS—If services under paragraph

(1) are provided on school grounds, schools—

(i) may use funds under this subtitle to provide the same services to other children and youths who are determined by the local educational agency to be at risk of failing in, or dropping out of, school, subject to the requirements of clause (ii); and

(ii) except as otherwise provided in section 722(e)(3)(B), shall not provide services in settings within a school that segregate homeless children and youths from other children and youths, except as necessary for short periods of time—for health and safety emergencies; or to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youths.

(3) REQUIREMENT—Services provided under this section shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the school's regular academic program.

At-Risk Youth. “An individual who is discouraged by the school due to academic inadequacies and failures, one who perceives little interest in or caring on the part of teachers, sees the institutions' discipline system as ineffective and unfair, and experiences serious encounters with that discipline system. Therefore, it is not unreasonable to expect that the individual will become alienated and lose one's sense of commitment to the goals

of graduating from high school and pursuing more education” (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989, p. 37).

Engagement. The development of a “social bonding to teachers, program, and peers, and the recognition of the benefits of a cohesive group in which people are valued” (Wehlage et al., 1989, p. 25).

Abbreviations—

BEDS is the abbreviation used for Basic Education Data System. The Basic Educational Data System (BEDS) was designed to collect, store, and disseminate information about New York State’s elementary and secondary schools. The data in BEDS have been collected annually since 1967 and provide information on public and private schools, and school districts. In 1970, BEDS also began to collect data from the Boards of Cooperative Educational Services (BOCES) (New York State Archives Website, 2010).

FAPE is Free and Appropriate Public Education.

LEA is Local Educational Agency (i.e., school district).

LEP is Limited English Proficiency.

NYSED is New York State Education Department.

NYS-TEACHS is New York State Technical Assistance Center for Homeless Students.

LOUISE is Liaisons On-Line United Information System for Evaluation Survey.

SEA is State Educational Agency.

SED is State Education Department.

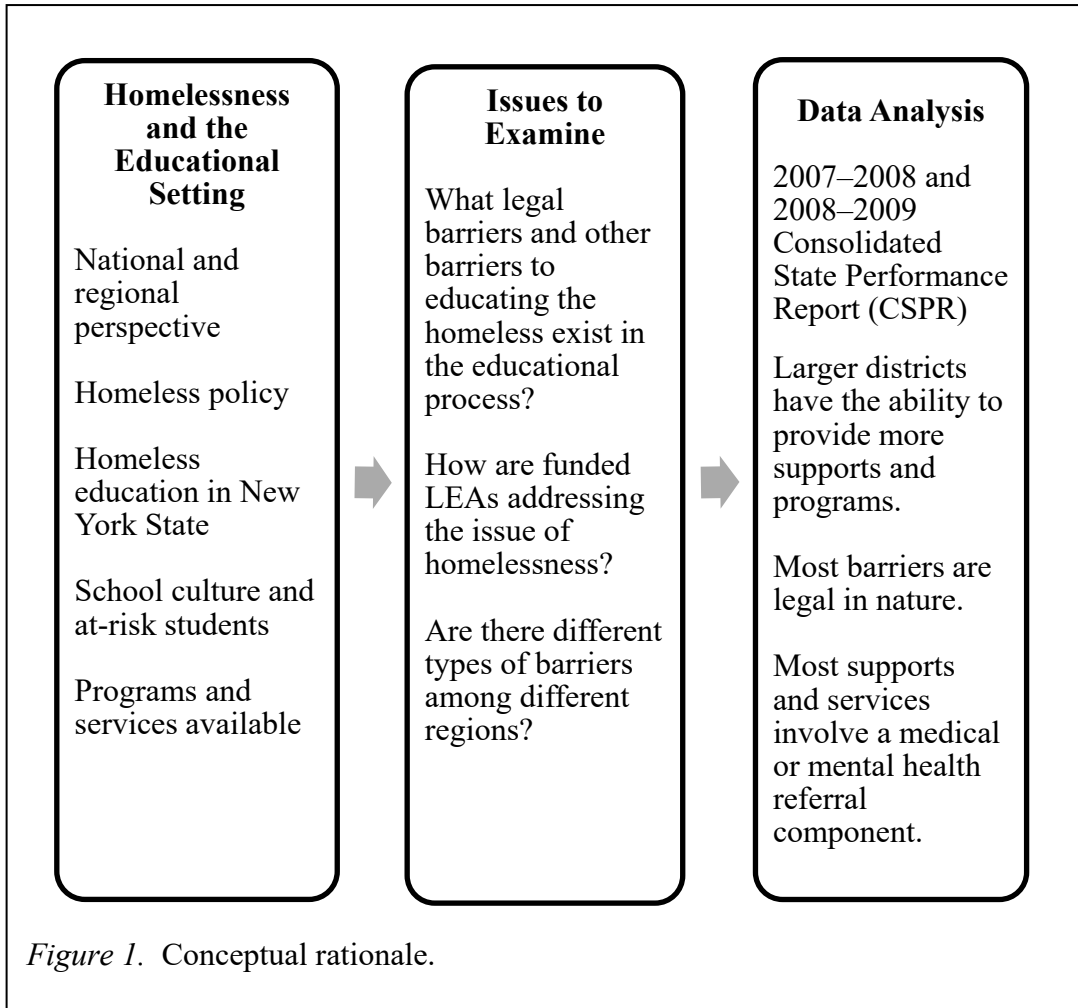
Research Questions

The following research questions guided this study:

1. What types of barriers to education access and success exist for homeless students in New York State LEAs that receive McKinney-Vento subgrants?
2. What are the differences in the types of barriers faced by LEAs in different regions in New York State?
3. What supports are available for homeless students in different regions in New York State?
4. How do school districts in New York State that receive McKinney-Vento subgrant funding and have a greater number of supports for homeless students compare with school districts in New York State that have a fewer number of supports for homeless students, in terms of proficiency on New York State English Language Arts (ELA) and Mathematics Assessments?

Conceptual Rationale

For the conceptual rationale for this study, the researcher examines the relationship between the issues facing homeless students and the nature of the barriers, supports, and ELA and mathematics achievement within the school system. In order to obtain more information on homeless education in McKinney-Vento subgrant-funded Local Education Agencies (LEAs), the 2007–2008 and 2008–2009 Consolidated State Performance Reports were analyzed. Based on the literature (Nabors, 2004; Stronge, 2000; Helm, 1993), some assumptions can be made about the nature of barriers and supports, as depicted in Figure 1.



The issue of educating the homeless and homeless policy in the United States and within New York State were studied, along with theories on school culture and at-risk students. Descriptive information was sought about types of barriers, supports, and academic achievement in New York State funded Local Education Agencies (LEAs). Regional differences among barriers and supports were examined. Conclusions were drawn from the quantitative analysis of the 2007–2008 and 2008–2009 Consolidated State Performance Reports (CSPRs). Recommendations and suggestions for future

research will be made for policy makers, school districts, and families experiencing homelessness.

Significance of the Study

With the issue of homelessness ever-present in our educational system, it is important to examine current barriers and supports in the education of students experiencing homelessness. It is also critical to examine the academic achievement of this special population of at-risk students.

Data provided by 148 New York State LEAs receiving federal McKinney-Vento subgrant funding were analyzed in existing barriers to education access and success, as well as supports in place for students experiencing homelessness. English Language Arts (ELA) and mathematics achievement data for the homeless student population in the 148 LEAs were analyzed.

Recommendations will be made for educators, policy makers, and families experiencing homelessness. The analysis of the data provided by 148 LEAs might inform leaders about the types of barriers faced by homeless populations in different regions, as well as the efficacy of supports implemented by McKinney-Vento subgrant LEAs.

Methodology

This investigator employed quantitative methods that analyzed previously obtained survey data via the 2007–2008 and 2008–2009 New York State Education Department (NYSED) Consolidated State Performance Reports (CSPRs). The survey collected data from the school years 2007–2008 and 2008–2009 from homeless liaisons

and other school leaders on education barriers, supports, programs, and achievement for homeless students. Patterns, trends, discrepancies, and themes were examined.

Limitations of the Study

It is important not to make generalizations about trends in the data received from this study, as the sample only included public schools in New York State that received federal McKinney-Vento subgrant funding. The study included data on barriers to education access and success, in addition to supports for, and academic achievement of students experiencing homelessness from 148 LEAs in New York State. Therefore, findings cannot be generalized to other regions or populations without the replication of this study.

CHAPTER 2: REVIEW OF RELATED LITERATURE

This literature review includes an overview of homelessness as it relates to education in the public school setting. The review is divided into six main sections. The first section provides an historical overview of homelessness and homeless policy in the United States. The next section examines barriers to access and success in the education of homeless students. The third section reviews current supports in place to assist homeless students and their families. An overview of homeless education in New York State is summarized in the fourth section. Literature relating to school culture and at-risk students, specifically homeless students, is discussed in the fifth section. Finally, an overall summary of the literature is captured in the sixth section.

Historical Overview

Homelessness is a social issue that crosses all socio-economic statuses and geographic areas. Stronge in Stronge and Reed-Victor (2000) points out that “It is clear that homeless students are not confined to urban areas; in fact, homeless children and their families can be found in large cities, small towns, suburban communities, and rural areas alike” (p. 3).

Mawhinney-Rhoads and Stahler (2006) speak to the elusiveness of the definition of homelessness and refer to the “changing face of the homeless.” The authors note how the profile of people experiencing homelessness has changed significantly since the Great Depression and that currently, “a significant portion of the homeless population is comprised of minority, single-mother households with multiple children” (Mawhinney-Rhoads & Stahler, 2006, p. 290).

With one of the fastest growing homeless populations being children, and the definition of homelessness continually up for debate, it is appropriate here to define homelessness in the context of federal education policy. The public education system has been educating this at-risk population for decades, yet federal guidance on the issue was not provided until 1987.

In response to the growing need for assistance in educating students experiencing homelessness, in 1987 the first federal law created to specifically deal with the education of homeless children was the Stewart B. McKinney Homeless Assistance Act (PL 100–77). The McKinney Act put forth a definition of homeless and established that students who were considered homeless should have the same educational rights as their non-homeless counterparts. The McKinney Act went through several iterations, most recently when it became part of the No Child Left Behind Act of 2001 (PL 107–110) as the McKinney-Vento Homeless Assistance Act (Title X, Part C), which was reauthorized in 2002. The intent of the law is to ensure a free and appropriate public education (FAPE) for homeless students. The McKinney-Vento Homeless Assistance Act entitles homeless students to participate fully in existing public school programs, rather than create separate programs, “and remains the only law focused specifically on the educational needs of children who are homeless” (Gargiulo, 2006, p. 359).

Helm (1993) likens the congressional policy toward the education of homeless children to that of the development of policy toward the education of students with special needs:

Specifically, in both instances, early efforts of advocates and directive of courts focused on requiring schools to allow *access* to the school facilities and programs.

Shortly after this right was established, families, advocates, and educators alike began to realize that mere access was insufficient; to promote *success* in school was the real goal, the real need for both children and society. (Helm, 1993, p. 323)

In its reauthorization in 2002, the McKinney-Vento Homeless Assistance Act ensured that districts receiving federal funding would enact the following provisions: appoint a homeless education coordinator; expedite school access and enrollment; maintain education in the school of origin to the extent feasible; provide transportation to the school of origin; designate a homeless liaison; and develop or revise school policies, regulations, and procedures to remove educational barriers (Jackson, 2004).

Today, a variety of agencies provide advocacy and support for people experiencing homelessness. “The National Coalition for the Homeless (NCH) is a national network of people...who are committed to a single mission. That mission, our common bond, is to end homelessness” (NCH, 2010). In 2010, the NCH released a summary of policy recommendations that focused on the following categories: housing, income and health security, and civil rights. The agency is continually called upon about issues of homelessness in the United States.

Barriers to Education

Barriers to the education of homeless students are well documented in the literature. Stronge (1993b) echoes Helm’s (1992) concept of the barriers to access and barriers to success for the homeless student population, and he categorizes these students as some of the most at-risk for failure and exclusion. Stronge (1993b) lists primary access barriers as those that are legal in nature, “residency, guardianship, and student records” (Stronge, p. 343). He further states that barriers to success are related to

“educational placement, academic support, inadequate or inappropriate supports services, and personal or familial social-emotional concerns” (Stronge, p. 344).

In a nationwide survey of United States Education Agency Coordinators, in which 45 respondents answered 30 questions about barriers to access and success, Stronge (1993b) found that issues surrounding access for homeless students were less severe than those involving school success.

Stronge (1993b) coupled his questionnaire with a case study that took place in the Chicago Public Schools which documented problems related to the education of homeless students over an eight-month period. Principals in Chicago’s 600 public schools were asked to identify homeless students and reported a total population of 5,322 homeless students in grades kindergarten through 12. Documented issues related to access were considered minor, mostly involving enrollment and were resolved within a few days. Issues related to success were mainly transportation related. Stronge noted, however, that “there were no documented cases of social-emotional support problems...this omission was an artifact of the data-collection procedures and not a true absence of this type of problem” (p. 350).

White-Adams (2008) studied barriers in the education of homeless students. The author surveyed tutors and homeless liaisons across 23 school districts in the state of Mississippi. White-Adams analyzed the issue of barriers in access to school and success in school. Findings supported that there were a range of barriers to school enrollment for homeless students. “Transportation, lack of school records, and concerns over meeting residency requirements were ranked highest among the perceived barriers” (p. 75). Lack of parent involvement was cited as the most significant barrier to school success.

Homeless Education Supports and Programs

As the public school system continues to face a growing population of students experiencing homelessness, it is critical to examine existing strategies that have been effective in addressing barriers faced by these at-risk students. Stronge and Reed-Victor (2000) provided a summary of challenges faced by the homeless population, and they highlight the importance of partnerships within communities in order to alleviate challenges faced by the homeless population. Stronge, in Stronge and Reed-Victor (2000), listed promising practices such as “building awareness, securing parental involvement and support, providing early childhood education opportunities, addressing the special needs of special populations, and coordinating and collaborating in-service delivery” (p. 6).

Stronge (1993b) documented the efforts of the Chicago Public Schools in responding to the problems of educating the homeless: “school officials began systematically to dismantle barriers that prevented these students from receiving a free, appropriate public education” (Stronge, 1993b, p. 351). The Chicago Public Schools worked to remove legal barriers, create awareness, and coordinate efforts. The first order of business was a review and revision of school policy, practices, and procedures. The Chicago Public Schools then created a citywide campaign, via a variety of publications and public service announcements. Finally, the Chicago Public Schools concentrated their efforts on the coordination of services for homeless children and their families. This action included the appointment of a liaison between the school system and other agencies, in addition to the creation of a homeless hotline (Stronge, 1993b, pp. 352–353).

Migratory students are included in the definition of “homeless children or youths,” according to the McKinney-Vento Homeless Assistance Act. Leccese (2009) conducted a study of migrant education in two school districts with the largest migrant population on Long Island. School district administrators and a migrant advocate were interviewed about the migrant population and the programs in place to support migrant students’ transition into school. Leccese found that the schools with the largest migrant student count lacked formal programs for this population. In one district, “migrant students seem to be lost within their school system” (p. 81). Although district leaders recognized this unique segment of students, they did not indicate any special programming designed to ease the transition of migrant students.

Homeless Education in New York State

In 2006 the New York State Education Department surveyed homeless liaisons about the education of homeless students in the public school system, via the agency that provides technical assistance to districts: New York State Technical Assistance Center for Homeless Students (NYS-TEACHS). Ascher and Phenix (2006) analyzed survey responses from approximately 500 homeless liaisons in the 2006 NYS-TEACHS LEA Liaison Survey. The confidential online survey focused on the implementation of the McKinney-Vento Act and barriers faced in the education of homeless students in public schools across the state.

Conclusions about LEAs and students experiencing homelessness were summarized from the 2006 NYS-TEACHS LEA Liaison Survey. Respondents suggested that gains have been made in the documentation barriers, and that the majority of LEA liaisons were in compliance with the federal law preventing enrollment due to lack of

documentation. However, the immediate enrollment of homeless students still presented a challenge. Additionally, most homeless liaisons acted in that capacity as a small portion of their role within the school system, many of whom reported issues with understanding the definition of homeless, school of origin, and services entitled to homeless students. Issues remained with expediting appropriate special education placements and the identification of preschool-age and older homeless students. It was found that large LEAs face more barriers for homeless students, but they have additional resources to provide more supports to their homeless population (Ascher & Phenix, 2006).

Ascher and Phenix (2006) also included a list of recommendations for the SED, LEAs, and school district superintendents. Suggestions for school districts included creating awareness about and fully implementing the McKinney-Vento Act. Recommendations for training of school faculty and support staff and collaboration among district departments and outside agencies were also listed. The report suggested the maximization of federal funding to provide support services, such as tutoring for homeless students. Finally, immediate enrollment, appropriate placement of students with special needs, the timely resolution of barriers, the appointment of appropriate liaisons, increased communication, and the guarantee of free meals were recommended.

Overview of School Culture and At-Risk Students

Wehlage, Rutter, Smith, Lesko, and Fernandez (1989), developed a theory of dropout prevention based on educational engagement and school membership:

The theory focuses on school factors associated with dropping out and directs attention to those conditions over which practitioners have some control; i.e.

social relations within the school and forms of learning and curriculum. These school factors include the quality of relationships between adults and students and the amount of extrinsic and intrinsic rewards students can be expected to derive from learning. Social relations address ways in which educators can actively assist students in becoming bonded to the institution. (p. 192)

It is important to consider the theory of Wehlage et al. (1989) when addressing the needs of students experiencing homelessness in terms of educators building relationships and providing supports necessary for students to become engaged in the educational process.

Wehlage et al. (1989) summarized factors that were common to the at-risk youth population in their study of students in 14 schools that were successful with this complex population, which are presented in Table 1.

Table 1

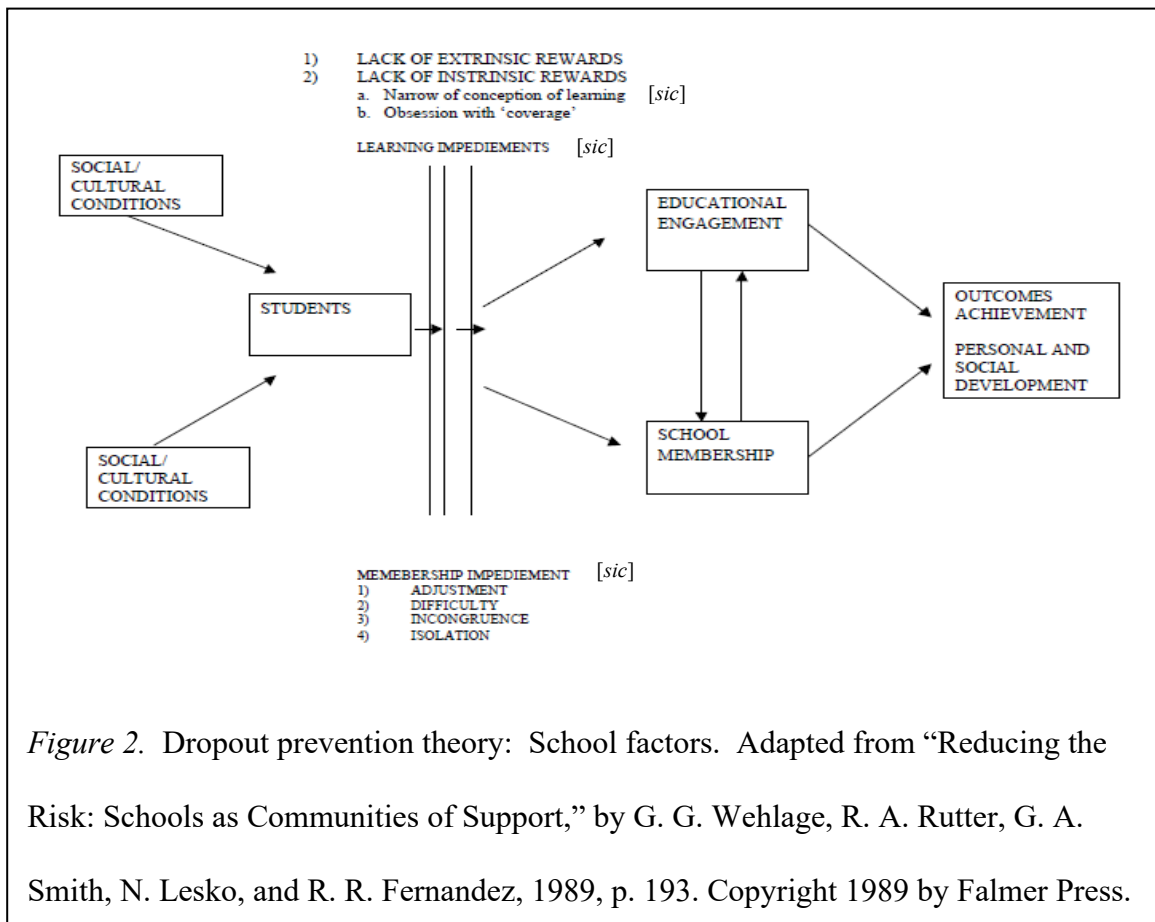
General Characteristics of At-Risk Youth

Family and social background	Personal problems	School problems
Low socioeconomic status	Substance abuse	Course failure
Minority race/ethnicity	Pregnancy/parent	Truancy
Single-parent home	Learning problems	Passive/bored
Low parental support	Legal problems	Disciplinary problems
Family crisis	Low aspirations	
Community stress/conflict	Low self-esteem	Credit deficient
Family mobility	Alienation	
Limited experience of dominant culture	Rejects authority	Retained in grade
	Mental/physical health problems	

Note. Adapted from “Reducing the Risk: Schools as Communities of Support,” by G. G. Wehlage, R. A. Rutter, G. A. Smith, N. Lesko, and R. R. Fernandez, 1989, p. 50.

Copyright 1989 by Falmer Press.

In a study of 14 schools, Wehlage and his colleagues found that schools that functioned as a community and provided a support system for at-risk students were effective in dropout prevention, which is depicted in Figure 2.



The theory developed by Wehlage et al., may be useful in examining the at-risk population of homeless students. In examining barriers to the education of homeless students, as well as supports and programs that are in place for homeless students, it may be of value to determine if factors align with the model of Wehlage et al.

Wehlage et al. (1989) set out to meet three objectives in their mixed methodology study of 14 schools that exhibited effectiveness in dealing with at-risk students in graduation rate, attendance, and achievement. The team focused on school membership and academic engagement as the two major factors in dropout prevention:

The theory explains how educators can induce alienated students to become active in the educational process. The theory argues that students who are school members and engaged in school work are likely to be better achievers and to develop personal and social characteristics valued by society. (Wehlage, 1989, p. 195)

Stronge and Reed-Victor (2000) listed a description of services found to be effective in supporting homeless students and their families, their table entitled, “Program Services for Young Homeless Children,” which is presented in Table 2.

Table 2

Program Services for Young Homeless Children

Services	Support	Description
Educational Services	Transportation	Parents and children need transportation to and from the center or school
	Efficient Record-keeping	School personnel can assist these children in a timely manner to assure that a child will receive the services for which s/he is eligible.
	Tutoring	Tutoring programs benefit the young child academically as well as socially and emotionally
	“Feeling Better Rooms”	“Feeling Better Rooms” provide young homeless children a safe and supervised environment when they are too sick to attend their childcare or school.
Community Services	Food Banks	These agencies can supply families with nutritional food for their children.
	Clothing Banks	These organizations can provide free or inexpensive seasonally appropriate clothing for young children.
	Doctors, Dentists, and Mental Health Specialists	On-site services provided by doctors, dentists, and mental health personnel allow parents to seek care for their children at a central location.

Note. Adapted from “Educating Homeless Students: Promising Practices,” by J. H.

Stronge and E. Reed-Victor, Eds., 2000, p. 39. Copyright 2000, by Eye on Education.

In evaluating supports and programs for homeless students and families, it is useful to examine them in Stronge's program services, which are coupled into educational services and community services.

Wehlage et al. (1989) developed a model for understanding at-risk students and their schools. Stronge's (2000) model for program services for young homeless children provides some insight on successful strategies in dealing with this unique population. Both models provide important perspectives when examining homeless students and their education.

Summary of Literature

The issue of homelessness in the public education is well documented in the literature (Helm, 1993; Jackson, 2004; Stronge, 1993a, 1993b, 2000; National Law Center on Homelessness and Poverty, 2008). Homelessness is a social issue that schools have been dealing with for decades.

Nabors et al. (2004) conducted a literature review, which yielded few studies on school-based homeless prevention programs for homeless students. Yet, school social workers were found to be a key component in working with homeless youth and families (p. 568).

The literature surrounding the issue of homelessness mainly focuses on barriers to educating the homeless including: residency requirements, immunization records, transportation issues, availability of school records, guardianship requirements" (Gargiulo, 2006, p. 359). Many of these obstacles lead to an inconsistent educational experience, or even exclusion from the educational process.

CHAPTER 3: METHOD AND PROCEDURES

The purpose of this researcher was to describe the barriers to educational access and success, as well as the supports available to homeless students in the 148 LEAs in New York State who received federal McKinney-Vento subgrant funding (see Appendix A). Information on barriers, supports, and English Language Arts (ELA) and mathematics achievement was taken from the 2007–2008 and 2008–2009 New York State Education Consolidated State Performance Reports (see Appendix B) and analyzed using quantitative methods. The following questions guided the study:

1. What types of barriers to education access and success exist for homeless students in New York State LEAs who receive McKinney-Vento subgrants?
2. What are the differences in the types of barriers faced by LEAs in different regions in New York State?
3. What supports are available for homeless students in different regions in New York State?
4. How do school districts in New York State that receive McKinney-Vento subgrant funding and have a greater number of supports for homeless students compare with school districts in New York State that have a fewer number of supports for homeless students, in terms of proficiency on New York State English Language Arts (ELA) and Mathematics Assessments?

Setting

The McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (see Appendix C) provides guidance on the education of homeless students in the public education system. Every Local Education Agency (LEA) in the United States must

submit data to the U.S. Department of Education (USDOE) about the education of homeless students on an annual basis. Additionally, LEAs that receive McKinney-Vento subgrant funding are required to provide additional data to the State Education Agency (SEA) which feeds into the Comprehensive State Performance Report: Part 1 (CSPR: Part 1) released by the USDOE.

A total of 148 Local Education Agencies (LEAs) submitted information to the New York State Education Department (NYSED) Consolidated State Performance Report Survey (CSPR) for the school years 2007–2008 and 2008–2009. Data included information from 81 LEAs in 2007–2008 and 67 LEAs in 2008–2009. A summary of the number of LEAs, list of counties, and New York State Regions is provided in Table 3, and Figures 3 and 4.

Table 3

2007–2008 and 2008–2009 Survey Respondent Information

New York State Regions	Counties Included in Region	Number of LEAs
Chautauqua-Allegheny	Chautauqua	3
Niagara	Erie	6
	Niagara	
Finger Lakes	Cayuga	11
	Monroe	
	Onondaga	
	Ontario	
Thousand Islands	Oswego	7
Adirondacks	Herkimer	2
Central Leatherstocking	None	0
Saratoga-Capital	Albany	15
	Rensselaer	
	Saratoga	
	Washington	
Catskills	Sullivan	4
	Ulster	
Hudson Valley	Columbia	29
	Orange	
	Rockland	
	Westchester	
Long Island	Nassau	32
	Suffolk	
New York City	Bronx	39
	Kings	
	New York	
	Queens	

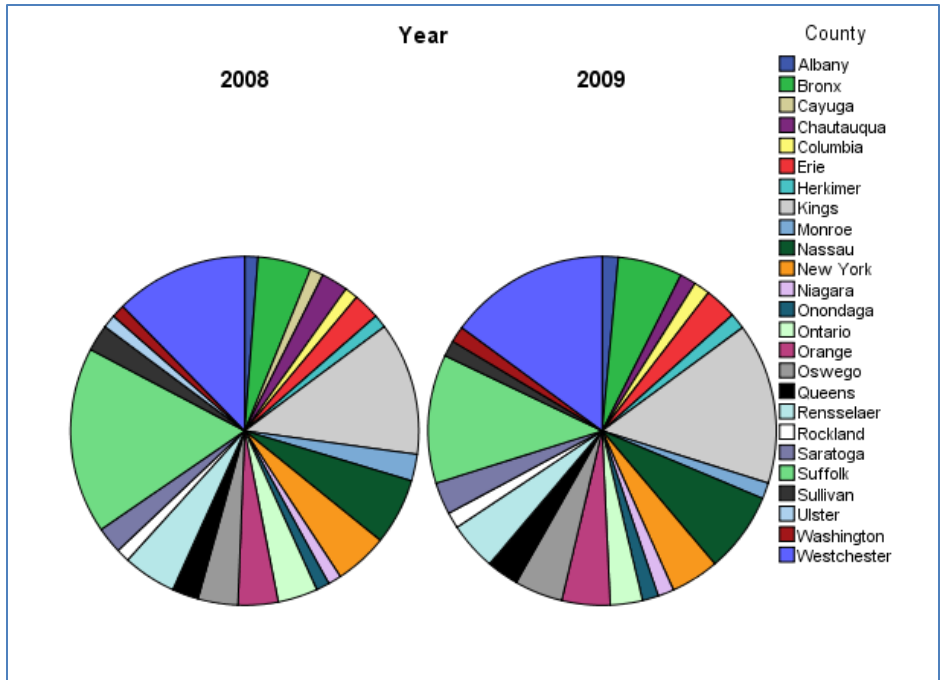


Figure 3. 2007–2008 and 2008–2009 survey respondents by county.

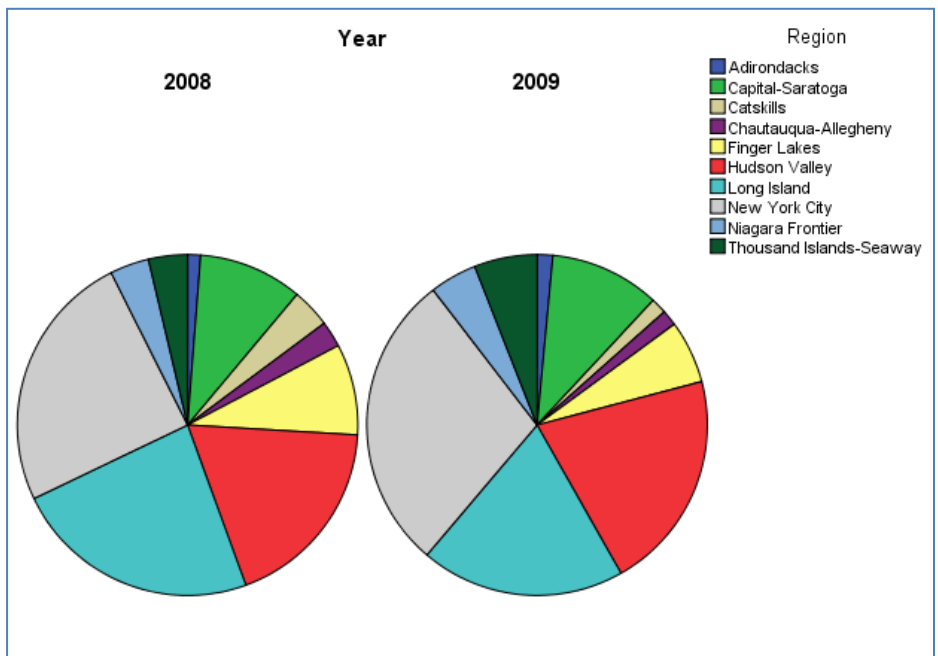


Figure 4. 2007–2008 and 2008–2009 survey respondents by region.

Subjects

Over a two-year period (i.e., 2007–2008, 2008–2009) a total of 148 Local Education Agencies (LEAs) were surveyed by New York State Education Department (NYSED) on barriers and supports for students experiencing homelessness. Data were collected from LEAs that received McKinney-Vento subgrant funding from 25 counties and 10 regions that responded to the 2007–2008 survey and from 23 counties and 10 regions in New York State that were represented in 2008–2009.

The survey respondents were 148 LEA staff members, who were most typically the Local Education Agency (LEA) homeless liaison. Respondents were required to respond to specific questions about their homeless student population. Data were aggregated and reported by region. Regions with less than five respondents were combined with contiguous regions, leaving a total of seven regions represented. A summary of merged New York State Regions can be found in Table 4 and Figure 5.

Table 4

2007–2008 and 2008–2009 Region Breakdown (Merged)

New York State regions	Number of LEAs
Chautauqua-Allegheny and Niagara	9 (Merged with Niagara)
Finger Lakes	11
Thousand Islands	7
Adirondacks and Capital-Saratoga	17 (Merged with Capital-Saratoga)
Central Leatherstocking	0
Catskills and Hudson Valley	33 (Merged with Hudson Valley)
Long Island	32
New York City	39

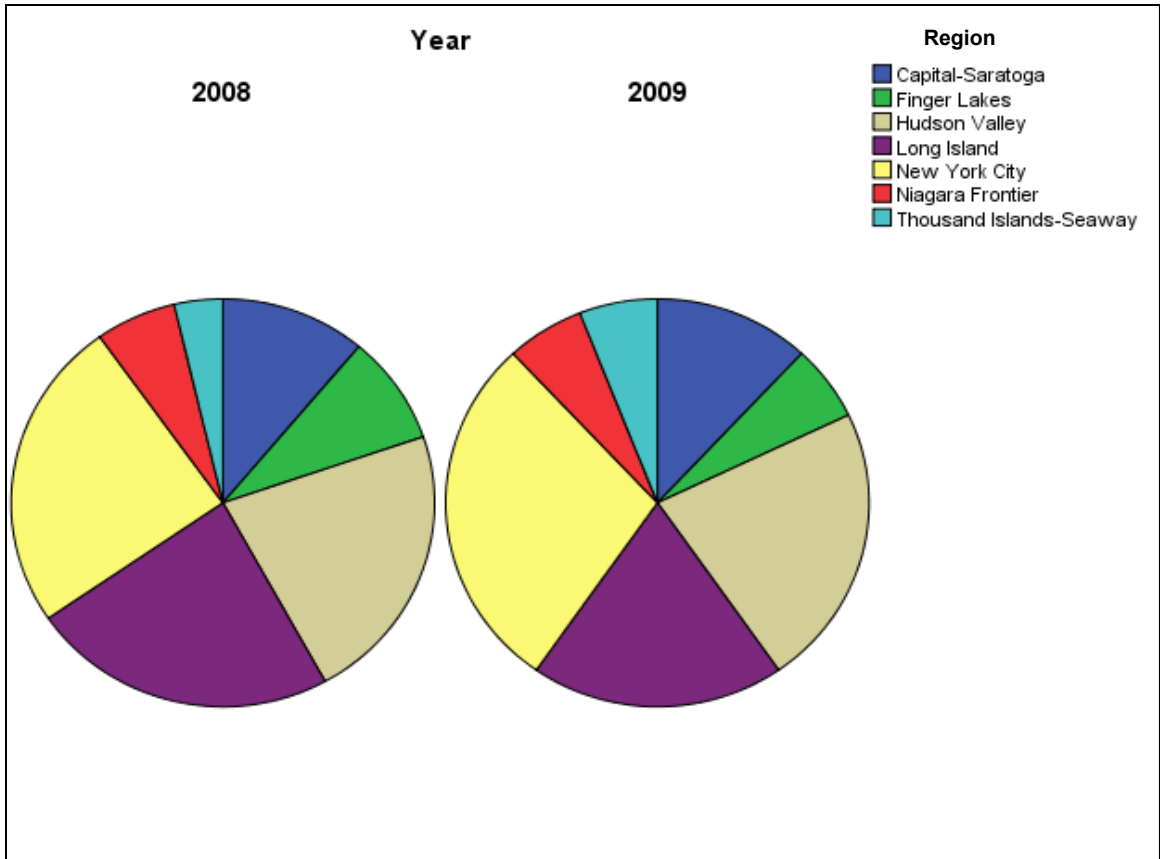


Figure 5. 2007–2008 and 2008–2009 survey respondents by region (merged).

Data Collection

Data were initially transferred by the researcher from Microsoft Excel into the IBM Statistical Package for the Social Sciences (SPSS) Version 19.0 software program. Participants and their respective Local Education Agencies (LEAs) will remain confidential.

Next, descriptive statistics were calculated in order to examine data on the education of homeless children and youths. Preexisting New York State Education Department (NYSED) data for 148 Local Education Agencies (LEAs) that received

McKinney-Vento subgrants either individually or as part of a consortium were used for this study.

Data were later transferred by the researcher into the IBM Statistical Package for the Social Sciences (SPSS) Version 20.0 software program and maps were generated to depict homeless population trends across New York State, as reported by LEAs receiving McKinney-Vento federal subgrant funding in the 2007–2008 and 2008–2009 Consolidated State Performance Reports (CSPRs). Maps were also generated to depict the number of supports provided by LEAs in the 2007–2008 and 2008–2009 CSPRs.

Instrumentation

A total of 148 Local Education Agencies (LEAs) responded to a New York State Education Department (NYSED) survey in 2007–2008 and 2008–2009. Survey data were sent via email, in a Microsoft Excel file, to the researcher by the NYSED Homeless Education Program Associate. The survey was created by the consulting firm, Key Survey. The survey included direct questions from section 1.9 through 1.9.2.5.2 from the Consolidated State Performance Report: Part 1 (see Appendix B). Questions focused on the number of LEAs receiving McKinney-Vento subgrants, the number of homeless students, and information on primary nighttime residences, homeless subgroup types, support services for, and barriers to education access and success. Data included information from the 2007–2008 and 2008–2009 school years.

Data Analysis

Research questions were analyzed as follows:

1. What types of barriers to education access and success exist for homeless students in New York State LEAs that receive McKinney-Vento subgrants?

For research question one, descriptive statistics were calculated. Frequency distributions were reported for each of the barriers as listed in the NYSED survey. Open-ended items were coded and analyzed to describe barriers not listed in the survey to complement the results of the previously listed barriers.

2. What are the differences in the types of barriers faced by LEAs in different regions in New York State?

Districts were sorted by the researcher by region to ensure that each subgroup was represented by a sufficient number of districts. After ensuring a sufficient number of districts were present in each subgroup, cross-tabulations were run, categorizing the level of barriers (e.g., few to many) by region. A chi-square was run for each cross-tabulation. Regions were not recoded into two dichotomous variables.

3. What supports are available for homeless students in different regions in New York State?

Data for research question three were analyzed and descriptive statistics were reported. Frequency distributions on supports provided for homeless students in each Local Education Agency (LEA) as listed in the NYSED survey were calculated. Open-ended items were coded and analyzed to describe supports and programs not listed in the survey to complement the results of the previously listed supports and programs. Districts were sorted by region to ensure that each subgroup was represented by a sufficient number of districts. After ensuring a sufficient number of districts were present in each subgroup, cross-tabulations were conducted, categorizing the level of supports available to homeless students (e.g., few to many) by region. A chi-square was run for each cross-tabulation. Regions were not recoded into two dichotomous variables.

4. How do school districts in New York State that receive McKinney-Vento subgrant funding and have a greater number of supports for homeless students compare with school districts in New York State that have a fewer number of supports for homeless students, in terms of proficiency on New York State English Language Arts (ELA) and Mathematics Assessments?

The first step in the analysis of research question four was to summarize the total number of supports per district as reported in the 2007–2008 and 2008–2009 surveys. Local Education Agencies (LEAs) also reported the number of homeless students in grades 3 through 8 and high school who sat for the New York State English Language Arts (ELA) and Mathematics Assessments, as well as the number of students who achieved proficiency on the assessments. A percent proficiency was calculated for each assessment at each grade level.

Next a Pearson correlation coefficient was run to determine the strength of the relationship between the total number of supports in each Local Education Agency (LEA) and the percent proficiency on the grades 3 through 8 and high school New York State ELA and Mathematics Assessments for the 2007–2008 and 2008–2009 school years. The complete results of the correlation analyses are presented in Appendix D.

CHAPTER 4: RESULTS

The researcher's purpose in this study was to describe the barriers to educational access and success, as well as the supports available to homeless students in the 148 LEAs in New York State that received McKinney-Vento subgrant funding in 2007–2008 and 2008–2009, and to ascertain what educational leaders are doing to meet the educational needs of their homeless student population.

The study was based on data from the 2007–2008 and 2008–2009 New York State Education Department (NYSED) Consolidated State Performance Reports (CSPRs). Data on barriers, supports, and English Language Arts (ELA) and mathematics achievement were drawn from the 2007–2008 and 2008–2009 CSPRs.

The roles of school leaders, faculty, and support personnel in relation to the transition of homeless students into their school, and how the homeless population is performing in educational achievement in reading and mathematics were reviewed.

New York State Education Department (NYSED) survey data from the 2007–2008 and 2008–2009 Consolidated State Performance Report (CSPR) were sent to the researcher by a NYSED Program Associate in a Microsoft Excel file. Data were collected and analyzed through quantitative methods. The findings are organized by the following research questions:

1. What types of barriers to education access and success exist for homeless students in New York State LEAs that receive McKinney-Vento subgrants?
2. What are the differences in the types of barriers faced by LEAs in different regions in New York State?

3. What supports are available for homeless students in different regions in New York State?
4. How do school districts in New York State that receive McKinney-Vento subgrant funding and have a greater number supports for homeless students compare with school districts in New York State that have a fewer number of supports for homeless students, in terms of proficiency on New York State English Language Arts (ELA) and Mathematics Assessments?

A total of 148 Local Education Agencies (LEAs) were surveyed by New York State Education Department (NYSED) over two years. The data were collected electronically by NYSED and sent to United States Department of Education (USDE) to be used for the Consolidated State Performance Reports (CSPRs) for 2007–2008 and 2008–2009. The CSPRs for 2007–2008 and 2008–2009 included a series of questions related to the demographics of the homeless population in LEAs receiving McKinney-Vento subgrants—questions related to the LEA’s barriers to and supports for the academic access and success of homeless students, and academic achievement in English Language Arts (ELA) and mathematics.

The total number of homeless students, as reported by LEAs in the 2007–2008 and 2008–2009 CSPRs, is depicted in Figures 6 and 7.

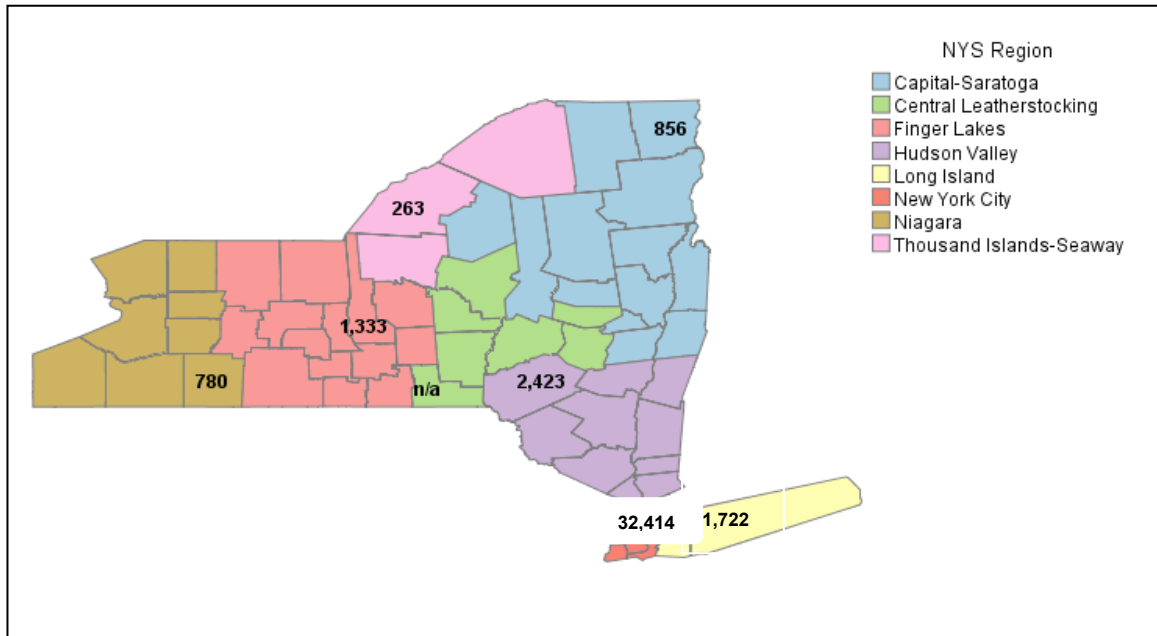


Figure 6. 2007–2008 total number of homeless students reported by region (merged).

As seen in Figure 6, the southernmost regions of New York State reported the highest homeless populations: New York City Region (32,414), Hudson Valley Region (2,423), and Long Island Region (1,722). The next highest homeless population was in the Finger Lakes Region (1,333). The Thousand Islands-Seaway Region (263) reported the least number of homeless students in the CSPR.

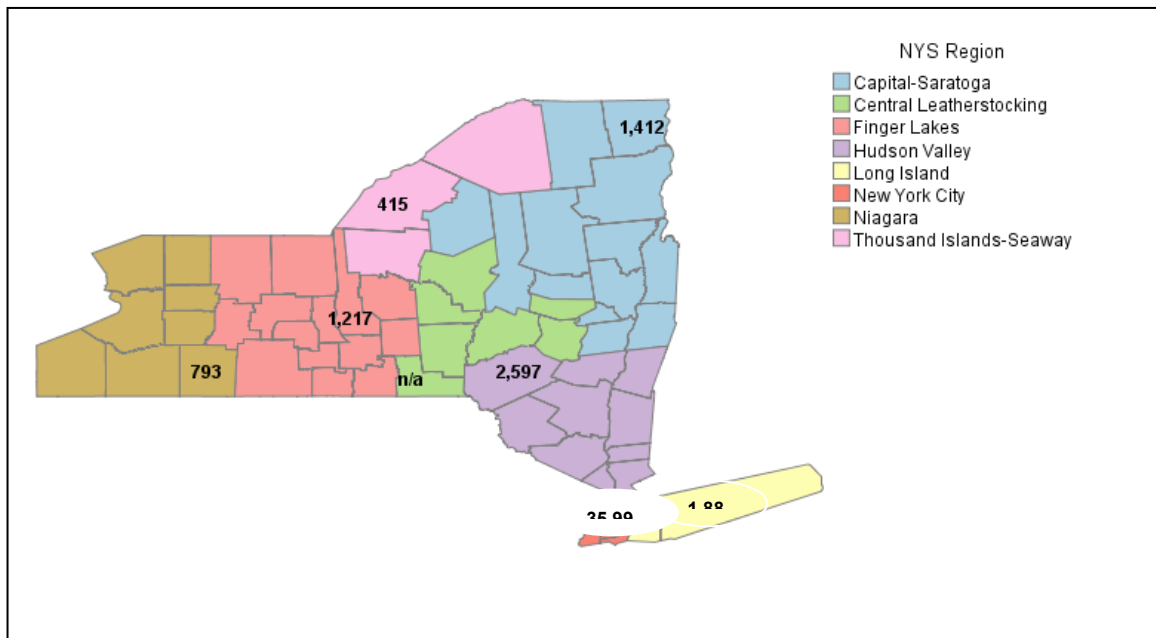


Figure 7. 2008–2009 total number of homeless students reported by region (merged).

Figure 7 yielded similar regional patterns as in 2007–2008. In 2008–2009, the southernmost regions of New York State reported the highest homeless populations: New York City Region (35,993), Hudson Valley Region (2,597), and Long Island Region (1,880). The Capital-Saratoga Region (1,412) reported the next highest homeless student count. The Finger Lakes Region reported a homeless student population of 1,217. Again, the Thousand Islands-Seaway Region reported the lowest number of homeless students (415). From 2007–2008 to 2008–2009, all regions except the Finger Lakes Region reported an increase in the number of homeless students.

Research Question 1

What types of barriers to education access and success exist for homeless students in New York State LEAs that receive McKinney-Vento subgrants?

For research question one, a frequency distribution was conducted to analyze the barriers to homeless education as reported by 148 Local Education Agencies (LEAs). Open-ended items were coded and analyzed to describe barriers not listed in the survey.

Survey respondents were presented with a list of six barriers, in addition to a category labeled “other barriers,” in which respondents were able to write in additional barriers they encountered as a school district. Respondents were asked to rate each of the six barriers using a scale from 0 (a district not experiencing the barrier at all) to 5 (a district experiencing the barrier frequently). A response of 5 was defined as a district experiencing the barrier frequently. Other scale points were not defined in the data set.

Prior to analysis, data were recoded by the researcher to address the research question by aggregating categories and allowing for higher cell counts for the chi-square analysis for research questions one and two. Local Education Agencies (LEAs) that responded to barriers with a 0, 1, or 2 were recoded with a 0, indicating that the barrier did not occur frequently, and LEAs that responded with a 3, 4, or 5 were recoded with a 1, indicating that LEAs experienced a higher frequency of the barrier. Cross-tabulations were run, yielding percentages of 0s and percentages of 1s for each barrier. Therefore, it is important to note that any regions obtaining a 0% did not mean that the LEAs within that region never experienced the barrier. It simply means that the LEAs within that region reported a low frequency of occurrence of the barrier (i.e., a response of 0, 1, or 2 in the NYSED survey).

Survey responses to this research question were analyzed individually by year and across two years as seen in Table 5, which summarizes a percentage of LEAs that

reported a high frequency of each barrier (a response of 3, 4, or 5 in the NYSED survey) in 2007–2008 and 2008–2009 and across both years.

Table 5

Barriers to the Education of Homeless Children and Youth

Barrier	2008	2009	Total	Change
Transportation	20%	10%	16%	-10%
School records	19%	8%	14%	-11%
Determining eligibility for homeless services	15%	5%	10%	-10%
Immunizations	15%	5%	10%	-10%
Other medical records	11%	5%	8%	-6%
School selection	5%	0%	3%	-5%

Data for the 2007–2008 and 2008–2009 school years indicated that 16% of the LEAs receiving McKinney-Vento subgrant funding rated transportation as the barrier that met with the highest frequency by LEAs (i.e., a response of 3, 4, or 5 in the NYSED survey). School records, determining eligibility for homeless services, and obtaining immunization records were reported by 14%, 10%, and 10%, respectively of districts, as the next most frequently occurring barrier. Obtaining other medical records (8%) and selecting a school of attendance (3%) were reported by fewer districts as a frequently occurring barrier.

It is important to note that the percentage of LEAs reporting a high frequency of barriers decreased across all barriers from 2007–2008 to 2008–2009. Most regions reported a decrease (at least 10%) in the number of LEAs that identified a high frequency of barriers from 2007–2008 to 2008–2009. There was a decrease in the number of LEAs that reported a high frequency of obtaining other medical records and school selection

barriers (6% and 5% of LEAs, respectively). Overall, these barriers affected a lesser percentage of districts.

Survey respondents were given the option to write open-ended responses related to other barriers experienced by their LEA. Responses were coded and analyzed to describe barriers not listed in the survey. Frequency of districts reporting each recoded barrier were tallied. A summary of responses are presented in Table 6.

Table 6

Recoded Open-Ended Response Barriers

Recoded Barrier	2008	2009	Total	Change
Enrollment process	13	4	17	-9
Special education placement	4	4	8	0
Family issues (custody, foster, domestic violence)	5	1	6	-4
Transportation	1	3	4	+2
Determining eligibility for homeless services	1	1	2	0
Language	1	1	2	0
Coordination between agencies	0	1	1	+1
English as a second language assessment	0	1	1	+1
Family relocation without notification to district	0	1	1	+1
Incarcerated youth placement	0	1	1	+1
School records	0	1	1	+1
School selection	0	1	1	+1
Student involvement in disciplinary action	1	0	1	+1
Teen pregnancy issues	0	1	1	+1
Youth order of protection	0	1	1	+1

The 2007–2008 and 2008–2009 survey data were recoded and revealed a total of 15 barrier categories, four of which were listed earlier in the survey: transportation, determining eligibility for homeless services, school records, and school selection. Of the four previously listed barriers, no more than three Local Education Agencies (LEAs) reported issues.

Among the open-ended responses, the barrier reported with the highest frequency listed across both years dealt with the enrollment process (17). However, in 2007–2008, 13 Local Education Agencies (LEAs) cited the enrollment process as a barrier, whereas only four LEAs listed the process as a barrier in 2008–2009. Special education placement (8) and family issues (6) were the second and third highest ranked barrier.

It was noted that the following barriers were not present in 2007–2008 data, but listed with the frequency of one in 2008–2009: coordination between agencies, English as a second language assessment, family relocation without notification to district, incarcerated youth placement, school records, school selection, teen pregnancy issues, and youth order of protection.

Research Question 2

What are the differences in the types of barriers faced by LEAs in different regions in New York State?

To analyze research question two, 148 Local Education Agencies (LEAs) were first sorted by county, and then region, as per the 11 regions across New York State. The researcher ensured a sufficient number of LEAs were represented in each region. When less than five LEAs were represented in a region, the LEAs were merged into a

contiguous region, leaving seven regions for analysis: Finger Lakes, Hudson Valley, Long Island, New York City, Niagara, Saratoga-Capital, and Thousand Islands.

Prior to analysis, data were recoded by the researcher to address the research question by aggregating categories and allowing for higher cell counts for the chi-square analysis. Local Education Agencies (LEAs) that responded to barriers with a 0, 1, or 2 were recoded with a 0, indicating that the barrier did not occur frequently, and LEAs that responded with a 3, 4, or 5 were recoded with a 1, indicating that LEAs experienced a higher frequency of the barrier. Cross-tabulations were run, yielding percentages of 0 and percentages of 1 for each barrier. Therefore, it is important to note that any regions obtaining a 0% did not mean that the LEAs within that region never experienced the barrier. It simply means that the LEAs within that region reported a low frequency of occurrence of the barrier (a response of 0, 1, or 2 in the NYSED survey).

Cross-tabulations were conducted, categorizing the level of barriers by region for 2007–2008 and 2008–2009 and across both school years. A chi-square was run for each cross-tabulation. Regions were not recoded into two dichotomous variables. Results and patterns are highlighted; however, no inferential statistics were run.

Tables 7 through 12 summarize a percentage of LEAs that reported high frequency of barriers (a response of 3, 4, or 5 in the NYSED survey) in 2007–2008 and 2008–2009 and across both years.

Table 7

Determining Eligibility for Homeless Services

Region	2008	2009	Total	Change
Niagara	40%	25%	33%	-15%
Saratoga-Capital	44%	0%	24%	-44%
Finger Lakes	29%	0%	18%	-29%
Thousand Islands	33%	0%	14%	-33%
Hudson Valley	11%	13%	12%	+2%
Long Island	6%	0%	3%	-6%
New York City	0%	0%	0%	0%

LEAs in the Niagara Region experienced the most difficulty with determining eligibility for homeless services, whereas districts in the New York City Region had difficulty with this barrier little to none of the time. LEAs in the Thousand Islands Region made the most progress in dealing with the eligibility barrier, decreasing the percentage of districts (33%) reporting a high frequency of this barrier.

Table 8

School Selection

Region	2008	2009	Total	Change
Saratoga-Capital	22%	0%	12%	-22%
Niagara	20%	0%	11%	-20%
Finger Lakes	14%	0%	9%	-14%
Thousand Islands	0%	0%	0%	0%
Hudson Valley	0%	0%	0%	0%
Long Island	0%	0%	0%	0%
New York City	0%	0%	0%	0%

On the school selection barrier, 22% or fewer of the LEAs in three regions reported a high frequency of occurrences in the 2007–2008 CSPR only: Saratoga Capital (22%), Niagara (20%), and Finger Lakes (14%). Districts in the remaining regions in 2007–2008 and all districts in 2008–2009 reported a low frequency of encountering the school selection barrier (0%).

Table 9

Transportation

Region	2008	2009	Total	Change
Niagara	40%	25%	33%	-15%
Hudson Valley	28%	27%	27%	-1%
Saratoga-Capital	33%	13%	24%	-20%
Finger Lakes	29%	0%	18%	-29%
Thousand Islands	33%	0%	14%	-33%
Long Island	16%	8%	13%	-12%
New York City	0%	0%	0%	0%

A higher percentage of LEAs in all regions reported issues with the transportation barrier in 2007–2008 than 2008–2009, with LEAs in the Niagara Region (40%) reporting the highest frequency with this issue. In 2008–2009, all other districts, except those in the New York City Region reported a lower frequency of the transportation barrier. Districts in the New York City Region reported low incidences with the transportation barrier.

Table 10

School Records

Region	2008	2009	Total	Change
Finger Lakes	57%	25%	46%	-32%
Niagara	40%	25%	33%	-15%
Hudson Valley	22%	13%	18%	-9%
Thousand Islands	33%	0%	14%	-33%
Long Island	22%	0%	13%	-22%
Saratoga-Capital	0%	13%	6%	+13%
New York City	0%	0%	0%	0%

Across 2007–2008 and 2008–2009, LEAs in the Finger Lakes Region reported the highest frequency of incidences with the school records barrier; however, gains were made in this domain in the second year of reporting. LEAs in the New York City Region (0%) reported a low frequency of this barrier across both years.

Table 11

Immunizations

Region	2008	2009	Total	Change
Finger Lakes	29%	25%	27%	-4%
Niagara	20%	25%	22%	+5%
Hudson Valley	22%	7%	15%	-15%
Thousand Islands	33%	0%	14%	-33%
Long Island	17%	0%	10%	-17%
Saratoga-Capital	11%	0%	6%	-11%
New York City	0%	0%	0%	0%

In 2007–2008, LEAs in six of seven regions reported a high frequency of issues with the immunizations barrier, while in 2008–2009 LEAs in only three of seven regions reported a high frequency in dealing with this barrier. Across both years, LEAs in the New York City Region (0%) reported a low frequency of the immunization barrier.

Table 12

Other Medical Records

Region	2008	2009	Total	Change
Finger Lakes	29%	25%	27%	-4%
Niagara	20%	25%	22%	+5%
Hudson Valley	17%	7%	12%	-10%
Long Island	11%	0%	6%	-11%
Saratoga-Capital	11%	0%	6%	-11%
New York City	0%	0%	0%	0%
Thousand Islands	0%	0%	0%	0%

On obtaining other medical records, districts in the Finger Lakes Region, 29% and 25%, respectively, experienced the highest frequency with this barrier across both years. Districts in the New York City Region (0%) and Thousand Islands Region (0%) reported a low frequency of this barrier across 2007–2008 and 2008–2009.

In general, LEAs in all regions except New York City (0%) experienced the greatest challenges with obtaining school records, transportation, and determining eligibility for homeless services. In five of seven regions, 13% or more of the LEAs experienced a high frequency of issues related to obtaining school records, with districts in the Finger Lakes Region (46%) and Niagara Region (33%) experiencing the greatest number of issues. Districts in the New York City Region (0%) and Saratoga-Capital

Region (6%) reported little to no issues with barriers. Districts in all regions (13% or more) excluding New York City (0%), experienced a higher frequency of barriers surrounding the issue of transportation, with LEAs in the Niagara Region (33%) and Hudson Valley Region (27%) being most impacted. LEAs in all regions (12% or more) other than in New York City (0%) and Long Island (3%) reported a high frequency of the barrier related to determining eligibility for homeless services. Districts in the Niagara Region (33%) and the Saratoga-Capital Region (24%) experienced the highest total percentage with the eligibility barrier.

All regions experienced a decrease in the percentage of LEAs that reported a high frequency of barriers for school selection and transportation. The Saratoga-Capital Region experienced the largest decrease (22%) in districts reporting a high frequency of the school selection barrier, and the Niagara Region (20%) experienced the second largest decrease of LEAs reporting a high frequency of the barrier. Fewer LEAs in all other regions experienced a high frequency of the school selection barrier. Districts in the Thousand Islands Region (33%) and Finger Lakes Region (29%) reported the largest decreases in frequency with the transportation barrier.

Across 2007–2008 and 2008–2009, the data showed regional patterns according to each barrier. The percentage of LEAs in the Finger Lakes Region experienced the highest frequency across three barriers: obtaining school records (46%), obtaining immunizations (27%), and obtaining other medical records (27%).

For determining eligibility for homeless services and transportation, 33% of the districts in the Niagara Region experienced high occurrences. On school selection, 12%

of LEAs in the Saratoga-Capital Region experienced the highest incidences of that barrier.

In five out of six barriers, districts in the New York City Region (0%) experienced the lowest incidences related to the following barriers: determining eligibility for homeless services, school selection, transportation, obtaining school records, and obtaining immunizations. It is important to note that, although the districts in the New York City Region obtained a 0% in five out of six barrier domains, it does not mean that these barriers were never encountered. Rather, the New York City Region experienced these barriers infrequently (responses of 0, 1, or 2 on the NYSED survey).

The barrier of school selection presented the least number of challenges to LEAs in a total of four regions reporting low incidences (0%), indicating little to no issues with this barrier: Thousand Islands, Hudson Valley, Long Island, and New York City. Districts in the New York City and the Thousand Islands regions reported little or no challenges with obtaining medical records across two years (0%).

From 2007–2008 to 2008–2009, the number of LEAs in most regions that experienced a high frequency of the eligibility barrier decreased. There was a 44% decrease of LEAs in the Saratoga-Capital Region reporting a high incidence of the barrier. On the other hand, there was a slight increase in the number of LEAs in the Hudson Valley Region that experienced a high frequency of that barrier (2%). In addition, there was no change in the number of LEAs in the New York City Region, which reported little or no frequency of the barrier.

The number of LEAs in the Saratoga-Capital Region that experienced high frequency of the barrier related to determining eligibility for homeless services decreased

the most (44%). The Thousand Islands Region experienced the second largest decrease with this barrier (33%).

Several other increases in the frequency of barriers were noted from 2007–2008 to 2008–2009. The percentage of LEAs (13%) in the Saratoga-Capital Region increased with regard to a high frequency of obtaining school records. There was a 5% increase in the number of LEAs in the Niagara Region that experienced a high frequency on obtaining of immunizations and obtaining other medical records.

Chi-squares were run for each cross-tabulation. All barriers, with the exception of immunizations, showed significant differences by region (see Appendix E). This outcome confirms that regionally parts of New York State face different challenges and handle them with different levels of success.

Research Question 3

What supports are available for homeless students in different regions in New York State?

In the analysis of research question three, descriptive statistics, such as frequency distribution were run for supports provided for homeless students in 148 Local Education Agencies (LEAs) as listed in the NYSED survey. Local Education Agencies (LEAs) were first sorted by county, and then region, as per the eleven regions across New York State. The researcher ensured a sufficient number of LEAs were represented in each region. When less than five LEAs were represented in a region, the LEAs were merged into a contiguous region, leaving a total of seven regions for analysis.

Survey respondents were presented with a list of 17 supports from which to choose, in addition to a category labeled, “other supports,” in which respondents had the

ability to write in additional supports provided as a school district. For each support presented, respondents were asked to provide a yes or no response. Data were recoded by the researcher for analyses. Local Education Agencies (LEAs) that submitted a no response were recoded with a 0, and LEAs that submitted a yes response were recoded with a 1.

After ensuring a sufficient number of LEAs in each region, cross-tabulations were conducted, categorizing the level of supports available by region in New York State for 2007–2008 and 2008–2009 school years and a total across both years. Chi-squares were run for each cross-tabulation and results are presented in Appendix E. Regions were not recoded into two dichotomous variables.

Open-ended survey items on additional supports provided were coded and analyzed to describe supports not listed in the survey to complement the results of the previously listed supports.

Maps depicting the total number of supports reported as provided by LEAs in each of the seven regions are shown in Figures 8 and 9. The Central Leatherstocking Region did not report a total number of supports provided in either year.

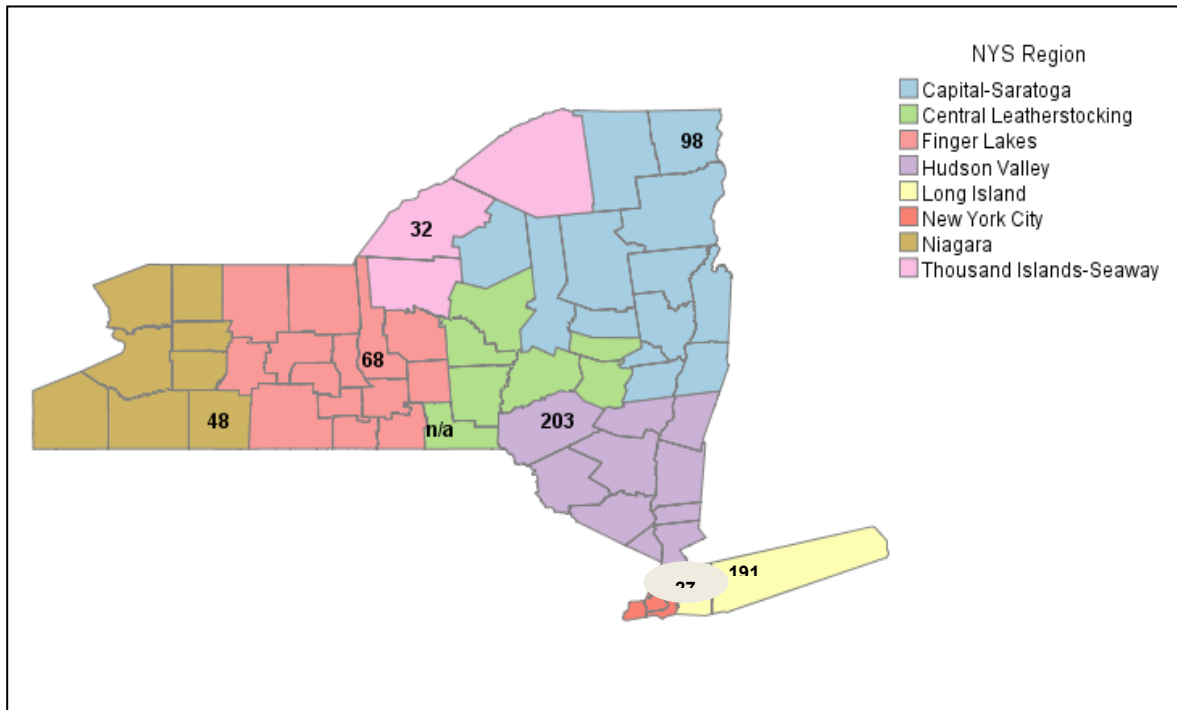


Figure 8. 2007–2008 total number of supports provided by region (merged).

As displayed in Figure 8, regional differences emerged about the total number of supports provided to homeless students, as reported in the 2007–2008 CSPR. The southernmost regions of New York State reported providing the highest number of supports, with the New York City Region providing the most (279). The Hudson Valley Region provided the next highest number of supports (203). The Long Island Region provided 191 supports. The Thousand Islands-Seaway Region provided the least number of supports (32).

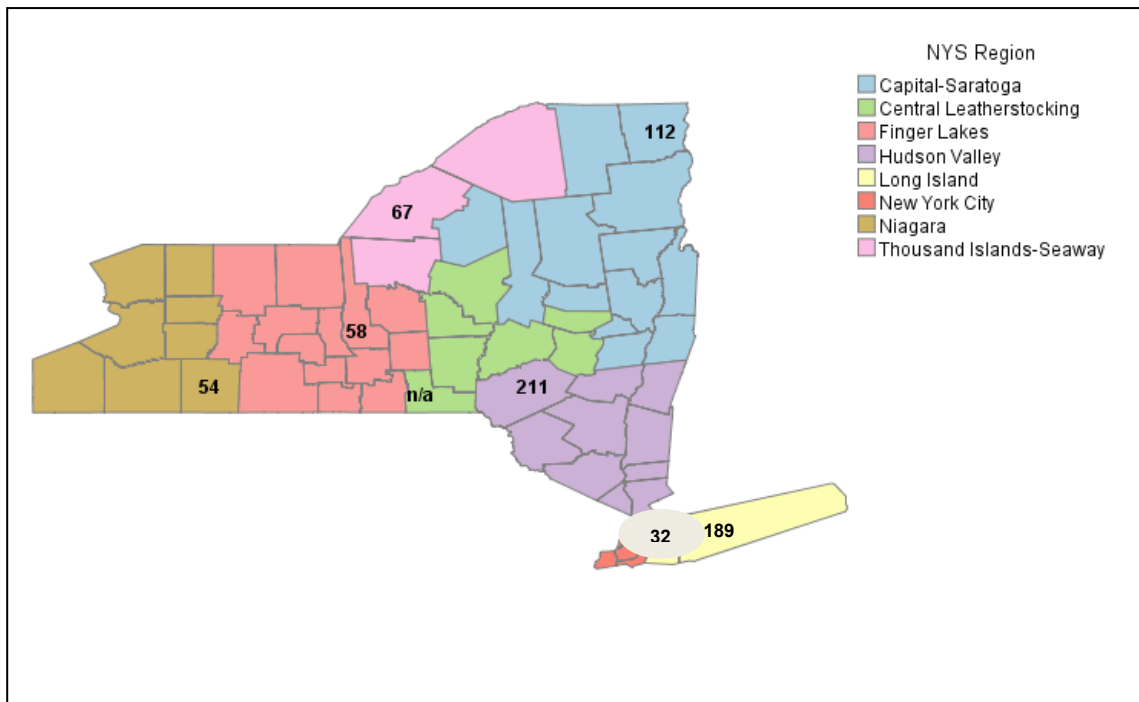


Figure 9. 2008–2009 total number of supports provided by region (merged).

Figure 9 demonstrates similar regional differences in 2008–2009, with the southernmost regions of New York State. The New York City Region (323), Hudson Valley Region (211), and Long Island Region (189) provided the greatest number of supports, respectively. The Niagara Region (54) provided the least number of supports as reported in the CSPR. All regions, except the Long Island Region, reported an increase in the number of supports provided to homeless students. The Thousand Islands-Seaway Region (67) more than doubled the number of supports provided from the previous year.

Participant responses to this research question were categorized and ranked by total percentage in Table 13.

Table 13

2007–2008 and 2008–2009 Educational Supports Provided by Subgrantees

Support	2008	2009	Total	Change
School supplies	84%	96%	91%	+12%
Coordination between schools and agencies	77%	97%	86%	+20%
Staff professional development and awareness	79%	94%	86%	+15%
Parent education related to rights and resources for children	75%	96%	85%	+21%
Assistance with participation in school programs	74%	94%	83%	+20%
Tutoring or other instructional support	77%	90%	82%	+13%
Before-, after-school, mentoring, summer programs	73%	87%	79%	+14%
Transportation	70%	87%	78%	+17%
Counseling	69%	84%	76%	+15%
Emergency assistance related to school attendance	68%	87%	76%	+19%
Obtaining or transferring records necessary for enrollment	63%	90%	75%	+27%
Clothing to meet a school requirement	70%	82%	74%	+12%
Referral to other programs and services	56%	97%	74%	+41%
Addressing needs related to domestic violence	65%	82%	73%	+17%
Referrals for medical, dental, and other health services	44%	63%	53%	+19%
Early childhood programs	25%	75%	47%	+50%
Other	46%	47%	47%	+1%
Expedited evaluations	21%	64%	41%	+43%

According to the 2007–2008 and 2008–2009 school year data from 148

McKinney-Vento subgrantee Local Education Agencies (LEAs), the most prevalent

support provided was school supplies, with 91% of LEAs providing this support. Coordination between schools and agencies (86%) and staff professional development and awareness (86%) obtained the second highest percentage of supports provided. All regions contained LEAs that indicated that they provided the 17 supports listed across both years. In total, 15 of 17 supports were reported to be provided over 50% of LEAs across two years. Early childhood programs and expedited evaluations yielded the lowest total percentage, 47% and 41%, respectively. Additionally, 47% of LEAs provided additional supports not listed in the survey.

Overall, the total percentage of supports provided by Local Education Agencies (LEAs) increased from 2007–2008 to 2008–2009 across all supports. The largest increase reported in the survey was in early childhood programs, which went from 25% in 2007–2008 to 75% in 2008–2009. The expedited evaluations support demonstrated the second largest increase (43%), and the referrals to other programs and services support showed the third largest increase (41%).

Tables 14 through 30 represent the percentage of Local Education Agencies (LEAs) that provided supports by category in 2007–2008 and 2008–2009, as well as a total across both years.

Table 14

School Supplies

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	100%	100%	100%	0%
Hudson Valley	89%	100%	94%	+11%
Niagara	80%	100%	89%	+20%
Saratoga-Capital	78%	100%	88%	+22%
Finger Lakes	86%	75%	82%	-9%
Long Island	63%	100%	78%	+37%

In 2007–2008, 63% or more LEAs in all regions reported providing school supplies as a support in the CSPR, with 100% of LEAs in all but the Finger Lakes Region (75%) providing school supplies in 2008–2009.

Table 15

Coordination Between Schools and Agencies

Region	2008	2009	Total	Change
New York City	90%	100%	95%	+10%
Niagara	80%	100%	89%	+20%
Saratoga-Capital	78%	100%	88%	+22%
Thousand Islands	67%	100%	86%	+33%
Hudson Valley	78%	93%	85%	+15%
Long Island	63%	100%	78%	+37%
Finger Lakes	71%	75%	73%	+4%

In 2007–2008, 90% of districts in the New York City Region reported the support of coordination between schools and agencies in 2007–2008, with 63% of districts on

Long Island providing the lowest percentage of this support. In 2008–2009, 100% of districts in five of the seven regions provided this support.

Table 16

Staff Professional Development and Awareness

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Niagara	80%	100%	89%	+20%
Thousand Islands	67%	100%	86%	+37%
Hudson Valley	78%	93%	85%	+15%
Saratoga-Capital	78%	88%	82%	+10%
Finger Lakes	71%	100%	82%	+29%
Long Island	63%	85%	72%	+22%

On staff professional development and awareness, 63% or more LEAs across all regions provided this support in 2007–2008. In 2008–2009, 100% of LEAs in four regions provided this support.

Table 17

Parent Education Related to Rights and Resources for Children

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	100%	100%	100%	0%
Niagara	80%	100%	89%	+20%
Saratoga-Capital	78%	88%	82%	+10%
Hudson Valley	67%	100%	82%	+33%
Long Island	58%	92%	72%	+34%
Finger Lakes	57%	75%	64%	+18%

All districts in the New York City Region and Thousand Islands Region provided parent education related to rights and resources for children as a support in both the 2007–2008 and 2008–2009 CSPRs. All districts in the Niagara Region and Hudson Valley Region provided this support in 2008–2009.

Table 18

Assistance with Participation in School Programs

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	67%	100%	86%	+33%
Saratoga-Capital	78%	88%	82%	+10%
Hudson Valley	72%	93%	82%	+21%
Long Island	63%	92%	75%	+29%
Finger Lakes	57%	100%	73%	+43%
Niagara	40%	75%	56%	+35%

In 2007–2008, 40% of LEAs in the Niagara Region provided assistance with participation in school programs as a support, whereas 75% of LEAs in the same region provided such support in 2008–2009. In 2008–2009, all LEAs in the New York City Region, Thousand Islands Region, and Finger Lakes Region provided this support.

Table 19

Tutoring or Other Instructional Support

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	100%	100%	100%	0%
Hudson Valley	78%	87%	82%	+9%
Niagara	80%	75%	78%	-15%
Long Island	63%	92%	75%	+29%
Saratoga-Capital	67%	75%	71%	+8%
Finger Lakes	43%	75%	55%	+32%

All districts in the New York City Region and Thousand Islands Region provided tutoring or other instructional support in 2007–2008 and 2008–2009. In 2008–2009, the lowest percentage of districts providing this support occurred in the Saratoga-Capital Region, Niagara Region, and Finger Lakes Region (75% for each).

Table 20

Before-, After-School, Mentoring, Summer Programs

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	67%	100%	86%	+33%
Hudson Valley	78%	87%	82%	+9%
Long Island	63%	92%	75%	+29%
Saratoga-Capital	56%	75%	65%	+19%
Finger Lakes	57%	50%	55%	-7%
Niagara	40%	50%	44%	+10%

On before-, after-school, mentoring, and summer programs, all LEAs in the New York City Region reported providing this support across 2007–2008 and 2008–2009,

whereas 40% LEAs in the Niagara Region provided such support in 2007–2008 and 50% of LEAs in the region provided it in 2008–2009.

Table 21

Transportation

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Niagara	80%	100%	89%	+20%
Thousand Islands	67%	100%	86%	+33%
Saratoga-Capital	67%	88%	77%	+21%
Hudson Valley	67%	87%	76%	+20%
Finger Lakes	71%	75%	73%	-4%
Long Island	42%	62%	50%	+20%

Transportation was provided by 100% of districts in the New York City Region in 2007–2008 and 2008–2009, and 100% of districts in the Niagara Region and Thousand Islands Region in 2008–2009. The lowest percentage of districts providing transportation as a support occurred in the Long Island Region across both years, 42% and 62%, respectively.

Table 22

Counseling

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	67%	100%	86%	+33%
Finger Lakes	71%	100%	82%	+29%
Hudson Valley	61%	73%	67%	+12%
Saratoga-Capital	56%	75%	65%	+19%
Long Island	58%	69%	63%	+11%
Niagara	40%	75%	56%	+35%

Counseling was provided as a support in all LEAs in the New York City Region across 2007–2008 and 2008–2009. All districts in three of seven regions provided this support in 2008–2009, with 69% of districts in the Long Island Region being the lowest.

Table 23

Emergency Assistance Related to School Attendance

Region	2008	2009	Total	Change
New York City	95%	100%	97%	+5%
Saratoga-Capital	67%	88%	77%	+21%
Long Island	68%	85%	75%	+17%
Thousand Islands	33%	100%	71%	+67%
Hudson Valley	61%	80%	70%	+19%
Finger Lakes	57%	50%	55%	-7%
Niagara	20%	75%	44%	+55%

Emergency assistance related to school attendance was provided by 20% of LEAs in the Niagara Region in 2007–2008 and 95% of LEAs in the New York City Region.

The following year, 75% of LEAs in the Niagara Region provided this support, whereas 100% of the LEAs in the New York City Region reported the provision of this support.

Table 24

Obtaining or Transferring Records Necessary for Enrollment

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Niagara	80%	100%	89%	+20%
Saratoga-Capital	57%	88%	71%	+31%
Finger Lakes	43%	100%	64%	+57%
Hudson Valley	50%	80%	64%	+30%
Long Island	53%	77%	63%	+24%
Thousand Islands	0%	100%	57%	+100%

In 2007–2008, 100% of districts in the New York City Region provided support in obtaining or transferring records necessary for enrollment, whereas 0% of districts in the Thousand Islands Region provided this support. In the 2008–2009, 100% of districts in the New York City Region and Thousand Islands Region provided this support.

Table 25

Clothing to Meet a School Requirement

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	67%	100%	86%	+33%
Saratoga-Capital	67%	88%	77%	+21%
Finger Lakes	71%	75%	73%	+4%
Long Island	63%	85%	72%	+22%
Hudson Valley	50%	60%	55%	+10%
Niagara	20%	50%	33%	+30%

In 2007–2008 and 2008–2009, the lowest percentage of LEAs providing clothing to meet a school requirement was in the Niagara Region, 20% and 50%, respectively. In 2008–2009, 100% of LEAs in the New York City Region and Thousand Islands Region provided this support.

Table 26

Referrals to Other Programs and Services

Region	2008	2009	Total	Change
Niagara	80%	100%	89%	+20%
Saratoga-Capital	78%	100%	88%	+22%
Thousand Islands	67%	100%	86%	+33%
Hudson Valley	78%	93%	85%	+15%
Finger Lakes	71%	100%	82%	+29%
Long Island	63%	92%	75%	+29%
New York City	5%	100%	51%	+95%

On referrals to other programs and services, in 2007–2008, the highest percentage of districts providing this support was in the Niagara Region (80%). In 2008–2009, 100% of districts in the Niagara Region, Saratoga-Capital Region, Thousand Islands Region, Finger Lakes Region, and New York City Region provided this support.

Table 27

Addressing Needs Related to Domestic Violence

Region	2008	2009	Total	Change
New York City	100%	100%	100%	0%
Thousand Islands	100%	100%	100%	0%
Saratoga-Capital	56%	88%	71%	+32%
Hudson Valley	56%	73%	64%	+17%
Long Island	53%	69%	59%	+16%
Niagara	60%	50%	56%	-10%
Finger Lakes	29%	75%	55%	+46%

In 2007–2008 and 2008–2009, all LEAs in the New York City Region and Thousand Islands Region provided support in addressing needs related to domestic violence. In 2007–2008, 29% of LEAs in the Finger Lakes Region reported providing this support, which increased to 75% of LEAs in 2008–2009.

Table 28

Referrals for Medical, Dental, and Other Health Services

Region	2008	2009	Total	Change
Thousand Islands	67%	100%	86%	+33%
Niagara	60%	100%	78%	+40%
Saratoga-Capital	67%	88%	77%	+21%
Hudson Valley	67%	73%	70%	+6%
Long Island	53%	92%	69%	+39%
Finger Lakes	43%	100%	64%	+57%
New York City	0%	0%	0%	0%

In 2007–2008 and 2008–2009 0% of districts in the New York City Region reported providing the support of referrals for medical, dental, and other health services.

In 2008–2009, 100% of districts in three regions provided this support.

Table 29

Early Childhood Programs

Region	2008	2009	Total	Change
Niagara	20%	25%	22%	+5%
Finger Lakes	29%	100%	55%	+71%
Thousand Islands	0%	75%	43%	+75%
Saratoga-Capital	22%	50%	35%	+28%
Hudson Valley	39%	67%	52%	+28%
Long Island	42%	69%	53%	+27%
New York City	0%	100%	48%	+100%

On early childhood programs, 0% of LEAs in the Thousand Islands Region and New York City Region reported providing this support. However, in 2008–2009, there was a large increase in the percentage of LEAs providing early childhood programs in both regions: Thousand Islands (75%) and New York City (100%).

Table 30

Expedited Evaluations

Region	2008	2009	Total	Change
New York City	0%	100%	49%	+100%
Long Island	37%	62%	47%	+25%
Thousand Islands	0%	75%	43%	+75%
Finger Lakes	14%	75%	36%	+61%
Hudson Valley	28%	40%	33%	+12%
Niagara	20%	50%	33%	+30%
Saratoga-Capital	33%	25%	29%	-8%

No districts in the New York City Region and Thousand Islands Region reported the provision of expedited evaluations in 2007–2008, whereas in 2008–2009, 100% and 75% of districts, respectively, reported providing this support.

In general, 2007–2008 and 2008–2009 survey data showed that all regions demonstrated no change, or made gains in 10 out of 17 support domains presented. The New York City Region and Thousand Islands Region experienced no change across the two years, as 100% percent of Local Education Agencies in both regions reported that the following supports were provided: school supplies, parent education related to rights and resources for children, tutoring or other instructional support, and addressing needs related to domestic violence. Additionally, 100% of LEAs in the New York City Region reported providing the following supports across two years: staff professional development and awareness; assistance with participation in school programs; before-, after-school, mentoring, summer programs; transportation; counseling; obtaining or transferring records necessary for enrollment; and clothing to meet a school requirement.

The largest gains were made from 2007–2008 to 2008–2009 in the New York City Region and Thousand Islands Region. The New York City Region demonstrated a 100% gain in the early childhood programs support as well as the expedited evaluations support. The Thousand Island Region made a 100% gain in the obtaining or transferring records necessary for enrollment support.

Survey respondents indicated a higher frequency of 100% of LEAs providing supports in the 2008–2009 school year. In the 2008–2009 school year, 100% of LEAs in three or more regions reported the provision of the following supports: school supplies; coordination between schools and agencies; staff professional development and awareness; parent education related to rights and resources for children; assistance with participation in school programs; transportation; counseling; obtaining or transferring records necessary for enrollment; referrals for medical, dental, and other health services; and referrals to other programs and services.

Regionally, decreases in the provision of supports were reported. In the seven domains where decreases were noted, only one region in each support domain yielded a decrease. The Finger Lakes Region reported decreases in supports in four domains. On school supplies, the Finger Lakes Region decreased by 9%, in addition to a 7% decrease in before-, after-school, mentoring, summer programs, a 7% decrease in emergency assistance related to school attendance, and a 4% decrease in the transportation support. A 15% decrease was reported by the Niagara Region in the tutoring or other instructional support domain, as well as a 10% decrease in addressing needs related to domestic violence. The Saratoga-Capital Region experienced an 8% decrease with regard to expedited evaluations.

Survey respondents were given the option to write open-ended responses related to other supports their LEA provided. Responses were coded and analyzed to describe supports not listed in the survey. Recoded responses are summarized in Table 31.

Table 31

Recoded Open-Ended Response Supports

Support	2008	2009	Total	Change
Attendance and other academic incentives	21	19	40	-2
Holiday assistance	7	4	11	-3
Advocacy/networking	5	2	7	-3
Clothing to meet a school requirement	5	2	7	-3
Food	4	2	6	-2
Referral to other programs and services	4	1	5	-3
Household items/furniture	3	1	4	-2
Parent education related to rights and resources for children	4	0	4	-4
Staff professional development and awareness	2	2	4	0
Case management	3	0	3	-3
Coordination between schools and agencies	1	2	3	+1
Fundraising	2	1	3	-1
Home visits	3	0	3	-3
School supplies	2	1	3	-1
Summer camp	2	1	3	-1
College preparation and assistance	0	2	2	+2
Financial literacy/budgetary counseling	1	1	2	0
High school senior activities and materials	0	2	2	+2
Laundry vouchers	1	1	2	0

(continued)

Table 31 (continued)

Recorded Open-Ended Response Supports

Support	2008	2009	Total	Change
Recreation activities	2	0	2	-2
Study materials	1	1	2	0
Assistance with participation in school programs	1	0	1	-1
Before-, after-school, mentoring, summer programs	1	0	1	-1
Career education resources	1	0	1	-1
Civic responsibility training	0	1	1	+1
Early childhood care and education	0	1	1	+1
End-of-year celebration for families	0	1	1	+1
Enrichment materials	1	0	1	-1
Housing safety education	1	0	1	-1
On-site medical and mental health services for families	0	1	1	+1
On-site registration at shelters	0	1	1	+1
Parenting workshops	0	1	1	+1
Referrals for medical, dental, and other health services	0	1	1	+1
Summer activities	0	1	1	+1
Translation services	1	0	1	-1
Transportation	1	0	1	-1

The survey data from 2007–2008 and 2008–2009 reflected a total of 37 supports categories in the open-ended response portion of the survey, 9 of which were previously listed in the survey: referral to other programs and services; parent education related to rights and resources for children; staff professional development and awareness;

coordination between schools and agencies; school supplies; assistance with participation in school programs; before-, after-school, mentoring, summer programs; referrals for medical, dental, and other health services; and transportation. Of the previously listed supports, no more than four Local Education Agencies (LEAs) reported the provision of such supports.

Overall, the most frequent support across two years was related to attendance and other academic incentives (40), which decreased from 2007–2008 to 2008–2009 with two less Local Education Agencies providing this support. The second most frequent additional support listed was holiday assistance (11). Advocacy/networking and clothing were the third highest frequency, both listed by seven LEAs.

A total of 11 supports were not reflected in the 2007–2008 data, but were listed by Local Education Agencies (LEAs) in 2008–2009: college preparation and assistance; high school senior activities and materials; assistance with finding permanent housing; civic responsibility training; early childhood care and education; end-of-year celebration for families; on-site medical and mental health services for families; on-site registration at shelters; parenting workshops; referrals for medical, dental, and other health services; and summer activities.

Chi-squares were run for each cross-tabulation and results are presented in Appendix E. Results are summarized in Table 32.

Table 32

Significant Difference in Supports by Region

Not significant	Significant
Expedited evaluations	Tutoring or other instructional support
Staff professional development and awareness	Referral to other programs and services
Early childhood programs	Transportation
Coordination between schools and agencies	Assistance with participation in school programs
School supplies	Before-, after-school, mentoring, summer programs
	Obtaining or transferring records necessary for enrollment
	Parent education related to rights and resources for children
	Counseling
	Addressing needs related to domestic violence
	Clothing to meet a school requirement
	Referrals for medical, dental, and other health services
	Emergency assistance related to school attendance

As seen in Table 32, 12 of 17 supports showed a significant difference by region.

The following supports did not show a significant difference by region: expedited

evaluations, staff professional development and awareness, early childhood programs, coordination between schools and agencies, and school supplies.

Research Question 4

How do school districts in New York State that receive McKinney-Vento subgrant funding and have a greater number of supports for homeless students compare with school districts in New York State that have a fewer number of supports for homeless students, in terms of proficiency on New York State English Language Arts (ELA) and Mathematics Assessments?

The first step in the analysis of research question four was to summarize the total number of supports per district, as reported in the 2007–2008 and 2008–2009 surveys. Local Education Agencies (LEAs) also reported the number of homeless students in grades 3 through 8 and high school who sat for the New York State English Language Arts (ELA) and Mathematics Assessments, as well as the number of students who achieved proficiency on the assessments. A percent proficiency was calculated for each assessment at each grade level.

Next, a Pearson correlation coefficient was run to determine the strength of the relationship between the total number of supports in each Local Education Agency (LEA) and the percent proficiency on the grades 3 through 8 and high school New York State ELA and Mathematics Assessments for the 2007–2008 and 2008–2009 school years. The complete results of the correlation analyses are presented in Appendix D.

For the New York State ELA assessments, only one statistically significant correlation emerged and is boldfaced in Table 33.

Table 33

Pearson Correlation for ELA Assessment and Total Supports

		totsupports
totsupports	Pearson Correlation	1
	Sig. (2-tailed)	
	N	67
ELA3percent	Pearson Correlation	.398**
	Sig. (2-tailed)	.002
	N	57
ELA4percent	Pearson Correlation	.025
	Sig. (2-tailed)	.850
	N	60
ELA5percent	Pearson Correlation	-.032
	Sig. (2-tailed)	.807
	N	60
ELA6percent	Pearson Correlation	.028
	Sig. (2-tailed)	.832
	N	60
ELA7percent	Pearson Correlation	-.058
	Sig. (2-tailed)	.661
	N	59
ELA8percent	Pearson Correlation	.163
	Sig. (2-tailed)	.213
	N	60
HSELApercentprof	Pearson Correlation	-.145
	Sig. (2-tailed)	.413
	N	34

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Data showed a positive correlation between total supports and the New York State English Language Arts (ELA) Assessment in Grade 3, for the 2008–2009 cohort, $r(n=57) = .398, p < .01$. Based on the 2007–2008 and 2008–2009 data, no significant correlations were found between total supports and the New York State mathematics assessments in grades 3 through 8 or high school.

CHAPTER 5: DISCUSSION

The purpose of this investigator was to describe the types of education barriers to school access and success, as well as supports available to homeless students in 148 Local Education Agencies (LEAs) across New York State that received McKinney-Vento subgrant funding, and to ascertain what educational leaders are doing to meet the educational needs of their homeless student population. The study was based on data from the 2007–2008 and 2008–2009 New York State Education Department Consolidated State Performance Reports (CSPRs). Data on barriers, supports, as well as English Language Arts (ELA) and mathematics achievement were gathered through the 2007–2008 and 2008–2009 CSPRs.

This chapter presents conclusions based on this study’s findings and draws on the data analysis presented in Chapter 4. Recommendations are made for school districts on barriers, supports, and the academic achievement of homeless students.

Recommendations for future research are also made.

Conclusions

In 2007–2008 and 2008–2009, a total of 148 Local Education Agencies (LEAs) participated in a New York State Education Department (NYSED) survey which provided data to the United States Department of Education (USED) for the 2007–2008 and 2008–2009 Comprehensive State Performance Reports (CSPRs). Data were analyzed in barriers, barriers by region, supports by region, and academic achievement on the New York State English Language Arts and Mathematics Assessment. Conclusions are discussed in the literature review in Chapter 2.

Barriers

1. What types of barriers to education access and success exist for homeless students in New York State LEAs that receive McKinney-Vento subgrants?

The literature on the education of homeless students mainly focuses on barriers (Gargiulo, 2006). Helm (1992) conceptualized two categories of barriers: barriers to school access, which are legal in nature; and barriers to school success, which deal with the lack of educational supports after students gain access. This researcher analyzed data from 148 respondents on six barriers to the education of homeless students and one open-ended question about perceived additional barriers and concluded that these barriers were in agreement with Helm's (1992) barriers. According to Helm's dichotomy, the six barriers presented in the New York State Education Department (NYSED) survey are subsumed in the category barriers to school access: transportation, school records, determining eligibility for homeless services, immunizations, other medical records, and school selection.

As seen in Table 5, the data show that the frequency of the New York State Education Department survey listed six barriers decreased from 2007–2008 to 2008–2009; specifically, four of the six barriers showed a 10% decrease of LEAs reporting a high frequency. Although the New York State Education Department (NYSED) did not explore the reasons for the decrease, Stronge's (1993b) discussion of the Chicago Public Schools' initiative is germane. In that initiative, the Chicago Public Schools dismantled barriers by creating awareness; reviewing and revising policy, practice, and procedures; and coordinating efforts. Similarly, in an effort to address barriers to access, it is conjectured that New York State McKinney-Vento subgrant-funded LEAs may have

reviewed, and in turn, revised their policy, practice, and procedures on homeless students. If that is in fact what occurred, then the decreases may be reflective of those actions.

In the current study, responses to the specific categories indicated that of the six barriers, transportation presented the biggest challenge to Local Education Agencies (LEAs), with a total of 16% of LEAs in all regions experiencing this problem at a high frequency. Helm (1992) pointed out that “transportation was not addressed in the original McKinney Act as an education-related problem” (p. 26). Although amendments to the McKinney Act were enacted in the 1990s to remedy the transportation problem, it continues to surface as a major barrier to the education of students experiencing homelessness in the literature (Ascher & Phenix, 2006; Gargiulo, 2006; Helm, 1993; Stronge, 1993a, 1993b; Stronge & Reed-Victor, 2000; White-Adams, 2008).

Open-ended survey responses on barriers were coded and analyzed. The survey yielded a total of 15 barrier categories, 4 of which were school access barriers previously listed as choices in the New York State Education Department (NYSED) survey: transportation, determining eligibility for homeless services, school records, and school selection. Five additional barrier categories were also found to be barriers to access: enrollment process, language, coordination between agencies, family relocation without notification to the district, and youth order of protection. Examination of the data showed that in 2007–2008, LEAs reported the greatest barrier to access was the enrollment process (N=13). Yet this same barrier in 2008–2009 was reported by only four LEAs. This outcome reflects a decrease of more than half of the previous year.

Six remaining open-ended barrier categories dealt with school success, thus relating to a student’s progress after initial enrollment in school: special education

placement, family issues, English as a Second Language assessment, incarcerated youth placement, and teen pregnancy issues. Special education placement was indicated as the greatest challenge by Local Education Agencies (LEAs), with four LEAs reporting this barrier in both years of the survey. This outcome is especially interesting given that the New York State Education Department (NYSED) survey choices excluded barriers to school success, yet the findings supported that the LEAs' response to the open-ended question fell in that category. Clearly, schools have concerns about the success of students experiencing homelessness and are putting efforts toward combating barriers to success.

Further, the results of this study showed an increase in the number of barriers reported in the open-ended response section of the survey from 2007–2008 to 2008–2009. In 2007–2008, seven barriers were listed: enrollment process, special education placement, family issues, transportation, determining eligibility for homeless services, language, and student involvement in disciplinary action; in 2008–2009, 14 barriers were listed: enrollment process, special education placement, family issues, transportation, determining eligibility for homeless services, language, coordination between agencies, English as a Second Language assessment, family relocation without notification to district, incarcerated youth placement, school records, school selection, teen pregnancy issues, and youth order of protection. The increase in barriers reported may be attributed to better record keeping on the part of Local Education Agencies (LEAs), the ability to better identify barriers, or the fact that LEAs simply did not previously encounter the barrier.

This researcher’s findings support the work of Wehlage et al. (1989). Wehlage and colleagues summarized characteristics of at-risk youth into three categories: family and social background, personal problems, and school problems. Examination of the survey barriers and the open-ended response barriers indicate that many of them are congruent with the general characteristics of at-risk youth summarized by Wehlage et al. The majority of the barriers to homeless students reported in the New York State Education Department (NYSED) survey fell in the category of family and social background from Wehlage et al. (see boldfaced barriers in Table 34).

Table 34

General Characteristics of At-Risk Youth and Barriers Reported

Family and social background	Personal problems	School problems
Low socioeconomic status	Substance abuse	Course failure
Minority race/ethnicity	Pregnancy/parent	Truancy
Single-parent home	Learning problems	Passive/bored
Low parental support	Legal problems	Disciplinary problems
Family crisis	Low aspirations	
Community stress/conflict	Low self-esteem	Credit deficient
Family mobility	Alienation	
Limited experience of dominant culture	Rejects authority	Retained in grade
	Mental/physical health problems	

Note. Adapted from “Reducing the Risk: Schools as Communities of Support,” by G. G. Wehlage, R. A. Rutter, G. A. Smith, N. Lesko, and R. R. Fernandez, 1989, p. 50.

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Wehlage et al. further note that at-risk youth “become alienated and lose one’s sense of commitment to the goals of graduating high school and pursuing more education” (p. 37). This outcome relates not only to the at-risk population in general, but also to the subpopulation of homeless at-risk youth. Therefore, it is critical for schools to function as communities of support to promote the success of the various at-risk populations.

Barriers by Region

2. What are the differences in the types of barriers faced by LEAs in different regions in New York State?

In analyzing the data for research question two, the researcher ensured a sufficient number of Local Education Agencies were represented in each region. When less than five LEAs were represented, they were merged into a contiguous region, leaving a total of 7 out of the 11 regions represented in data analysis.

Results of this analysis by region showed patterns and themes. In all regions except New York City, the highest frequencies were barriers to school access: obtaining school records, transportation, and determining eligibility for homeless services. Obtaining school records and transportation barriers support the findings of White-Adams’s (2008) study of 23 school districts in the state of Mississippi in which it was found that transportation, lack of school records, and residency requirements were the most frequently occurring challenges to educational access for homeless students. Thus, obtaining records and difficulties with transportation appear to be not merely regional issues; rather, they are widespread, specific to the homeless student population at a national level as well.

Of particular interest is the finding that the districts in New York City Region (0%) reported the lowest frequency of occurrence for five of six barriers presented. It would appear that the following barriers—determining eligibility for homeless services, school selection, transportation, obtaining school records, and obtaining immunizations—occurred infrequently; that is to say, little to none of the time. Similarly, analysis of the data indicated that for both years, districts in the Long Island Region (0%) reported low incidences of the school selection barrier. In 2008–2009, districts in the Long Island Region (0%) reported a low frequency for the barriers determining eligibility for homeless services, school records, immunizations, and other medical records. In contrast, the next most southern region of the state, Hudson Valley, did not exhibit similar low frequencies in multiple barrier categories, with the exception of the school selection barrier in 2007–2008 and 2008–2009.

LEAs in areas of the western region of New York State reported the highest frequency of issues for five of the six barriers surveyed. For example, 46 % of LEAs in the Finger Lakes Region rated school records as the most frequently occurring barrier in 2007–2008 and 2008–2009, with 27% of LEAs in the same region reporting immunizations and other medical records as the most frequently occurring barrier. In contrast, 33% of LEAs in the Niagara Region reported determining eligibility for homeless services and transportation as the most frequently occurring barriers across both years. These patterns may be emerging for a variety of reasons. Issues with record keeping and transferring, as well as interagency collaboration may be slowing down the process. There may be fewer options for transportation in the western region of New

York, which would warrant further investigation. Also, in determining eligibility for services, professional development and staff awareness may be factors.

Supports by Region

3. What supports are available for homeless students in different regions in New York State?

This investigator analyzed survey responses from 148 Local Education Agencies (LEAs) on 17 supports for homeless students in 2007–2008 and 2008–2009. Most noteworthy is that for both years, there was an increase in all supports. The highest percentage of increase was in the category of supplies (91%).

In analyzing the 17 supports listed, each can be categorized using Helm's (1992) definitions on school access and success. Supports that help alleviate barriers to school access which are legal in nature were less prevalent. Five of the 17 supports listed can be categorized as access supports. The 12 remaining supports can be categorized into supports that help alleviate barriers to school success. Results are categorized in Table 35.

Table 35

Survey Supports in Relation to School Access and School Success

School Access	School Success
Coordination between schools and agencies	School supplies
Staff professional development and awareness	Assistance with participation in school programs
Parent education related to rights and resources for children	Tutoring or other instructional support
Transportation	Before-, after-school, mentoring, summer programs
Obtaining or transferring records necessary for enrollment	Counseling
	Emergency assistance related to school attendance
	Clothing to meet a school requirement
	Referral to other programs and services
	Addressing needs related to domestic violence
	Referrals for medical, dental, and other health services
	Early childhood programs
	Expedited evaluations

Open-ended survey responses on supports were coded and analyzed. This analysis resulted in 37 categories, 9 of which had been previously listed in the survey: referral to other programs and services; parent education related to rights and resources

for children; staff professional development and awareness; coordination between schools and agencies; school supplies; assistance with participation in school programs; before-, after-school, mentoring, summer programs; referrals for medical, dental, and other health services; and transportation. Further, additional analysis of the open-ended responses in supports related to access and success yielded 19 supports that helped reduce barriers to school success and 8 supports that helped reduce barriers to school access. The remaining 10 supports, which did not fit in either category, dealt with supports outside of education (i.e., end-of-year celebration, holiday assistance). Results are summarized in Table 36.

Table 36

Open-Ended Survey Supports in Relation to School Access and School Success

School Access	School Success
Advocacy/networking	Attendance and other academic incentives
Parent education related to rights and resources for children	Clothing to meet a school requirement
Staff professional development and awareness	Food
Coordination between schools and agencies	Referral to other programs and services
On-site registration at shelters	Case management
Parenting workshops	Home visits
Translation services	School supplies
Transportation	Summer camp
	College preparation and assistance
	High school senior activities and materials
	Study materials
	Assistance with participation in school programs
	Career education resources
	Civic responsibility training
	Early childhood care and education
	Enrichment materials
	On-site medical and mental health services
	Referrals for medical, dental, and other health services
	Summer activities

It is interesting to note that although the majority of these barriers dealt with issues related to school access, the majority of supports reported by Local Education Agencies (LEAs) dealt with issues related to school success. Stronge (1993b), in his

study of 45 United States Education Coordinators, found that issues surrounding school access were minor compared to those involving school success, which supports this current author's finding that LEAs provided more supports (19 of 37) related to school success. Although it can be attributed to a limitation of the design of the study, the barrier section only included barriers related to access, it still warrants further investigation.

Regionally, New York City and the Thousand Islands regions demonstrated the most positive results in supports, yielding 100% in school supplies, parent education related to rights and resources for children, tutoring or other instructional support, and addressing needs related to domestic violence in 2007–2008 and 2008–2009.

Additionally, 100% of the Local Education Agencies in the New York City Region reported the following supports across both years: staff professional development and awareness; assistance with participation in school programs; before-, after-school, mentoring, summer programs; transportation; counseling; obtaining or transferring records necessary for enrollment; and clothing to meet a school requirement. Supports were a combination of those to help alleviate barriers to school access and those to help promote school success for students experiencing homelessness.

On the other hand, regional decreases were noted. For example, in the Finger Lakes Region, Niagara Region, and Saratoga-Capital Region, there was a reported decrease in the provision of supports. No decreases were noted in the southern portion of New York State. This finding is of interest, when coupled with the previous finding that the western portion of New York State had the highest frequency of barriers, whereas the southern portion had the lowest frequency of barriers. A variety of factors could have an

impact on this finding, including the amount of McKinney-Vento subgrant funding awarded to the Local Education Agencies (LEAs) in the region, the number of students served, the availability of transportation, professional development and staff awareness, as well as overall access to services.

Stronge and Reed-Victor (2000) described promising practices in the education of homeless children, which include “building awareness, securing parental involvement and support, providing early childhood opportunities, addressing the special needs of special populations, and coordinating and collaborating in-service delivery” (p. 6).

Twenty-four of the 28 supports in the New York State Education Department survey—those listed as choices and new categories written in as open-ended responses—were in agreement with Stronge and Reed-Victor’s promising practices. These supports were early childhood programs; tutoring or other instructional support; advocacy/networking; referral to other programs and services; parent education related to rights and resources for children; staff professional development and awareness; case management; coordination between schools and agencies; college preparation and assistance; financial literacy/budgetary counseling; high school senior activities and materials; recreation activities; assistance with participation in school programs; before-, after-school, mentoring, summer programs; career education services; civic responsibility training; early childhood care and education; housing safety education; on-site medical and mental health services; on-site registration at shelters; parenting workshops; referrals for medical, dental, and other health services; summer activities; and translation services. Hence, the vast majority of supports provided by LEAs across all regions are supported by Stronge and Reed-Victor’s (2000) research.

Academic Achievement

4. How do school districts in New York State that receive McKinney-Vento subgrant funding and have a greater number of supports for homeless students compare with school districts in New York State that have a fewer number of supports for homeless students, in terms of proficiency on New York State English Language Arts (ELA) and Mathematics Assessments?

The findings of this study supported only one statistically significant correlation for the New York State assessments. Data showed a positive correlation between total supports and the New York State English Language Arts (ELA) Assessment in Grade 3, for the 2008–2009 cohort, $r(n=57) = .398, p < .01$. A potential explanation for the correlation could be that grade 3 is the first year of state assessments for students, and perhaps particular emphasis is placed on supporting students in this grade through their first experience with state testing.

Of interest is that a higher frequency of supports provided by Local Education Agencies (LEAs) to homeless students did not correlate with a higher percent proficiency in any other grades either in English Language Arts (ELA) or in mathematics in grades 3 through 8 and high school. Only two years of data were analyzed, and it may take time for supports to have an impact on academic achievement. Perhaps due to transiency, students do not remain in districts long enough to benefit. Finally, supports outside of the classroom could possibly have a greater impact on students, especially since many of the barriers dealt with family issues. All potential reasons warrant further investigation.

Recommendations

As evidenced in the review of the literature, Local Education Agencies have been battling the issue of homelessness for decades. The Stewart B. McKinney Homeless Assistance Act (PL 100-77) was the first federal legislation that formally recognized this at-risk population and took measures to ensure a free and appropriate public education for homeless students. After undergoing several revisions, with its most recent in 2002, the McKinney-Vento Homeless Assistance Act serves as a guide to school districts still dealing with barriers to the education of homeless students. In an attempt to provide homeless students equal access to a free and appropriate public education, the law guarantees immediate enrollment for homeless students, school selection, and the policies and procedures focused on eliminating barriers to homeless children and youth.

As Stronge and Reed-Victor (2000) point out:

Ironically, children and youth who are homeless are often invisible to individuals and agencies with the potential to provide real solutions—schools and universities, service and faith organizations, health and social service agencies, businesses and economic planning groups—the essential resources of every community. (p. III)

In much of Stronge and Reed-Victor's work, they focus on making students visible to people and agencies. To combat barriers to school access and school success for homeless students, Stronge and Reed-Victor's promising practices can help guide Local Education Agencies (LEAs) in

- building awareness;
- securing parental involvement and support;

- providing early childhood education opportunities;
- addressing special needs of special populations; and
- coordinating and collaborating in-service delivery (p. 6).

Wehlage et al. (1989), in their research, found at-risk students benefit from a support system, whereby schools function as a community to promote academic engagement and school membership. In their study of 14 schools that were effective in working with at-risk populations, several recommendations were made as noted below:

- the development of strong alternative schools and programs unlike the traditional school model;
- systemic reform of policies and practices within existing comprehensive secondary schools to promote school membership and academic engagement; and
- creation of community partnerships that address the broad range of needs of at-risk youth.

The results of this current researcher found a variety of barriers to school access and success to the education of homeless students in New York State McKinney-Vento subgrant-funded schools. The majority of barriers cited dealt with barriers to access. The frequency of barriers experienced by LEAs differed by region.

The findings of this researcher supported the view that a high percentage of McKinney-Vento subgrant-funded schools are providing a multitude of supports to their homeless population, most supports targeting issues surrounding school success. Regional differences in supports emerged.

Based on results of this study, the following recommendations for Local Education Agencies and policymakers are noted below:

- Review all district regulations, policies, and procedures to ensure alignment with the McKinney-Vento Homeless Assistance Act of 2002.
- Conduct ongoing professional development for all district employees on the definition of homeless, as well as the rights of homeless students and their families.
- Create awareness about barriers to the education of homeless students, as well as effective supports.
- Work to create partnerships within the community, in order to promote seamless transitions for homeless students and make a wide variety of resources available.
- Ensure that all transportation barriers are minimized by appropriate coordination and collaboration.
- Widely publicize contact information for the district's designated homeless liaison, as well as other resources within the district.
- Ensure immediate enrollment and placement of homeless students by removing the barrier of obtaining school records and medical information.
- Implement research-based interventions that have a positive impact on student achievement for at-risk populations.

Recommendations for Future Research

This investigator focused on the types of barriers to school access and success to homeless students and the supports available to them, as well as their academic achievement in 148 Local Education Agencies (LEAs) across New York State that received McKinney-Vento subgrant funding, and to ascertain what educational leaders are doing to meet the needs of this at-risk population. The study was based on data from

the 2007–2008 and 2008–2009 New York State Education Consolidated State Performance Reports (CSPRs).

Based upon the findings in this study, recommendations for future research include the following:

- Examine more closely the Local Education Agencies (LEAs) in the southern portion of New York State that had the lowest frequency of barriers, specifically the New York City Region and Long Island Region, and the measures they are taking to eliminate barriers to educating homeless students.
- Examine the McKinney-Vento subgrant-funded LEAs in the western region of New York State, specifically, the Finger Lakes Region and Niagara Region; since they exhibited the highest frequency of barriers to educating homeless students, New York State should review state-level data each year.
- Survey McKinney-Vento subgrant-funded LEAs about specific barriers related to school success, rather than a specific focus on barriers to access.
- Create a survey for homeless students and their families on barriers to access and success, as well as supports.
- Take a closer look at the relationship of supports provided to homeless students in relation to their academic achievement.
- Conduct a longitudinal analysis of New York State Consolidated State Performance Report data to study patterns, themes, and discrepancies.
- Collect more detailed information about nonfunded LEAs across New York State.
- Examine New York State data in comparison to other regions in the country.

APPENDIX A LEAS RECEIVING MCKINNEY-VENTO SUBGRANT FUNDING

2007–2010

**LEAS RECEIVING MCKINNEY-VENTO
SUBGRANT FUNDING 2007-2010**

<u>LEAs Rec'ing Subgrants</u>	<u>Amt Awarded per yr</u>
Albany CSD	\$125,000.00
Ballston Spa CSD	\$90,217.00
Brentwood UFSD	\$125,000.00
Brockport CSD	\$75,000.00
Buffalo CSD	\$125,000.00
Central Islip UFSD	\$100,000.00
East Bloomfield CSD	\$97,616.00
East Ramapo CSD	\$50,000.00
Eastern Suffolk BOCES	\$125,000.00
Erie 2 BOCES	\$124,879.00
Farmingdale UFSD	\$49,434.00
Freeport UFSD	\$100,000.00
Fulton CSD	\$75,000.00
Gorham-Middlesex CSD	\$50,000.00
Hannibal CSD	\$75,000.00
Herkimer County BOCES	\$75,000.00
Hoosic Valley CSD	\$50,000.00
Hudson CSD	\$100,000.00
Huntington UFSD	\$47,500.00
Kenmore Town of Tonawanda UFSD	\$98,129.00
Lewiston-Porter CSD	\$50,000.00
Longwood CSD	\$125,000.00
Mamaroneck UFSD	\$50,000.00
Mexico CSD	\$50,000.00
Mount Vernon CSD	\$100,000.00
Nassau County BOCES	\$125,000.00
New Rochelle CSD	\$75,000.00
Newburgh Enlarged CSD	\$125,000.00
NYC CSD 1	\$125,000.00
NYC CSD 10	\$125,000.00
NYC CSD 11	\$125,000.00
NYC CSD 12	\$125,000.00

NYC CSD 13	\$125,000.00
NYC CSD 17	\$125,000.00
NYC CSD 18	\$125,000.00
NYC CSD 19	\$125,000.00
NYC CSD 20	\$125,000.00
NYC CSD 21	\$125,000.00
NYC CSD 22	\$125,000.00
NYC CSD 23	\$125,000.00
NYC CSD 29	\$125,000.00
NYC CSD 3	\$125,000.00
NYC CSD 30	\$100,000.00
NYC CSD 31	\$125,000.00
NYC CSD 32	\$125,000.00
NYC CSD 4	\$125,000.00
NYC CSD 9	\$125,000.00
Ossining UFSD	\$50,000.00
Peekskill CSD	\$100,000.00
Port Chester UFSD	\$100,000.00
Port Jervis CSD	\$99,998.00
Rochester CSD	\$125,000.00
Roosevelt UFSD	\$100,000.00
Sachem CSD	\$50,000.00
Saratoga Springs CSD	\$100,000.00
South Country CSD	\$125,000.00
Southern Westchester BOCES	\$125,000.00
Sullivan County BOCES	\$100,000.00
Syracuse CSD	\$75,000.00
Tarrytown UFSD	\$50,000.00
Troy CSD	\$100,000.00
Valley CSD	\$99,997.00
Washington Saratoga Warren Hamilton Essex BOCES	\$99,938.00
Westbury UFSD	\$75,000.00
White Plains CSD	\$75,000.00
William Floyd UFSD	\$125,000.00
Yonkers CSD	\$100,000.00
Total grants	67
Total	\$6,682,708.00

APPENDIX B CONSOLIDATED STATE PERFORMANCE REPORT: PART I

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

For reporting on
School Year 2008-09



Part I Due December 18, 2009
5pm EST

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be automatically calculated.

	#	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
Total	(Auto calculated)	(Auto calculated)

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youths in the State.

1.9.1.1 Homeless Children and Youths

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youths <u>Enrolled</u> in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths <u>Enrolled</u> in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total	(Auto calculated)	(Auto calculated)

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

	# of Homeless Children/Youths - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		
Hotels/Motels		
Total	(Auto calculated)	(Auto calculated)

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	(Auto calculated)

Subgroups of Homeless Students Served

In the table below, please provide the following information about the homeless students served during the regular school year.

	# Homeless Students Served
Unaccompanied youth	
Migratory children/youth	
Children with disabilities (<i>IDEA</i>)	
Limited English proficient students	

1.9.2.3 Educational Support Services Provided by Subgrantees
 In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	# McKinney-Vento Subgrantees That Offer
Tutoring or other instructional support	
Expedited evaluations	
Staff professional development and awareness	
Referrals for medical, dental, and other health services	
Transportation	
Early childhood programs	
Assistance with participation in school programs	
Before-, after-school, mentoring, summer programs	
Obtaining or transferring records necessary for enrollment	
Parent education related to rights and resources for children	
Coordination between schools and agencies	
Counseling	
Addressing needs related to domestic violence	
Clothing to meet a school requirement	
School supplies	
Referral to other programs and services	
Emergency assistance related to school attendance	
Other (optional – in comment box below)	
Other (optional – in comment box below)	
Other (optional – in comment box below)	

The response is limited to 8,000 characters.

1.9.2.4 Barriers to the Education of Homeless Children and Youths

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	# Subgrantees Reporting
Eligibility for homeless services	
School selection	
Transportation	
School records	
Immunizations	
Other medical records	
Other barriers – in comment box below	

The response is limited to 8,000 characters.

1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

1.9.2.5.1 Reading Assessment

In the table below, provide the number of homeless children and youths served who were tested on the State reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *ESEA*.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3		
4		
5		
6		
7		
8		
High School		

1.9.2.5.2 Mathematics Assessment

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State mathematics assessment.

APPENDIX C THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The McKinney-Vento Homeless Assistance Act

Reauthorized January 2002

Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) is amended to read as follows:

Subtitle B--Education for Homeless Children and Youths

SEC. 721. STATEMENT OF POLICY

The following is the policy of the Congress:

- (1) Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
- (2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
- (3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment.
- (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.

SEC. 722. GRANTS FOR STATE AND LOCAL ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS

- (a) GENERAL AUTHORITY- The Secretary is authorized to make grants to States in accordance with the provisions of this section to enable such States to carry out the activities described in subsections (d) through (g).
- (b) APPLICATION- No State may receive a grant under this section unless the State educational agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.
- (c) ALLOCATION AND RESERVATIONS-
 - (1) ALLOCATION- (A) Subject to subparagraph (B), the Secretary is authorized to allot to each State an amount that bears the same ratio to the amount appropriated for such year under section 726 that remains after the Secretary reserves funds under paragraph (2) and uses funds to carry out section 724(d) and (h), as the amount allocated under section 1122 of the Elementary and Secondary Education Act of 1965 to the State for that year bears to the total amount allocated under section 1122 of such Act to all States for that year, except that no State shall receive less than the greater of--

- (i) \$150,000;
- (ii) one-fourth of 1 percent of the amount appropriated under section 726 for that year; or
- (iii) the amount such State received under this section for fiscal year 2001.

(B) If there are insufficient funds in a fiscal year to allot to each State the minimum amount under subparagraph (A), the Secretary shall ratably reduce the allotments to all States based on the proportionate share that each State received under this subsection for the preceding fiscal year.

(2) RESERVATIONS- (A) The Secretary is authorized to reserve 0.1 percent of the amount appropriated for each fiscal year under section 726 to be allocated by the Secretary among the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, according to their respective need for assistance under this subtitle, as determined by the Secretary.

(B)(i) The Secretary shall transfer 1 percent of the amount appropriated for each fiscal year under section 726 to the Department of the Interior for programs for Indian students served by schools funded by the Secretary of the Interior, as determined under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.), that are consistent with the purposes of the programs described in this subtitle.

(ii) The Secretary and the Secretary of the Interior shall enter into an agreement, consistent with the requirements of this subtitle, for the distribution and use of the funds described in clause (i) under terms that the Secretary determines best meet the purposes of the programs described in this subtitle. Such agreement shall set forth the plans of the Secretary of the Interior for the use of the amounts transferred, including appropriate goals, objectives, and milestones.

(3) STATE DEFINED- For purposes of this subsection, the term 'State' does not include the United States Virgin Islands, Guam, American Samoa, or the Commonwealth of the Northern Mariana Islands.

(d) ACTIVITIES- Grants under this section shall be used for the following:

- (1) To carry out the policies set forth in section 721 in the State.
- (2) To provide activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs.
- (3) To establish or designate an Office of Coordinator for Education of Homeless Children and Youths in the State educational agency in accordance with subsection (f).
- (4) To prepare and carry out the State plan described in subsection (g).
- (5) To develop and implement professional development programs for school personnel to heighten their awareness of, and capacity to respond to, specific problems in the education of homeless children and youths.

(e) STATE AND LOCAL SUBGRANTS-

(1) MINIMUM DISBURSEMENTS BY STATES- From the sums made available each year to carry out this subtitle, the State educational agency shall distribute not less than 75 percent in subgrants to local educational agencies for the purposes of carrying out section 723, except that States funded at the minimum level set forth in subsection (c)(1) shall distribute not less than 50 percent in subgrants to local educational agencies for the purposes of carrying out section 723.

(2) USE BY STATE EDUCATIONAL AGENCY- A State educational agency

may use funds made available for State use under this subtitle to conduct activities under subsection (f) directly or through grants or contracts.

(3) PROHIBITION ON SEGREGATING HOMELESS STUDENTS-

(A) IN GENERAL- Except as provided in subparagraph (B) and section 723(a)(2)(B)(ii), in providing a free public education to a homeless child or youth, no State receiving funds under this subtitle shall segregate such child or youth in a separate school, or in a separate program within a school, based on such child's or youth's status as homeless.

(B) EXCEPTION- Notwithstanding subparagraph (A), paragraphs (1)(J)(i) and (3) of subsection (g), section 723(a)(2), and any other provision of this subtitle relating to the placement of homeless children or youths in schools, a State that has a separate school for homeless children or youths that was operated in fiscal year 2000 in a covered county shall be eligible to receive funds under this subtitle for programs carried out in such school if--

- (i) the school meets the requirements of subparagraph (C);
- (ii) any local educational agency serving a school that the homeless children and youths enrolled in the separate school are eligible to attend meets the requirements of subparagraph (E); and
- (iii) the State is otherwise eligible to receive funds under this subtitle.

(C) SCHOOL REQUIREMENTS- For the State to be eligible under subparagraph (B) to receive funds under this subtitle, the school described in such subparagraph shall--

(i) provide written notice, at the time any child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that--

(I) shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);

(II) sets forth the general rights provided under this subtitle;

(III) specifically states--

(aa) the choice of schools homeless children and youths are eligible to attend, as provided in subsection (g)(3)(A);

(bb) that no homeless child or youth is required to attend a separate school for homeless children or youths;

(cc) that homeless children and youths shall be provided comparable services described

in subsection (g)(4), including transportation services, educational services, and meals

through school meals programs; and

(dd) that homeless children and youths should not be stigmatized by school personnel;

and

(IV) provides contact information for the local liaison for homeless children and youths and the State Coordinator for Education of Homeless Children and Youths;

(ii)(I) provide assistance to the parent or guardian of each homeless child or youth (or, in the case of an unaccompanied youth, the youth) to exercise the right to attend the parent's or guardian's (or youth's) choice of schools, as provided in subsection (g)(3)(A); and

(II) coordinate with the local educational agency with jurisdiction for the school selected by the parent or guardian (or youth), to provide transportation and other necessary services;

(iii) ensure that the parent or guardian (or, in the case of an unaccompanied youth, the youth) shall receive the information required by this subparagraph in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth); and

(iv) demonstrate in the school's application for funds under this subtitle that such school--

(I) is complying with clauses (i) and (ii); and

(II) is meeting (as of the date of submission of the application) the same Federal and State standards, regulations, and mandates as other public schools in the State (such as complying with sections 1111 and 1116 of the Elementary and Secondary Education Act of 1965 and providing a full range of education and related services, including services applicable to students with disabilities).

(D) SCHOOL INELIGIBILITY- A separate school described in subparagraph (B) that fails to meet the standards, regulations, and mandates described in subparagraph (C)(iv)(II) shall not be eligible to receive funds under this subtitle for programs carried out in such school after the first date of such failure.

(E) LOCAL EDUCATIONAL AGENCY REQUIREMENTS- For the State to be eligible to receive the funds described in subparagraph (B), the local educational agency described in subparagraph (B)(ii) shall--

(i) implement a coordinated system for ensuring that homeless children and youths--

(I) are advised of the choice of schools provided in subsection (g)(3)(A);

(II) are immediately enrolled, in accordance with subsection (g)(3)(C), in the school selected under subsection (g)(3)(A); and

(III) are promptly provided necessary services described in subsection (g)(4), including transportation, to allow

homeless children and youths to exercise their choices of schools under subsection (g)(3)(A);

- (ii) document that written notice has been provided--
 - (I) in accordance with subparagraph (C)(i) for each child or youth enrolled in a separate school under subparagraph (B); and
 - (II) in accordance with subsection (g)(6)(A)(v);
 - (iii) prohibit schools within the agency's jurisdiction from referring homeless children or youths to, or requiring homeless children and youths to enroll in or attend, a separate school described in subparagraph (B);
 - (iv) identify and remove any barriers that exist in schools within the agency's jurisdiction that may have contributed to the creation or existence of separate schools described in subparagraph (B); and
 - (v) not use funds received under this subtitle to establish--
 - (I) new or additional separate schools for homeless children or youths; or
 - (II) new or additional sites for separate schools for homeless children or youths, other than the sites occupied by the schools described in subparagraph (B) in fiscal year 2000.

(F) REPORT-

(i) **PREPARATION-** The Secretary shall prepare a report on the separate schools and local educational agencies described in subparagraph (B) that receive funds under this subtitle in accordance with this paragraph. The report shall contain, at a minimum, information on--

- (I) compliance with all requirements of this paragraph;
- (II) barriers to school access in the school districts served by the local educational agencies; and
- (III) the progress the separate schools are making in integrating homeless children and youths into the mainstream school environment, including the average length of student enrollment in such schools.

(ii) **COMPLIANCE WITH INFORMATION REQUESTS-** For purposes of enabling the Secretary to prepare the report, the separate schools and local educational agencies shall cooperate with the Secretary and the State Coordinator for Education of Homeless Children and Youths established in the State under subsection (d)(3), and shall comply with any requests for information by the Secretary and State Coordinator for such State.

(iii) **SUBMISSION-** Not later than 2 years after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, the Secretary shall submit the report described in clause (i) to--

- (I) the President;
- (II) the Committee on Education and the Workforce of the House of Representatives; and
- (III) the Committee on Health, Education, Labor, and

Pensions of the Senate.

(G) DEFINITION- For purposes of this paragraph, the term 'covered county' means--

- (i) San Joaquin County, California;
- (ii) Orange County, California;
- (iii) San Diego County, California; and
- (iv) Maricopa County, Arizona.

(f) FUNCTIONS OF THE OFFICE OF COORDINATOR- The Coordinator for Education of Homeless Children and Youths established in each State shall--

(1) gather reliable, valid, and comprehensive information on the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools, the difficulties in identifying the special needs of such children and youths, any progress made by the State educational agency and local educational agencies in the State in addressing such problems and difficulties, and the success of the programs under this subtitle in allowing homeless children and youths to enroll in, attend, and succeed in, school;

(2) develop and carry out the State plan described in subsection (g);

(3) collect and transmit to the Secretary, at such time and in such manner as the Secretary may require, a report containing such information as the Secretary determines is necessary to assess the educational needs of homeless children and youths within the State;

(4) facilitate coordination between the State educational agency, the State social services agency, and other agencies (including agencies providing mental health services) to provide services to homeless children, including preschool-aged homeless children, and youths, and to families of such children and youths;

(5) in order to improve the provision of comprehensive education and related services to homeless children and youths and their families, coordinate and collaborate with--

(A) educators, including child development and preschool program personnel;

(B) providers of services to homeless and runaway children and youths and homeless families (including domestic violence agencies, shelter operators, transitional housing facilities, runaway and homeless youth centers, and transitional living programs for homeless youths);

(C) local educational agency liaisons designated under subsection (g)(1)(J)(ii) for homeless children and youths; and

(D) community organizations and groups representing homeless children and youths and their families; and

(6) provide technical assistance to local educational agencies in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of section 722(e)(3) and paragraphs (3) through (7) of subsection (g).

(g) STATE PLAN-

(1) IN GENERAL- Each State shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following:

(A) A description of how such children and youths are (or will be) given the opportunity to meet the same challenging State academic achievement standards all students are expected to meet.

(B) A description of the procedures the State educational agency will use

to identify such children and youths in the State and to assess their special needs.

(C) A description of procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths.

(D) A description of programs for school personnel (including principals, attendance officers, teachers, enrollment personnel, and pupil services personnel) to heighten the awareness of such personnel of the specific needs of runaway and homeless youths.

(E) A description of procedures that ensure that homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local food programs.

(F) A description of procedures that ensure that--

(i) homeless children have equal access to the same public preschool programs, administered by the State agency, as provided to other children in the State;

(ii) homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; and

(iii) homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local before- and after-school care programs.

(G) Strategies to address problems identified in the report provided to the Secretary under subsection (f)(3).

(H) Strategies to address other problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays that are caused by--

(i) immunization and medical records requirements;

(ii) residency requirements;

(iii) lack of birth certificates, school records, or other documentation;

(iv) guardianship issues; or

(v) uniform or dress code requirements.

(I) A demonstration that the State educational agency and local educational agencies in the State have developed, and shall review and revise, policies to remove barriers to the enrollment and retention of homeless children and youths in schools in the State.

(J) Assurances that--

(i) the State educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

(ii) local educational agencies will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A); and

(iii) the State and its local educational agencies will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in paragraph (3)(A), in accordance with the

following, as applicable:

(I) If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

(II) If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

(2) COMPLIANCE-

(A) IN GENERAL- Each plan adopted under this subsection shall also describe how the State will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7).

(B) COORDINATION- Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).

(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS-

(A) IN GENERAL- The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest--

(i) continue the child's or youth's education in the school of origin for the duration of homelessness--

(I) in any case in which a family becomes homeless between academic years or during an academic year; or

(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

(B) BEST INTEREST- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall--

(i) to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;

(ii) provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other

than the school of origin or a school requested by the parent or guardian; and

(iii) in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

(C) ENROLLMENT- (i) The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

(ii) The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

(iii) If the child or youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations, or immunization or medical records, in accordance with subparagraph (D).

(D) RECORDS- Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained--

(i) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and

(ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

(E) ENROLLMENT DISPUTES- If a dispute arises over school selection or enrollment in a school--

(i) the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;

(ii) the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;

(iii) the child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

(iv) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

(F) PLACEMENT CHOICE- The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

(G) SCHOOL OF ORIGIN DEFINED- In this paragraph, the term 'school of origin' means the school that the child or youth attended when

permanently housed or the school in which the child or youth was last enrolled.

(H) CONTACT INFORMATION- Nothing in this subtitle shall prohibit a local educational agency from requiring a parent or guardian of a homeless child to submit contact information.

(4) COMPARABLE SERVICES- Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under paragraph (3), including the following:

(A) Transportation services.

(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency.

(C) Programs in vocational and technical education.

(D) Programs for gifted and talented students.

(E) School nutrition programs.

(5) COORDINATION-

(A) IN GENERAL- Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate--

(i) the provision of services under this subtitle with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

(ii) with other local educational agencies on interdistrict issues, such as transportation or transfer of school records.

(B) HOUSING ASSISTANCE- If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

(C) COORDINATION PURPOSE- The coordination required under subparagraphs (A) and (B) shall be designed to--

(i) ensure that homeless children and youths have access and reasonable proximity to available education and related support services; and

(ii) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

(6) LOCAL EDUCATIONAL AGENCY LIAISON-

(A) DUTIES- Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that--

(i) homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;

(ii) homeless children and youths enroll in, and have a full and equal opportunity to succeed in, schools of that local educational agency;

(iii) homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the local educational agency, and referrals to health care services, dental services, mental health services, and other appropriate services;

(iv) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

(v) public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens;

(vi) enrollment disputes are mediated in accordance with paragraph (3)(E); and

(vii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).

(B) NOTICE- State coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, and advocates working with homeless families of the duties of the local educational agency liaisons.

(C) LOCAL AND STATE COORDINATION- Local educational agency liaisons for homeless children and youths shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

(7) REVIEW AND REVISIONS-

(A) IN GENERAL- Each State educational agency and local educational agency that receives assistance under this subtitle shall review and revise any policies that may act as barriers to the enrollment of homeless children and youths in schools that are selected under paragraph (3).

(B) CONSIDERATION- In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

(C) SPECIAL ATTENTION- Special attention shall be given to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.

SEC. 723. LOCAL EDUCATIONAL AGENCY SUBGRANTS FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS

(a) GENERAL AUTHORITY-

(1) IN GENERAL- The State educational agency shall, in accordance with

section 722(e), and from amounts made available to such agency under section 726, make subgrants to local educational agencies for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youths.

(2) SERVICES-

(A) IN GENERAL- Services under paragraph (1)--

(i) may be provided through programs on school grounds or at other facilities;

(ii) shall, to the maximum extent practicable, be provided through existing programs and mechanisms that integrate homeless children and youths with nonhomeless children and youths; and

(iii) shall be designed to expand or improve services provided as part of a school's regular academic program, but not to replace such services provided under such program.

(B) SERVICES ON SCHOOL GROUNDS- If services under paragraph

(1) are provided on school grounds, schools--

(i) may use funds under this subtitle to provide the same services to other children and youths who are determined by the local educational agency to be at risk of failing in, or dropping out of, school, subject to the requirements of clause (ii); and

(ii) except as otherwise provided in section 722(e)(3)(B), shall not provide services in settings within a school that segregate homeless children and youths from other children and youths, except as necessary for short periods of time--

(I) for health and safety emergencies; or

(II) to provide temporary, special, and supplementary services to meet the unique needs of homeless children and youths.

(3) REQUIREMENT- Services provided under this section shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the school's regular academic program.

(b) APPLICATION- A local educational agency that desires to receive a subgrant under this section shall submit an application to the State educational agency at such time, in such manner, and containing or accompanied by such information as the State educational agency may reasonably require. Such application shall include the following:

(1) An assessment of the educational and related needs of homeless children and youths in the area served by such agency (which may be undertaken as part of needs assessments for other disadvantaged groups).

(2) A description of the services and programs for which assistance is sought to address the needs identified in paragraph (1).

(3) An assurance that the local educational agency's combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.

(4) An assurance that the applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722(g).

(5) A description of policies and procedures, consistent with section 722(e)(3), that the agency will implement to ensure that activities carried out by the agency

will not isolate or stigmatize homeless children and youths.

(c) AWARDS-

(1) IN GENERAL- The State educational agency shall, in accordance with the requirements of this subtitle and from amounts made available to it under section 726, make competitive subgrants to local educational agencies that submit applications under subsection (b). Such subgrants shall be awarded on the basis of the need of such agencies for assistance under this subtitle and the quality of the applications submitted.

(2) NEED- In determining need under paragraph (1), the State educational agency may consider the number of homeless children and youths enrolled in preschool, elementary, and secondary schools within the area served by the local educational agency, and shall consider the needs of such children and youths and the ability of the local educational agency to meet such needs. The State educational agency may also consider the following:

(A) The extent to which the proposed use of funds will facilitate the enrollment, retention, and educational success of homeless children and youths.

(B) The extent to which the application--

(i) reflects coordination with other local and State agencies that serve homeless children and youths; and

(ii) describes how the applicant will meet the requirements of section 722(g)(3).

(C) The extent to which the applicant exhibits in the application and in current practice a commitment to education for all homeless children and youths.

(D) Such other criteria as the State agency determines appropriate.

(3) QUALITY- In determining the quality of applications under paragraph (1), the State educational agency shall consider the following:

(A) The applicant's needs assessment under subsection (b)(1) and the likelihood that the program presented in the application will meet such needs.

(B) The types, intensity, and coordination of the services to be provided under the program.

(C) The involvement of parents or guardians of homeless children or youths in the education of their children.

(D) The extent to which homeless children and youths will be integrated within the regular education program.

(E) The quality of the applicant's evaluation plan for the program.

(F) The extent to which services provided under this subtitle will be coordinated with other services available to homeless children and youths and their families.

(G) Such other measures as the State educational agency considers indicative of a high-quality program, such as the extent to which the local educational agency will provide case management or related services to unaccompanied youths.

(4) DURATION OF GRANTS- Grants awarded under this section shall be for terms not to exceed 3 years.

(d) AUTHORIZED ACTIVITIES- A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:

(1) The provision of tutoring, supplemental instruction, and enriched educational

services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.

(2) The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).

(3) Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.

(4) The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.

(5) The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).

(6) The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.

(7) The provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to nonhomeless children and youths.

(8) The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.

(9) If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.

(10) The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths.

(11) The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).

(12) The provision of pupil services (including violence prevention counseling) and referrals for such services.

(13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence.

(14) The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.

(15) The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.

(16) The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school.

SEC. 724. SECRETARIAL RESPONSIBILITIES

- (a) REVIEW OF STATE PLANS- In reviewing the State plan submitted by a State educational agency under section 722(g), the Secretary shall use a peer review process and shall evaluate whether State laws, policies, and practices described in such plan adequately address the problems of homeless children and youths relating to access to education and placement as described in such plan.
- (b) TECHNICAL ASSISTANCE- The Secretary shall provide support and technical assistance to a State educational agency to assist such agency in carrying out its responsibilities under this subtitle, if requested by the State educational agency.
- (c) NOTICE- The Secretary shall, before the next school year that begins after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, create and disseminate nationwide a public notice of the educational rights of homeless children and youths and disseminate such notice to other Federal agencies, programs, and grantees, including Head Start grantees, Health Care for the Homeless grantees, Emergency Food and Shelter grantees, and homeless assistance programs administered by the Department of Housing and Urban Development.
- (d) EVALUATION AND DISSEMINATION- The Secretary shall conduct evaluation and dissemination activities of programs designed to meet the educational needs of homeless elementary and secondary school students, and may use funds appropriated under section 726 to conduct such activities.
- (e) SUBMISSION AND DISTRIBUTION- The Secretary shall require applications for grants under this subtitle to be submitted to the Secretary not later than the expiration of the 60-day period beginning on the date that funds are available for purposes of making such grants and shall make such grants not later than the expiration of the 120-day period beginning on such date.
- (f) DETERMINATION BY SECRETARY- The Secretary, based on the information received from the States and information gathered by the Secretary under subsection (h), shall determine the extent to which State educational agencies are ensuring that each homeless child and homeless youth has access to a free appropriate public education, as described in section 721(1).
- (g) GUIDELINES- The Secretary shall develop, issue, and publish in the Federal Register, not later than 60 days after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, school enrollment guidelines for States with respect to homeless children and youths. The guidelines shall describe--
- (1) successful ways in which a State may assist local educational agencies to immediately enroll homeless children and youths in school; and
 - (2) how a State can review the State's requirements regarding immunization and medical or school records and make such revisions to the requirements as are appropriate and necessary in order to enroll homeless children and youths in school immediately.
- (h) INFORMATION-
- (1) IN GENERAL- From funds appropriated under section 726, the Secretary shall, directly or through grants, contracts, or cooperative agreements, periodically collect and disseminate data and information regarding--
 - (A) the number and location of homeless children and youths;
 - (B) the education and related services such children and youths receive;
 - (C) the extent to which the needs of homeless children and youths are being met; and
 - (D) such other data and information as the Secretary determines to be necessary and relevant to carry out this subtitle.

(2) COORDINATION- The Secretary shall coordinate such collection and dissemination with other agencies and entities that receive assistance and administer programs under this subtitle.

(i) REPORT- Not later than 4 years after the date of enactment of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, the Secretary shall prepare and submit to the President and the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report on the status of education of homeless children and youths, which shall include information on--

(1) the education of homeless children and youths; and

(2) the actions of the Secretary and the effectiveness of the programs supported under this subtitle.

SEC. 725. DEFINITIONS

For purposes of this subtitle:

(1) The terms 'enroll' and 'enrollment' include attending classes and participating fully in school activities.

(2) The term 'homeless children and youths'--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

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

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

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

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(3) The terms 'local educational agency' and 'State educational agency' have the meanings given such terms in section 9101 of the Elementary and Secondary Education Act of 1965.

(4) The term 'Secretary' means the Secretary of Education.

(5) The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(6) The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

SEC. 726. AUTHORIZATION OF APPROPRIATIONS

For the purpose of carrying out this subtitle, there are authorized to be appropriated \$70,000,000 for fiscal year 2002 and such sums as may be necessary for each of fiscal years 2003 through 2007.'

**APPENDIX D PEARSON CORRELATION ANALYSES FOR TOTAL
SUPPORTS AND NYS ASSESSMENTS**

Year = 2008
Correlations^a

		totsupports	ELA3percent	ELA4percent	ELA5percent
totsupports	Pearson Correlation	1	-.045	-.050	.038
	Sig. (2-tailed)		.749	.709	.780
	N	69	54	57	56
ELA3percent	Pearson Correlation	-.045	1	.502**	.448**
	Sig. (2-tailed)	.749		.000	.000
	N	54	63	60	59
ELA4percent	Pearson Correlation	-.050	.502**	1	.527**
	Sig. (2-tailed)	.709	.000		.000
	N	57	60	64	58
ELA5percent	Pearson Correlation	.038	.448**	.527**	1
	Sig. (2-tailed)	.780	.000	.000	
	N	56	59	58	63
ELA6percent	Pearson Correlation	.113	.539**	.474**	.126
	Sig. (2-tailed)	.417	.000	.000	.341
	N	54	58	59	59
ELA7percent	Pearson Correlation	.110	.553**	.346**	.301*
	Sig. (2-tailed)	.424	.000	.007	.019
	N	55	59	60	60
ELA8percent	Pearson Correlation	-.025	.300*	.400**	.475**
	Sig. (2-tailed)	.856	.023	.002	.000
	N	55	57	58	59
HSELApercentprof	Pearson Correlation	-.174	.214	.535**	.398*
	Sig. (2-tailed)	.358	.224	.001	.024
	N	30	34	34	32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Year = 2008

Correlations^a

		ELA6percent	ELA7percent	ELA8percent	HSELApercent prof
totsupports	Pearson Correlation	.113	.110	-.025	-.174
	Sig. (2-tailed)	.417	.424	.856	.358
	N	54	55	55	30
ELA3percent	Pearson Correlation	.539**	.553**	.300*	.214
	Sig. (2-tailed)	.000	.000	.023	.224
	N	58	59	57	34
ELA4percent	Pearson Correlation	.474**	.346**	.400**	.535**
	Sig. (2-tailed)	.000	.007	.002	.001
	N	59	60	58	34
ELA5percent	Pearson Correlation	.126	.301*	.475**	.398*
	Sig. (2-tailed)	.341	.019	.000	.024
	N	59	60	59	32
ELA6percent	Pearson Correlation	1	.403**	.443**	.382*
	Sig. (2-tailed)		.001	.001	.034
	N	61	60	57	31
ELA7percent	Pearson Correlation	.403**	1	.524**	.459**
	Sig. (2-tailed)	.001		.000	.008
	N	60	63	60	32
ELA8percent	Pearson Correlation	.443**	.524**	1	.566**
	Sig. (2-tailed)	.001	.000		.001
	N	57	60	63	31
HSELApercentprof	Pearson Correlation	.382*	.459**	.566**	1
	Sig. (2-tailed)	.034	.008	.001	
	N	31	32	31	37

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Year = 2008

Year = 2009

Correlations^a

		totsupports	ELA3percent	ELA4percent	ELA5percent
totsupports	Pearson Correlation	1	.398**	.025	-.032
	Sig. (2-tailed)		.002	.850	.807
	N	67	57	60	60
ELA3percent	Pearson Correlation	.398**	1	.416**	.434**
	Sig. (2-tailed)	.002		.001	.001
	N	57	57	57	57
ELA4percent	Pearson Correlation	.025	.416**	1	.450**
	Sig. (2-tailed)	.850	.001		.000
	N	60	57	60	59
ELA5percent	Pearson Correlation	-.032	.434**	.450**	1
	Sig. (2-tailed)	.807	.001	.000	
	N	60	57	59	60
ELA6percent	Pearson Correlation	.028	.278*	.486**	.539**
	Sig. (2-tailed)	.832	.037	.000	.000
	N	60	57	59	60
ELA7percent	Pearson Correlation	-.058	.341**	.497**	.455**
	Sig. (2-tailed)	.661	.009	.000	.000
	N	59	57	59	59
ELA8percent	Pearson Correlation	.163	.448**	.695**	.483**
	Sig. (2-tailed)	.213	.001	.000	.000
	N	60	56	59	59
HSELApercentprof	Pearson Correlation	-.145	-.088	.231	.137
	Sig. (2-tailed)	.413	.631	.196	.449
	N	34	32	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Year = 2009

Correlations^a

		ELA6percent	ELA7percent	ELA8percent	HSELApercent prof
totsupports	Pearson Correlation	.028	-.058	.163	-.145
	Sig. (2-tailed)	.832	.661	.213	.413
	N	60	59	60	34
ELA3percent	Pearson Correlation	.278*	.341**	.448**	-.088
	Sig. (2-tailed)	.037	.009	.001	.631
	N	57	57	56	32
ELA4percent	Pearson Correlation	.486**	.497**	.695**	.231
	Sig. (2-tailed)	.000	.000	.000	.196
	N	59	59	59	33
ELA5percent	Pearson Correlation	.539**	.455**	.483**	.137
	Sig. (2-tailed)	.000	.000	.000	.449
	N	60	59	59	33
ELA6percent	Pearson Correlation	1	.379**	.654**	.276
	Sig. (2-tailed)		.003	.000	.120
	N	60	59	59	33
ELA7percent	Pearson Correlation	.379**	1	.564**	.171
	Sig. (2-tailed)	.003		.000	.349
	N	59	59	58	32
ELA8percent	Pearson Correlation	.654**	.564**	1	.381*
	Sig. (2-tailed)	.000	.000		.029
	N	59	58	60	33
HSELApercentprof	Pearson Correlation	.276	.171	.381*	1
	Sig. (2-tailed)	.120	.349	.029	
	N	33	32	33	34

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Year = 2009

Year = 2008

Correlations^a

		totsupports	Math3percent	Math4percent	Math5percent
totsupports	Pearson Correlation	1	.075	-.111	.192
	Sig. (2-tailed)		.589	.413	.148
	N	69	54	56	58
Math3percent	Pearson Correlation	.075	1	.630**	.328**
	Sig. (2-tailed)	.589		.000	.010
	N	54	64	60	61
Math4percent	Pearson Correlation	-.111	.630**	1	.650**
	Sig. (2-tailed)	.413	.000		.000
	N	56	60	64	59
Math5percent	Pearson Correlation	.192	.328**	.650**	1
	Sig. (2-tailed)	.148	.010	.000	
	N	58	61	59	65
Math6percent	Pearson Correlation	-.038	.680**	.694**	.643**
	Sig. (2-tailed)	.781	.000	.000	.000
	N	56	61	61	61
Math7percent	Pearson Correlation	.124	.221	.341**	.312*
	Sig. (2-tailed)	.357	.084	.007	.012
	N	57	62	61	64
Math8percent	Pearson Correlation	-.032	.698**	.747**	.685**
	Sig. (2-tailed)	.815	.000	.000	.000
	N	57	59	59	62
HSmathpercentprof	Pearson Correlation	-.162	-.058	.464**	.263
	Sig. (2-tailed)	.412	.758	.009	.154
	N	28	31	31	31

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Year = 2008

Correlations^a

		Math6percent	Math7percent	Math8percent
totsupports	Pearson Correlation	-.038	.124	-.032
	Sig. (2-tailed)	.781	.357	.815
	N	56	57	57
Math3percent	Pearson Correlation	.680**	.221	.698**
	Sig. (2-tailed)	.000	.084	.000
	N	61	62	59
Math4percent	Pearson Correlation	.694**	.341**	.747**
	Sig. (2-tailed)	.000	.007	.000
	N	61	61	59
Math5percent	Pearson Correlation	.643**	.312*	.685**
	Sig. (2-tailed)	.000	.012	.000
	N	61	64	62
Math6percent	Pearson Correlation	1	.413**	.835**
	Sig. (2-tailed)		.001	.000
	N	64	62	59
Math7percent	Pearson Correlation	.413**	1	.632**
	Sig. (2-tailed)	.001		.000
	N	62	66	63
Math8percent	Pearson Correlation	.835**	.632**	1
	Sig. (2-tailed)	.000	.000	
	N	59	63	65
HSmathpercentprof	Pearson Correlation	.362*	.250	.102
	Sig. (2-tailed)	.049	.168	.591
	N	30	32	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Year = 2008

Correlations^a

		HSmathpercentprof
totsupports	Pearson Correlation	-.162
	Sig. (2-tailed)	.412
	N	28
Math3percent	Pearson Correlation	-.058
	Sig. (2-tailed)	.758
	N	31
Math4percent	Pearson Correlation	.464**
	Sig. (2-tailed)	.009
	N	31
Math5percent	Pearson Correlation	.263
	Sig. (2-tailed)	.154
	N	31
Math6percent	Pearson Correlation	.362*
	Sig. (2-tailed)	.049
	N	30
Math7percent	Pearson Correlation	.250
	Sig. (2-tailed)	.168
	N	32
Math8percent	Pearson Correlation	.102
	Sig. (2-tailed)	.591
	N	30
HSmathpercentprof	Pearson Correlation	1
	N	34

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Year = 2008

Year = 2009

Correlations^a

		totsupports	Math3percent	Math4percent	Math5percent
totsupports	Pearson Correlation	1	.085	-.086	.005
	Sig. (2-tailed)		.530	.515	.971
	N	67	57	59	59
Math3percent	Pearson Correlation	.085	1	.550**	.496**
	Sig. (2-tailed)	.530		.000	.000
	N	57	57	57	57
Math4percent	Pearson Correlation	-.086	.550**	1	.468**
	Sig. (2-tailed)	.515	.000		.000
	N	59	57	59	58
Math5percent	Pearson Correlation	.005	.496**	.468**	1
	Sig. (2-tailed)	.971	.000	.000	
	N	59	57	58	59
Math6percent	Pearson Correlation	-.034	.242	.176	.509**
	Sig. (2-tailed)	.799	.072	.189	.000
	N	58	56	57	58
Math7percent	Pearson Correlation	-.122	.489**	.657**	.558**
	Sig. (2-tailed)	.364	.000	.000	.000
	N	58	57	58	58
Math8percent	Pearson Correlation	.003	.557**	.581**	.582**
	Sig. (2-tailed)	.980	.000	.000	.000
	N	59	56	58	58
HSmathpercentprof	Pearson Correlation	-.200	.073	.151	.331
	Sig. (2-tailed)	.256	.691	.403	.060
	N	34	32	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

a. Year = 2009

Correlations^a

		Math6percent	Math7percent	Math8percent
totsupports	Pearson Correlation	-.034	-.122	.003
	Sig. (2-tailed)	.799	.364	.980
	N	58	58	59
Math3percent	Pearson Correlation	.242	.489**	.557**
	Sig. (2-tailed)	.072	.000	.000
	N	56	57	56
Math4percent	Pearson Correlation	.176	.657**	.581**
	Sig. (2-tailed)	.189	.000	.000
	N	57	58	58
Math5percent	Pearson Correlation	.509**	.558**	.582**
	Sig. (2-tailed)	.000	.000	.000
	N	58	58	58
Math6percent	Pearson Correlation	1	.451**	.605**
	Sig. (2-tailed)		.000	.000
	N	58	57	57
Math7percent	Pearson Correlation	.451**	1	.678**
	Sig. (2-tailed)	.000		.000
	N	57	58	57
Math8percent	Pearson Correlation	.605**	.678**	1
	Sig. (2-tailed)	.000	.000	
	N	57	57	59
HSmathpercentprof	Pearson Correlation	.247	.320	.188
	Sig. (2-tailed)	.174	.075	.294
	N	32	32	33

** . Correlation is significant at the 0.01 level (2-tailed).

a. Year = 2009

Correlations^a

		HSmathpercentprof
totsupports	Pearson Correlation	-.200
	Sig. (2-tailed)	.256
	N	34
Math3percent	Pearson Correlation	.073
	Sig. (2-tailed)	.691
	N	32
Math4percent	Pearson Correlation	.151
	Sig. (2-tailed)	.403
	N	33
Math5percent	Pearson Correlation	.331
	Sig. (2-tailed)	.060
	N	33
Math6percent	Pearson Correlation	.247
	Sig. (2-tailed)	.174
	N	32
Math7percent	Pearson Correlation	.320
	Sig. (2-tailed)	.075
	N	32
Math8percent	Pearson Correlation	.188
	Sig. (2-tailed)	.294
	N	33
HSmathpercentprof	Pearson Correlation	1
	N	34

a. Year = 2009

**APPENDIX E PEARSON CHI-SQUARE ANALYSES FOR BARRIERS AND
SUPPORTS**

Barriers	Pearson Chi-Square	P
Determining eligibility for homeless services	15.652	.016
School selection	12.519	.051
Transportation	13.926	.030
School records	20.081	.003
Immunizations	10.713	.098
Other medical records	12.862	.045

Supports	Pearson Chi-Square	P
Tutoring or other instructional support	18.721	.005
Expedited evaluations	3.488	.746
Staff professional development and awareness	11.959	.063
Referrals for medical, dental, and other health services	60.297	.000
Transportation	26.519	.000
Early childhood programs	4.243	.644
Assistance with participation in school programs	15.216	.019
Before-, after-school, mentoring, summer programs	23.605	.001
Obtaining or transferring records necessary for enrollment	20.990	.002
Parent education related to rights and resources for children	16.326	.012
Coordination between schools and agencies	5.906	.434
Counseling	20.708	.002
Addressing needs related to domestic violence	27.153	.000
Clothing to meet a school requirement	28.794	.000
School supplies	12.122	.059
Referral to other programs and services	16.298	.012
Emergency assistance related to school attendance	18.509	.001

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