FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

| Please return to:<br><br>Florida Department of Education<br>Office of Grants Management<br>Room 332, Turlington Building<br>325 West Gaines Street<br>Tallahassee, Florida 32399-0400<br>Telephone: (850) 245-0496 | A) Program Name:<br>Title IX, Part A Education of Homeless Children and Youth Project 2018-2019<br><br>TAPS NUMBER:  19A006 | DOE USE ONLY<br>Date Received |
|---|---|---|
| | | Project Number (DOE Assigned)<br>580-1279B-9CH01 |

**B) Name and Address of Eligible Applicant:**

Sarasota County District School Board
1960 Landings Blvd.
Sarasota, 34231

| | D) Applicant Contact & Business Information | |
|---|---|---|
| **C) Total Funds Requested:**<br>**$75,000.00** | Contact Name:<br>Jane Mahler | Telephone Numbers:<br>941-927-9000 |
| | Fiscal Contact Name:<br>Mitsi Corcoran | FAX: |
| **DOE USE ONLY**<br>**Total Approved Project:**<br>$ | Mailing Address:<br>1960 Landings Blvd., Sarasota, 34231 | E-mail Addresses:<br>jane.mahler@sarasotacountyschools.net |
| | Physical/Facility Address:<br>1960 Landings Blvd.<br>Sarasota<br>34231 | DUNS number:  09553129<br>FEIN number:  59-6000847 |

**CERTIFICATION**

I, <u>Todd Bowden</u> (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

**E)** _____  _____  _____
Signature of Agency Head       Title                      Date

DOE 100A
Revised July 2015

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org
**Pam Stewart, Commissioner**

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# FLORIDA DEPARTMENT OF EDUCATION
# BUDGET DESCRIPTION FORM -
# Title IX, Part A Education of Homeless Children and Youth Project 2018-2019

A) NAME OF ELIGIBLE RECIPIENT: **Sarasota County District School Board**
B) Project Number: (DOE USE ONLY): **580-1279B-9CH01**

| **E) TAPS Number** |
| **19A006** |

| Count | Activity | Function | Object | Description | FTE | Amount |
|---|---|---|---|---|---|---|
| 1 | • Professional development (training, ta, consultation, coaching); • Outreach to identify homeless children and youth in the community; • Project Administration; • Case management/social work services for full participation | 6100 | 310 | Professional and Technical Services Contract with the Sarasota Family YMCA to provide "Schoolhouse Link" a homeless education program that provides direct services to homeless students and their families. The budget is as follows: 0.4 FTE Program Director $22,156 salary, taxes and benefits; 0.91 FTE Program Coordinator/Case Manager $48,681 salary, taxes and benefits; Printed Materials (Schoolhouse Link brochures, posters, reports fliers and case files) $925; Attendance at state homeless conference (Florida Institute for Homelessness and Supportive Housing) for 2 (Program Director and Program Coordinator/Case Manager) $1,738; Management and General expense $1,500. | 0.000 | 75000.00 |
| **C) TOTAL** | | | | | **0.000** | **$75,000.00** |

DOE 101
Revised July 2015

**FLORIDA DEPARTMENT OF**
**EDUCATION** — fldoe.org

**Pam Stewart, Commissioner**

# Sarasota County District School Board

**Title IX, Part A Education of Homeless Children and Youth Project 2018-2021: Year 3**

## Program Specific Assurances

In order to receive funding, the applicant (LEA) must assure that:

- Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth;
- Homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth;
- It will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth;
- It will not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless;
- Homeless children and youth have access to the education and other services that they need to in order to meet the same challenging state student academic achievement standards to which all students are held;
- Its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA 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 (unless the state receives a waiver);
- It complies with, or will use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act;
- It 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;
- It 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 Title IX, Part A, section 722(g)(1)(6)(A);
- It 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 the McKinney-Vento Act; and,
- It will adopt policies and practices to ensure participation by the designated homeless liaison in professional development and other technical assistance provided by or as determined appropriate by, the State Homeless Education Coordinator.
- It will provide assistance to unaccompanied homeless high school youth to prepare them and improve their readiness for postsecondary education.
- If the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student 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.
- It will meet the requirements of Title IX, Part A, section 722(g)(3).
- Qualified homeless high school students, while enrolled in high school, will earn accelerated credit, such as advanced placement courses, dual enrollment, and industry certifications.
- Homeless high school seniors who receive a standard diploma will receive a letter verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under Section 1009.25(1)(f), Florida Statutes.

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☑ Select this checkbox to indicate that your homeless education program provides for the above program specific assurances.

# Needs Assessment

## McKinney-Vento Standards & Measures

All measures, both primary and secondary, are part of an LEA's homeless student data profile. All will be tracked and reported annually for all projects.

### Primary Standards and Measures

### Need A: Identification of Homeless Children and Youth

| MVA Standard | **Standard 3:** All children in homeless situations are identified. |
|---|---|
| **Standard Measure** | **Homeless Student Identification Rate (HSIR):** The HSIR is the total number of homeless children and youth divided by the total number of all students identified as economically disadvantaged. |
| **Measure Justification** | National reports estimate that approximately ten percent (10%) of children and youth living in poverty experience homelessness each year. |
| **HSIR Elements** | • **Identified Homeless Students (HIS):** Number of students identified homeless per the McKinney-Vento Act.<br>• **Economically Disadvantaged Students (EcDS):** Number of students determined to be economically disadvantaged. |
| **HSIR Project Standard** | All LEAs must have a NEED A Plan that results in a HSIR of at least five percent (5%) by the end of Project Year 3. |

### Need B: Regular School Attendance by Homeless Children and Youth

| MVA Standard | **Standard 4:** Within one full day of an attempt to enroll in school, homeless students are in attendance.<br>**Standard 5:** All homeless students experience stability in school.<br>**Standard 8:** All unaccompanied homeless youth enroll in and attend school. |
|---|---|
| **Standard Measure** | **Homeless Student Attendance Rate (HSAR):** The HSAR is the percent (portion) of school days for which homeless students are determined to be in attendance, per district policy and practice. |
| **Measure Justification** | Regular school attendance is a sign of educational environment stability and engagement in the school's educational program, which enhances academic achievement and personal development. |
| **HSAR Elements** | • **School Days Present (SDP):** The total number of days homeless students were counted as present during eligible school days.<br>• **School Days Absent (SDA):** The total number of days homeless students were counted as absent during eligible school days. |
| **HSAR Project Standard** | All LEAs must have a Need B Plan that results in a HSAR of at least 90% by the end of Project Year 3. |

### Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (all grades)

| MVA Standard | **Standard 2:** All Homeless students demonstrate academic progress. |
|---|---|
| **Standard Measure** | **All Grade Homeless Student Promotion Rate (AGHSPR):** The HSPR is the percent (portion) of homeless students who are promoted to the next grade (all grades). |
| **Measure Justification** | **Progression through Grades:** Success in school enhances commitment to education and reduces the risk of school dropout. |

| Data Elements | • **All Grades Homeless Students Promotion Plus Retention (AGP+R):** The total number of homeless students identified in grades K-12 who were promoted plus those who were retained.<br>• **All Grades Homeless Students Promoted (AGP):** The total number of homeless students promoted to the next grade. |
|---|---|
| Project Standard | The standard Homeless Student Promotion Rate is TBD. |

## Need C: Academic Progress of Homeless Children and Youth - Grade Promotion (grades 9-11)

| MVA Standard | **Standard 2:** All Homeless students demonstrate academic progress. |
|---|---|
| Standard Measure | **High School Homeless Student Promotion Rate (HSHSPR):** The HSPR is the percent (portion) of homeless students who are promoted to the next grade (9-11). |
| Measure Justification | **Progression through Grades:** Success in school enhances commitment to education and reduces the risk of school dropout. |
| Data Elements | • **High School Homeless Students Promoted Plus Retained (HSHSP+R):** The total number of homeless students identified in grades 9-11 who were promoted plus those who were retained.<br>• **High School Homeless Student Promotion (HSHSP):** The number of homeless students (IHS) promoted to the next grade. |
| Project Standard | The standard High School Promotion Rate is 90%. |

## Need C: Academic Progress of Homeless Children and Youth - Cohort Graduation Rate

| MVA Standard | **Standard 2:** All Homeless students demonstrate academic progress. |
|---|---|
| Standard Measure | **Homeless Student Cohort Graduation Rate (HSCGR):** The four-year adjusted HSCGR is the number of students who experience homelessness from the 9th grade and graduate in four years with a regular high school diploma divided by the total number of students who form the adjusted cohort for the graduating class and who experienced homelessness at least once during the cohort period. Adjusted Cohort and Cohort Period: students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time. |
| Measure Justification | **On-time Receipt of a Standard Diploma:** On-time graduation of all students is the ultimate goal of the Florida Education System. |
| Data Elements | • **Cohort Homeless Standard Diploma Recipients; CHSDR:** The total number of high school recipients of a standard diploma who also experienced homelessness at least once within four years of enrolling in the 9th grade.<br>• **Cohort Homeless High School Students; CHHS:** The total number of high school cohort members who experienced homelessness within four years of enrolling in 9th grade. |
| Project Standard | The standard High School Homeless Student Cohort Graduation Rate is TBD. |

# Need A: Homeless Student Identification Trends

## LEA Homeless Student Identification Rate (HSIR) Trend Data

|  | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 |  | 2014-2017 Three-year Average Rate |
|---|---|---|---|---|---|
| **Number of Homeless Students Identified (IHS):** | 885 | 870 | 798 |  |  |
| **Number of Economically Disadvantaged Students (EcDS):** | 21101 | 22360 | 24443 |  |  |
| **HSIR Calculation (IHS/EcDS) x 100:** | 4.19 % | 3.89 % | 3.26 % | → | 3.78 % |

## LEA HCY Housing at Time of Identification

| Year | Shelters | Shared Housing | Motels | Unsheltered |
|---|---|---|---|---|
| 2014-2015 | 13.00 % | 68.00 % | 15.00 % | 1.00 % |
| 2015-2016 | 24.00 % | 61.00 % | 9.00 % | 0.00 % |
| 2016-2017 | 23.00 % | 62.00 % | 10.00 % | 3.00 % |

- HCY = Homeless Children and Youth
- Shelters = Living in emergency or transitional shelters
- Sharing = Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; "doubled-up"
- Unsheltered = Living in cars, parks, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations
- Motels = Living in hotels or motels

## Anticipated HSIR

**Do you anticipate that the annual rate for 2017-2018 will be:**

◉ Higher

○ Lower

○ About the same

**Why?**

Sarasota County Schools has a longstanding partnership with the Sarasota YMCA Schoolhouse Link program which serves as the district's contracted Homeless Education Liaison. In the past year, the district and Schoolhouse Link have collaborated to implement several processes to improve the identification of homeless students. The district now requires all families to register students for school through an online process which requires the completion of the student residency questionnaire. Families can no longer skip or forget to complete and return the questionnaire, so it is expected that more families will be identified as homeless as a result. In addition, special efforts were made following hurricanes Irma and Maria to identify newly homeless families, and a committee was established and tasked with identifying and ensuring hurricane-affected students would be able to seamlessly enroll, attend and succeed in school. Approximately 80 students were helped through this process, thus boosting the identification rate of hurricane-affected homeless students. Another factor influencing the identification rate is the improvement in the economy and the local real estate market, which has resulted in increased housing costs in Sarasota County. While this likely means that some families are now facing homelessness who were not previously, it also means that some have simply moved out of the area to less expensive locations. The district's free/reduced price lunch (FRPL) percentages are moving down slightly, and since the number of homeless families is holding steady, the percentage of this population identified as homeless should rise slightly.

# Need A: Homeless Student Identification Snapshot

## Previous year grade-level identification-related data

| Data Element | PK | KG | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | LEA Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # of HCY identified | <11 | 81 | 51 | 76 | 52 | 50 | 59 | 72 | 76 | 55 | 56 | 56 | 44 | 62 | 798 |
| # of FRL enrollment per grade | 347 | 1809 | 1909 | 2061 | 2139 | 1934 | 2008 | 1774 | 1912 | 1857 | 1788 | 1879 | 1537 | 1489 | 24443 |
| # of HCY at 5% Grade HSIR | 17.35 | 90.45 | 95.45 | 103.05 | 106.95 | 96.7 | 100.4 | 88.7 | 95.6 | 92.85 | 89.4 | 93.95 | 76.85 | 74.45 | 1222.15 |
| # of UHY identified | 0 | 0 | 0 | 0 | <11 | 0 | 0 | <11 | <11 | <11 | <11 | 11 | 26 | 47 | 96 |

## Additional Data Elements

**Identification of Homeless Children and Youth Indicators: State Demographics Reports (Survey 5, FDOE)**

| Data Element | Data Value | Data Source |
|---|---|---|
| No records found. | | |

## Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

The data suggest that the district's largest percentage of homeless families and youth live in doubled-up situations. When we compare these data with other Florida districts, we identify 15-20% fewer students in this living situation. If we are to increase identification of homeless students, we must boost identification of students living in doubled-up situations. Data also suggest that we do the best job in identifying homeless students when they register for a new school, such as starting kindergarten or enrolling in middle school (6th grade), but don't identify them as frequently in other years. If a student becomes homeless during intervening years, it is harder to identify them.

# Need B: Homeless Student Attendance Trends

## LEA Homeless Student Attendance Rate (HSAR) Trend Data

|  | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 | 2014-2017 Three-year Average Rate |
|---|---|---|---|---|
| Percent of Days Present for Homeless Students (SDP) | 89.90 % | 91.20 % | 91.00 % | |
| Percent of Days Absent for Homeless Students (SDA) | 10.10 % | 8.80 % | 9.00 % | |
| HSAR Calculation: (SDP/(SDP+SDA)) x 100 | 89.90 % | 91.20 % | 91.00 % → | 90.70 % |

## Threats to HCY Attendance: HMLS vs. NHMLS

|  | % Out of School Suspension | | % Expulsion | | % HS Dropout | |
|---|---|---|---|---|---|---|
| Year | HMLS | NHMLS | HMLS | NHMLS | HMLS | NHMLS |
| 2014 - 2015 | 15.0 % | 5.0 % | 1.0 % | 0.0 % | 4.0 % | 1.0 % |
| 2015 - 2016 | 12.0 % | 4.0 % | 0.0 % | 0.0 % | 2.0 % | 1.0 % |
| 2016 - 2017 | 10.0 % | 4.0 % | 0.0 % | 0.0 % | 5.0 % | 1.0 % |

## Anticipated HSAR

Do you anticipate that the annual rate for 2017-2018 will be:

◯ Higher

⦿ Lower

◯ About the same

**Why?**

District data show that chronic absenteeism (missing 10% or more of days enrolled) is up this year over last year, as is the average percentage of days absent (3.81% in 2017-18 compared to 3.47% for 2016-17). There may be several reasons for this trend, including the disruptive start to school when Hurricane Irma closed all Sarasota schools for a week and brought added financial and social stress to many families, or the recent school shooting in Parkland, FL and resulting feelings of insecurity. While these trends in chronic absenteeism are not unique to homeless students, they are particularly vulnerable to any disruptions, new barriers to school attendance or financial/emotional stress. District staff also have noted that homeless families are more highly mobile than in past years, and while all efforts are made to provide stability to students, it is often challenging to keep up with family moves and shifting transportation needs.

# Need B: Homeless Student Attendance Snapshot

## Previous year grade-level HCY attendance-related data

| Data Element | PK | KG | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | LEA Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HCY % of Days Present | 93.5 % | 90.6 % | 90.3 % | 92.3 % | 91.6 % | 90.7 % | 92.2 % | 90.9 % | 90.8 % | 90.5 % | 92.0 % | 90.0 % | 88.7 % | 88.5 % | 90.8 % |
| UHY % of Days Present | NA | NA | NA | NA | 97.8 % | NA | NA | 72.1 % | 94.4 % | 62.2 % | 97.8 % | 89.7 % | 90.7 % | 88.5 % | 89.6 % |
| NCHY % of Days Present | 91.3 % | 94.5 % | 94.9 % | 95.2 % | 95.1 % | 95.1 % | 95.0 % | 95.9 % | 95.2 % | 95.0 % | 95.8 % | 95.2 % | 94.9 % | 93.5 % | 95.0 % |

## Additional Data Elements

**McKinney-Vento Act Student Enrollment and Attendance Indicators: State Demographics Reports (Survey 5, FDOE)**

| Data Element | Data Value | Data Source |
|---|---|---|
| No records found. | | |

## Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

Attendance of unaccompanied youth in high school (UHY)compare favorably (and are sometimes higher) than homeless students who are with their families (HCY), showing the big impact that the program's Youth Education Advocate has on this population. Even though homeless families might have more resources and family ties, homeless youth living on their own can count on her support and encouragement to help them understand the need to attend school. The dropout and out of school suspension data for homeless students are higher than for non-homeless students but may have more to do with homeless students challenges with academics and special needs rather than attendance issues.

## Need C: Homeless Student Academic Trends

**LEA Homeless Student Academic Achievement Trend Data**

### Homeless Student Grade Promotion Rate (K-11 - HSPM-AG)

| | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 | | 2014-2017 Three-year Average Rate |
|---|---|---|---|---|---|
| **Number of Homeless Students in Grades K-11 Who Were Promoted or Retained (HSP+R)** | 619 | 707 | 613 | | **2014-2017 Three-year Average Rate** |
| **Number of Homeless Students in Grades K-11 Promoted to Next Grade (HSP)** | 550 | 643 | 563 | | |
| **HSPR (HSP/(HSP+R)) * 100** | 88.85 % | 90.95 % | 91.84 % | → | 90.55 % |

### Homeless Student Grade Promotion Rate (grades 9-11 - HSPM-HS)

| | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 | | 2014-2017 Three-year Average Rate |
|---|---|---|---|---|---|
| **Number of Homeless Students in Grades 9-11 Who Were Promoted or Retained (HSP+R)** | 133 | 139 | 109 | | **2014-2017 Three-year Average Rate** |
| **Number of Homeless Students in Grades 9-11 Promoted to Next Grade (HSP)** | 98 | 117 | 82 | | |
| **HSPR (HSP/(HSP+R)) * 100** | 73.68 % | 84.17 % | 75.23 % | → | 77.70 % |

### Homeless High School Student Cohort Graduation Rate (HSCGR)

| | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 | | 2014-2017 Three-year Average Rate |
|---|---|---|---|---|---|
| **Homeless Student Graduation Cohort* Members Who Received a Standard Diploma and Experienced Homelessness at least once during High School HSCSD)** | 8 | 13 | 11 | | **2014-2017 Three-year Average Rate** |
| **Homeless Student Cohort Members Who Experienced Homelessness (HSGC)** | 15 | 22 | 20 | | |
| **Annual HSCGR Calculation (HSGCSD/HSGC) x 100** | 53.33 % | 59.09 % | 55.00 % | → | 55.81 % |

* Student Graduation Cohort = students who enter the 9th grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die by the end of the fourth year after entering 9th grade for the first time.

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### Threats to Academic Progress – HMLS vs. NHMLS

| | Grade Retention Rate (all grades) | | | % Grade Retention Rate (9-11) | | | FSA ELA % Level 3 | | | FSA Math % Level 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **HMLS** | **NHMLS** | **Gap** | **HMLS** | **NHMLS** | **Gap** | **HMLS** | **NHMLS** | **Gap** | **HMLS** | **NHMLS** | **Gap** |
| **2014-2015** | 8.0 % | 3.0 % | -5.0 % | 16.0 % | 5.0 % | -11.0 % | 38.0 % | 66.0 % | 28.0 % | 42.0 % | 67.0 % | 24.0 % |
| **2015-2016** | 9.0 % | 3.0 % | -6.0 % | 25.0 % | 4.0 % | -21.0 % | 31.0 % | 65.0 % | 34.0 % | 39.0 % | 69.0 % | 30.0 % |
| **2016-2017** | 8.0 % | 2.0 % | -6.0 % | 25.0 % | 4.0 % | -21.0 % | 38.0 % | 66.0 % | 28.0 % | 47.0 % | 71.0 % | 23.0 % |

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### Anticipated Academic Progress

Do you anticipate that the annual rates for the HSPR Rate for the current year will be:

○ Higher

○ Lower

◉ About the same

**Why?**

Making significant changes to students' academic achievement is a deep and challenging problem for all students, not only for those who are homeless. After reviewing student data and current practices and impacts, it has been determined that providing individual tutoring to students in shelters is not making a difference in students' academic performance. This is also true because most students are in shelters for a limited amount of time and attend less than 10 tutoring sessions while residing in the shelter. Other activities which keep students in school (especially in the same school for a full academic year), help them obtain access to community resources, including stable housing, and gain access to school-based academic supports are better ways to help students stay in school, stay focused and improve academic progress.

# 2016-2017 Homeless Student Academic Trends Snapshot

**Instructions:** The data from the previous year's State Demographics Reports that are embedded in the following table.

## Previous year grade-level academic-related data

| Data Element | PK | KG | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | LEA Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % HCY who took FSA Math | NA | NA | NA | NA | 59.6 % | 62.0 % | 54.2 % | 47.2 % | 32.9 % | 52.7 % | 17.9 % | 19.6 % | 6.8 % | 4.8 % | 35.9 % |
| % HCY scoring Level 3 or Above – FSA/Math | NA | NA | NA | NA | 36.5 % | 34.0 % | 23.7 % | 20.8 % | 7.9 % | 34.5 % | 3.6 % | 8.9 % | 0.0 % | 3.2 % | 17.0 % |
| % UHY who took FSA/Math | NA | NA | NA | NA | 100.0 % | NA | NA | 100.0 % | 50.0 % | 0.0 % | NA | NA | NA | NA | 60.0 % |
| % UHY scoring Level 3 or Above – FSA/Math | NA | NA | NA | NA | 100.0 % | NA | NA | 0.0 % | 100.0 % | NA | NA | NA | NA | NA | 66.7 % |
| % HCY who took FSA ELA | NA | NA | NA | NA | 59.6 % | 62.0 % | 52.5 % | 47.2 % | 40.8 % | 43.6 % | 39.3 % | 35.7 % | NA | NA | 47.1 % |
| % HCY scoring Level 3 or Above – FSA/ELA | NA | NA | NA | NA | 30.8 % | 36.0 % | 20.3 % | 16.7 % | 7.9 % | 18.2 % | 5.4 % | 14.3 % | NA | NA | 17.9 % |
| % UHY who took FSA/ELA | NA | NA | NA | NA | 100.0 % | NA | NA | 100.0 % | 50.0 % | 0.0 % | 28.6 % | 54.5 % | NA | NA | 47.8 % |
| % UHY scoring Level 3 or Above – FSA/ELA | NA | NA | NA | NA | 0.0 % | NA | NA | 0.0 % | 100.0 % | NA | 50.0 % | 33.3 % | NA | NA | 36.4 % |
| % HCY per grade | 1.2 % | 2.5 % | 1.6 % | 2.2 % | 1.4 % | 1.4 % | 1.7 % | 2.0 % | 2.1 % | 1.5 % | 1.6 % | 1.5 % | 1.3 % | 1.8 % | 1.7 % |
| % HCY promoted | 100.0 % | 95.6 % | 86.5 % | 93.8 % | 87.5 % | 100.0 % | 100.0 % | 100.0 % | 98.4 % | 100.0 % | 70.0 % | 84.2 % | 71.0 % | 90.4 % | NA |
| % UHY per grade | 0.0 % | 0.0 % | 0.0 % | 0.0 % | 1.9 % | 0.0 % | 0.0 % | 1.4 % | 2.6 % | 1.8 % | 12.5 % | 19.6 % | 59.1 % | 75.8 % | 12.0 % |
| % UHY promoted | NA | NA | NA | NA | 0.0 % | NA | NA | 100.0 % | 100.0 % | 100.0 % | 100.0 % | 87.5 % | 76.0 % | 90.5 % | 85.2 % |

## Additional Data Elements

**McKinney-Vento Student Academic Achievement Indicators: State Demographics Reports (Survey 5, FDOE)**

| Data Element | Data Value | Data Source |
|---|---|---|
| No records found. | | |

## Discussion

Discuss what the data and input says about the needs of the LEA's homeless children and youth.

The data shown here, including the low percentages of homeless students demonstrating proficiency (level 3 or above) in ELA or math, mirror district data we reviewed related to students in high poverty schools and those with special needs. This indicates that the academic needs of many students, including homeless students, are not being fully met. There also remains a large, persistent gap between the academic achievement of homeless students and the district's academic achievement averages. This is in part because Sarasota is a high performing district overall, and in part because of the obstacles still facing students with challenges such as disabilities, homelessness, high poverty or English language learning needs.

# Project Operations Assessment

## Current Staffing: Homeless Liaison

### Instructions

Provide the following information for the LEA's current Homeless Liaison or the person acting as the LEA's Homeless Liaison.

| | |
|---|---|
| First Name: | Jane |
| Last Name: | Mahler |
| Mailing address, city, and zip code: | 1960 Landings Blvd. |
| Phone Number: | 9419279000 (i.e. 8005551212) |
| Fax Number: | (i.e. 8005551212) |
| Email Address: | jane.mahler@sarasotacountyschools.net |

☐ High school diploma/GED

| | |
|---|---|
| Bachelor's Degree: | BS in Business |
| Master's Degree: | Bachelor's of Accounting Science |
| Doctoral Degree: | |
| Other relevant education or training: | |
| Number of years serving as the LEA Homeless Liaison: | 2 |
| Number of years working in homeless education: | 2 |
| Number of years working in the education field: | 24 |
| Other relevant work experience that assures that the person is qualified to carry out the duties described in ESSA, Title IX, Part A, s.722(g)(6): | Has served as the Title I, Part A Coordinator for 10 years. |

**Indicate the percent of the FTE that will be devoted to the following activities.**

| | |
|---|---|
| Homeless Education Program: | 10.00% |
| Other Title I, Part A responsibilities: | 70.00% |
| Other federal program responsibilities: | 20.00% |
| Other non-federal LEA-level responsibilities: | 0.00% |
| Other school-level responsibilities: | 0.00% |

## Current Staffing: Additional Staff

| Person's Name | Position | Position FTE % | HEPDuties | HEP FTE % | HEPFunding | HEPTraining |
|---|---|---|---|---|---|---|
| Ellen McLaughlin | Program Director | 1.0% | Title IX Project management; Outreach and identification; Title IX Project activities; Clerical support; Data entry; Project evaluation; Coordinate community services; Other; Professional development | 100% | Title IX, Part A Sub-Grant; Title I, Part A Homeless Set-Aside; | The effect of homelessness on academic achievement; Educational rights of homeless children and youth; LEA homeless children and youth identification and enrollment procedures; FL Institute on Homelessness; National Assn. for the Ed. of Homeless Children and Youth Conference; Other; Youth Housing, Human Trafficking, Disadvantaged Populations (LGBTQ) |
| Rosa "Milli" Stepanek | Program Coordinator/Family Case Manager | 1.0% | Outreach and identification; Title IX Project activities; Data entry; Coordinate community services; Other; Family Case Manager | 100% | Title IX, Part A Sub-Grant; | The effect of homelessness on academic achievement; Educational rights of homeless children and youth; LEA homeless children and youth identification and enrollment procedures; National Assn. for the Ed. of Homeless Children and Youth Conference; |
| Karen Mersinger | Youth Education Advocate | 1.0% | Outreach and identification; Data entry; Coordinate community services; Other; FAFSA | 100% | Title I, Part A Homeless Set-Aside; Other grant or local funds; | The effect of homelessness on academic achievement; Educational rights of homeless children and youth; LEA homeless children and youth identification and enrollment procedures; LEA homeless student data coding process; National Assn. for the Ed. of Homeless Children and Youth Conference; |

# Need A: Homeless Student Identification Operations Assessment

**Consider the current year when responding to the following questions.**

Who are your homeless children and youth identification partners? Select all that assist in working with the LEA to identify homeless children and youth.

- ☑ School homeless contacts
- ☑ School guidance counselors
- ☑ School building administrators
- ☑ Social workers
- ☑ District Student Services Program

- ☑ Food Services
- ☑ Transportation (bus drivers)
- ☑ Truancy officers
- ☑ Homeless shelter
- ☑ Runaway shelter

- ☑ Community food pantry
- ☑ County health department
- ☑ Local law enforcement
- ☑ Parents and guardians of homeless children and youth

Other:
The district sent surveys to community & district partners and convened two stakeholder focus groups in Feb. 2018, one with select district staff and another with community partners, to gather feedback and recommendations on how to improve its homeless program. In addition to representatives from groups listed above, feedback was received from the seven agencies in the Family Haven Alliance that provide emergency shelter, transitional housing, case management and permanent housing to homeless families and youth. Other partners in the Continuum of Care participate in the Homeless Management Information System (HMIS), and local foundations identify and support families on the edge of homelessness by providing funding and organizing local stakeholder meetings.

**For the current school year:**

1. Summarize how the LEA's homeless education program is organized and operates to identify homeless children and youth.

    Sarasota County Schools has a longstanding partnership, through an Interagency Agreement and annual contract, with the YMCA's Schoolhouse Link which has a proven record of successfully working with homeless families and youth in Sarasota County. Schoolhouse Link also has deep ties with community organizations which coordinate efforts on behalf of homeless students and their families. Schoolhouse Link truly is the link between the many organizations and agencies working to end homelessness and the people they seek to serve. Within the district and schools, there are many people trained by Schoolhouse Link staff on how to identify and refer homeless students and families, including registrars, guidance counselors, social workers, nurses, truancy officers, home-school liaisons and administrators. Schoolhouse Link acts as a central source of information and reminds staff to be on the constant lookout for students who could benefit from McKinney-Vento services. These staff all work under the School Board Policy 5.14 which defines and governs the treatment of homeless students. Registrars who find residency questionnaires indicating homelessness refer students/families to Schoolhouse Link, which is how most students living in doubled-up situations are identified. Schoolhouse Link also has trained community partner staff who identify and refer homeless families and youth. Schoolhouse Link provides voluntary case management services homeless families and youth. When a student lives with a grandparent or other relative, Schoolhouse Link serves the entire family, so the student is identified as homeless but is often not coded as an unaccompanied youth, which is why the district's UHY numbers are very low in elementary and middle school. To ensure no one is missed, Schoolhouse Link staff also make daily visits to shelters, motels, schools and other locations and they attend case management meetings weekly to identify homeless families and youth who might have been missed.

2. Describe how HEP and school staff and district and community partners are engaged and equipped to identify HCY.

    The YMCA Schoolhouse Link staff regularly provide McKinney-Vento training to school-based and district-level school district staff, including school registrars, counselors, and social workers, as well as staff at community

identification partners. Schools and community organizations are also provided with posters and brochures with information on homelessness which can be shared with families and youth or which may improve understanding of the McKinney-Vento definition of homelessness among the general population. Schoolhouse Link staff are available via phone and email to answer any questions and address concerns that may arise during the year, and they offer ongoing outreach and support throughout the year to encourage identification of homeless youth and families. The Schoolhouse Link program participates in the Council of Accreditation (COA) and is a Nationally Certified "Homeless Outreach Services" program. The program also participates in weekly case management meetings for homeless families and youth.

3. For each of the following partner groups, summarize 1) the strengths of their contributions to identifying homeless children and youth and 2) the challenges they face in the areas of knowledge, skills, abilities, and material inadequacies in order to improve the effectiveness of their contributions.
   a. HEP Staff (as the program staff is described above)

   The HEP staff's primary strengths in identifying homeless youth and families center on their deep understanding of the McKinney-Vento definition of homelessness, strong relationships in the community, schools and district, and their profound devotion to their work. Every day, they act as advocates for Sarasota's homeless youth and families, reaching out to school and district staff and community partners to encourage them to find those individuals who can benefit from homeless services. Because they have a deep understanding of what homelessness looks like in our community, they can share this with staff who may not believe that there are homeless families/youth in their schools, or who may feel that a student living on a friend's couch doesn't qualify as homeless. There has been no turnover in this staff in many years, and they can call upon strong relationships throughout the district, know many of our school-based staff and homeless families very well, and are well-versed and devoted advocates for our county's homeless. Several are also bilingual and can help identify homelessness if English is not the family's first language. Their primary weaknesses are that they are not involved with every family/student every day and cannot be at each school each day to work individually with every registrar, guidance counselor or teacher to help identify doubled up families or others who are homeless.

   b. School-level Staff

   Because school-level staff have close, daily interactions with students, they are often the most aware of a student's current living situation. They are perhaps in the strongest position to boost the identification percentages of Sarasota's homeless families and youth. However, the weaknesses identified by our Needs Assessment focus groups and surveys showed that these staff, including classroom teachers, often don't feel that they are positioned to identify students as homeless or that they are not as familiar with the McKinney-Vento definition of homelessness as they would like. This gap between the impact they perceive they can have on identification and the reality of their potential impact is a large need that should be addressed in the future to boost the percentage of students/families identified as homeless, especially those living in doubled up situations.

   c. LEA-level Partners

   The school district has the policies and procedures in place to identify students as homeless, and district-level staff want their staff trained so they can help families and youth get the services to which they are entitled. Food Service, Transportation, Student Services and other departments make their staff available whenever needed and take steps to ensure that their staff work with schools to identify homeless families and youth. The registration process was recently updated to a fully online process and since the student residency questionnaire is now required when every student registers, more homeless students should be identified. The Free/Reduced Price Lunch (FRPL) form also collects information which can help identify homelessness. Other departments and groups, such as nurses and home school liaisons, are being included in discussions and training to cast a wider identification net. However, weaknesses remain, and not everyone is trained to the level desired. With so many other district priorities, identifying homeless students is not always a top priority. In addition, fully funding the homeless effort has always been a challenge, especially now with entitlement budgets stretched ever thinner.

   d. Community Partners

   Sarasota is a relatively wealthy community with many social service providers interested in addressing homelessness and helping homeless families and students. Many partners have participated in training

and they readily help identify homeless students who may not already have been identified. One weakness that was identified during the recent focus group is that there is a difference between the Housing and Urban Development (HUD) definition of homelessness and the McKinney-Vento definition. Community partners often do not consider students who are doubled up to be homeless, and they don't offer services or coordinate services to students/families living in this situation. This barrier in understanding hinders the number of students that these partners identify as homeless.

4. Given this assessment of the LEA's homeless education program and capabilities:

   a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to achieve improved performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)

   The easiest identification challenge to address in the next year is to improve the identification of homeless students by school-based staff. We see a sizeable gap at most schools between the 5% goal and actual identification rates. There is clearly room for improvement in many schools and even making a small improvement should have a measurable impact on the identification rate. By their own admission on the survey and in the focus group, many school-based staff do not fully understand the McKinney-Vento definition of homelessness, and do not feel empowered to identify individual students as homeless. Classroom teachers, a large audience with very close ties to students who could help identify homeless families/youth, have never been a target for training. We feel that it should be fairly easy, and greatly impactful, to improve the understanding that school-based personnel have of homelessness and what it looks like, as well as what they can do to help students get the services they deserve.

   b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve sustained high performance of the LEA's effort to identify homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work at this time.)

   The most important identification challenge to address in the next year is to increase the number of families/youth identified as doubled up. The district's identification rate in this area is one of the lowest in the state and this is the hardest group to identify. Yet, because they make up the largest percentage of the district's homeless population, they are also the most important to identify. These students/families are most often identified by school-based staff during the initial school registration process or when starting a new school (e.g., beginning middle school), but if a family becomes homeless later in their time at the school, the data show that identification rates fall off. Other staff could play a role in identifying these students during those years, but many do not fully understand the McKinney-Vento definition of homelessness or do not feel empowered to identify individual students as homeless. Community partners are not helpful in this area because many use the HUD definition of homelessness which does not count shared living as homeless. Schoolhouse Link staff don't work with the general school population and have no way to identify families in that population who may become doubled up. Therefore, the focus must be on helping school-based staff improve the identification rate of doubled-up families and youth.

# Need B: Homeless Student Attendance Support Operations Assessment

**Consider the current year when responding to the following questions.**

1. Who are your homeless children and youth attendance partners? Check all that assist in working with the LEA to support school attendance.

   ☑ School homeless contacts

   ☑ School guidance counselors

   ☑ Social workers

   ☑ School discipline deans

   ☑ District Student Services Program

   ☑ District Transportation Office

   ☑ Truancy office

   ☑ Homeless shelter

   ☑ Runaway shelter

   ☑ County health department

   ☑ Food pantry

   ☑ Parents and guardians of homeless children and youth

2. Other:
   In addition to those attendance partners listed above, community counselors work with families when attendance has been identified as an issue (these are Children in Need of Services/Families in Need of Services or CINS/FINS). In addition, donations from local charities help purchase backpacks and school uniforms and Publix donates school supplies so students don't feel embarrassed or unprepared for school and thus skip or stay home. Schoolhouse Link also works with the local public transportation provider to purchase bus passes, especially for older students, so they can continue to get to school when a school bus has not yet been arranged, or if they decide not to use a school bus.

**For the current school year:**

2. Summarize how the LEA's homeless education program is organized and operates to identify and remove barriers to regular school attendance of homeless children and youth.

   Schoolhouse Link staff serve as case managers for students and families, helping to connect them with services and ensuring that they receive those services, including transportation to/from school. In general, Schoolhouse Link serves as the main contact for both information and action related to homeless student attendance. Schoolhouse Link works with families and youth, as well as school- and district-based staff to identify barriers and then coordinates and communicates with the district and community partners to find ways to address those barriers. The data show that homeless student attendance suffers the most in high school, and the Youth Education Advocate works exclusively with homeless unaccompanied high school youth to address barriers and keep students in school. Each weekday the Youth Education Advocate visits a different high school to meet with unaccompanied homeless youth face-to-face to ensure that they have the things they need to attend and succeed in school.

3. Describe how HEP and school staff and district and community partners are engaged and equipped to identify barriers to attendance for HCY and to take steps to remove or overcome those barriers.

   Homeless students move often and Sarasota's program aims to provide stability by keeping these students in the same school regardless of how often or where they move. This means the district's Transportation Department must arrange for special busing for many homeless students. Schoolhouse Link works directly with families or youth to identify their transportation needs. Those needs are then communicated to the district's Transportation Department which can then very quickly set up a new bus for the student without the challenges of trying to work directly with a family in transition. During the past school year, nearly half (44%) of all homeless students received assistance with a rerouted school-of-origin bus. If there is some other barrier to attendance, Schoolhouse Link staff work with the student or family to identify that barrier and find ways to overcome it. The Youth Education Advocate checks in with students each week and if a student is not in school, the Advocate contacts the student to discuss what is going on and to identify workable solutions which may include referral to a community counselor for services. School- and district-based staff who work with families and youth also coordinate their efforts with Schoolhouse Link. Truancy workers and Title I Home School Liaisons work directly with families and they may identify youth with excessive absences or barriers to attendance. They work with Schoolhouse Link to

identify and address the issues keeping the student away from school. In addition, Schoolhouse Link will sometimes provide information to a school which explains why a homeless student has been absent from school, limiting unexcused absences.

4. For each of the following partner groups, summarize 1) the strengths of their contributions to identifying and removing or overcoming barriers to regular school attendance by HCY and 2) the challenges they face in areas of knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.

   a. HEP Staff (as the program staff is described above)

   Schoolhouse Link provides strong coordination and communication of efforts around homeless student attendance by reaching out to students daily, providing ongoing case management, and working with students and their families and the district's Transportation Department to arrange transportation. They are often in the center of a discussion on how to overcome whatever barriers are preventing an individual homeless student from attending school. Yet, they cannot overcome every barrier and there is no way to force attendance by a chronically absent older student or one who has lost all interest in school. In addition, Schoolhouse Link does not offer any strong non-traditional educational options that work well for Sarasota students.

   b. School-level Staff

   School-level staff are on the front lines and are the first to know if a student is absent or exhibiting chronic absenteeism. In addition, they can address scheduling issues that might contribute to a student being chronically tardy or absent and they can be somewhat creative with academic options and can implement strategies that help a student feel connected to the school and other students which can keep a student motivated and interested in attending school. They also have access to student emergency funds, food pantries and clothing closets which might provide basic necessities to help a homeless student feel like they fit in at school. On the other hand, school-level staff may not be aware of a student's housing situation or may not have a full understanding of what homelessness entails, and they may say or do things which push students away. Families may not be comfortable sharing information about their living situation for fear of retribution or being labelled, and as a result may not feel welcome on campus or committed to sending a child to school.

   c. LEA-level Partnership Strengths

   Sarasota County Schools has persistent truancy workers with a strong message and excellent communication with individual schools and Schoolhouse Link. There also is great collaboration and communication between social workers and Schoolhouse Link, and they are strong advocates for students within their schools, constantly trying to educate teachers and administrators about homeless students/families and their needs. The district also has created some creative half-day Career and Technical Education (CTE) programs and recruited homeless youth to improve their attendance while providing them with training that could result in career aspirations. Challenges remain at the district-level, particularly the inter-district bus coordination (Manatee and Charlotte counties are our most frequent requests). In addition, homeless students are not a priority for all programs (e.g., after school programs) or by all school administrators. Focus groups noted that improving administrator training and buy-in is important to improving services for homeless students.

   d. Community Partnership Strengths

   Sarasota is a relatively wealthy community with many stakeholders interested in boosting outcomes for the county's most vulnerable. As a result, there are quite a few homeless shelters, and Schoolhouse Link maintains effective communication with each of them. Each shelter will drive a homeless student to their old school for the few days until a new bus route is established. Other community partners provide resources that help families move into more permanent housing, and over 30% of homeless families become permanently housed each year. A weakness in Sarasota is that health-related issues sometimes cause attendance issues, for example a family member may need medication for a mental health issue which keeps a student out of school, or something as simple as lice may be too challenging for a homeless family to overcome and so school is missed.

5. Given this assessment of the LEA's homeless education program and capabilities:

a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen staff and partner ability to identify and remove barriers to attendance by HCY? Why did you select this challenge? (Do not describe how you will do this work.)

Since attendance among middle and elementary homeless youth is already quite high, it would be quite challenging to increase their attendance rates. Therefore, it would be an easier challenge to boost the attendance rate among homeless high school youth. Even small changes in the number of days homeless high school youth attend would have a relatively large impact on the attendance rate, and by providing more opportunities for homeless youth to feel connected to their peers, teachers and school, they should feel more motivated to attend.

b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of school attendance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)

The most important attendance challenge to address, and also the most difficult, is when a family or individual student has usually given up on the educational system and no longer sees merit in making an effort to attend school. This results in chronic absenteeism, when a student misses 10% or more of days enrolled. They no longer consider education an important part of their lives or a useful way to break out of their current life in poverty. Changing this mindset, or meeting the deep and abiding needs of a family or individual who has given up on education is an extremely difficult task. Yet it can be among the most rewarding endeavors because students who might themselves end up raising a homeless family might instead find a way out of poverty. Chronic absenteeism is a symptom of deeper needs which might only be addressed through coordination of school, district and community resources with Schoolhouse Link playing a central role.

# Need C: Homeless Student Academic Support Operations Assessment

**Consider the current year when responding to the following questions.**

1. Who are your homeless children and youth academic support partners? Check all that assist in working with the LEA to provide academic support.

   ☑ School homeless contacts     ☑ School guidance counselors     ☑ School social workers

   ☑ Instructional coaches     ☑ District Student Services Program     ☑ District Curriculum Office

   ☑ District Testing Support Office     ☑ Local college     ☑ Local technical school

   ☑ Parents and guardians of homeless children and youth

2. Other:
   Sarasota's Early Learning Coalition provides access to subsidized high-quality childcare which homeless families would not normally be able to afford. This means that young children start their academic lives a bit earlier and they can walk into kindergarten having already mastered some basic classroom skills (e.g., following directions and understanding concepts of print) and be ready to learn. Other community organizations such as Boys & Girls Club and Girls, Inc. offer afterschool and summer enrichment programs open to homeless students, and local foundations support the Campaign for Grade Level Reading and a two-generation program (where parents learn job skills or English language skills while their children improve their own academic skills) at schools around the county.

**For the current school year:**

2. Summarize how the LEA's homeless education program is organized to support the academic achievement of HCY.

   Schoolhouse Link is organized to be an advocate for families and youth who are homeless and to help them find and access the academic services they need. In the past, Schoolhouse Link has provided tutoring services to students living in shelters, but it has been determined that this is not effective in improving student academic outcomes, and resources would be better spent helping students access other existing resources. Schoolhouse Link often acts as a communication link between schools, community programs and families/youth who struggle to find those existing resources. When needed, Schoolhouse Link has trained school-based staff who may not understand or fully meet the academic needs of homeless families and youth.

3. Describe how HEP and school staff and district and community partners are engaged and equipped to support the academic achievement of HCY.

   Many schools offer tutoring or academic enrichment programs after school or during holiday/summer breaks but it can be challenging for homeless students to participate due to transportation or other barriers. Schoolhouse Link staff can work with families and schools to identify and overcome these barriers and thus make better use of existing academic resources for homeless students/youth. At the request of a family, Schoolhouse Link staff also can attend IEP meetings or other academic/discipline meetings to educate school staff about the family's needs and to help students receive the services they deserve. They may also work with guidance counselors or other staff to help them understand the academic or behavioral needs or housing/transportation constraints of the family. Schoolhouse Link staff also work directly with families to educate them about their academic options and available supports and to inform them of the various programs available at their child's school and in the community, including credit recovery programs in high schools.

4. For each of the following partner groups, summarize 1) the strengths of their contributions to supporting homeless children and youth to high academic achievement and 2) the areas of partner knowledge, skills, abilities and material inadequacies to address in order to improve the effectiveness of their contributions.

a. HEP Staff (as the program staff is described above)

Due to their strong relationship, the school district provides Schoolhouse Link staff with access to the district's student information system and individual's grades, credits, and courses completed. This helps them see when students are succeeding and when a student might need additional academic support. Schoolhouse Link staff do not need to wait until school-based staff bring this to their attention; they can proactively ask the school to offer the student additional assistance or share the information with parents. Unfortunately, the Schoolhouse Link staff don't have the ability themselves to provide the academic interventions and supports that a student might need, but must rely on school-based staff. Schoolhouse Link found that providing tutoring in homeless shelters did not improve student academic outcomes.

b. School-level Staff

Sarasota's teachers are very well trained, generally have the knowledge to impact student academic achievement, and have resources available to make a difference in student academic outcomes. Unfortunately, many of the school-based programs designed to help struggling students can't be accessed by homeless students because of barriers such as transportation or lack of parental permission, and little effort is made to overcome these barriers because homeless students are not prioritized for these programs. For those students with an identified disability, it also may be challenging to work with the family on an IEP if a meeting cannot be scheduled because a family is highly mobile or a parent cannot attend the meeting. Teachers may also be unfamiliar with the unique needs of students who are homeless or those living in poverty and how their unstable living situation impacts things like their behavior in class or ability to complete homework.

c. LEA-level Partners

Sarasota's homeless program has a strong partner in the Title I, Part A program office, which financially and programmatically supports Schoolhouse Link. One of Sarasota's strengths is that it does an excellent job identifying homeless students with a disability (its rate is higher than the state average) so they receive the Exceptional Student Education (ESE) services they need. In addition, the FDLRS and SEDNET programs help identify very young students who need additional services, and the English for Speakers of Other Languages (ESOL) program provides extra academic services and support. The district also has a very strong gifted program, so homeless students who are eligible for accelerated programs can gain access to them. The gap between homeless and non-homeless students is particularly large in Sarasota County for several reasons, one being the over-representation of ESE, ESOL and minority students in the homeless population which pulls average achievement scores down for homeless students. Unfortunately, ESE and ESOL services, especially when started late in a student's academic career, cannot close the achievement gaps between their non-disabled or fluent English-speaking peers. This is especially true for homeless students where financial instability and trauma can make academics a low priority. Another reason for the large gap is that Sarasota is a high performing district so average scores are almost always well above state averages, exaggerating the size of the gap between homeless and non-homeless students. Other district-wide weaknesses are that the intense pressure to have students pass end of course exams (teacher salaries are linked to student performance) can cloud academic instructional decisions, and alternative academic educational choices for homeless students are limited.

d. Community Partners

Community childcare partners greatly help the long-term academic trajectories of the homeless children they serve. Those children receive a high-quality early education which lets them start kindergarten ready to learn. Instead of using valuable instructional time teaching beginning kindergarteners how to sit quietly, hold a book, or take turns with their peers, teachers can instead focus on phonemic awareness, early math skills and even basic science concepts. Sarasota is also fortunate to have many after school academic and summer enrichment programs open to all students, including homeless youth. In addition, local foundations support programs which target struggling students, including homeless students, such as the Campaign for Grade Level Reading and the two-generation Summer Learning Academies at several Title I schools. The main weakness with these programs is that they are expensive to run and can only impact the limited number of students able to participate. For homeless students with many barriers to participation, this often means they are not able to benefit from these programs.

5. Given this assessment of the LEA's homeless education program and capabilities:

    a. Identify and describe the easiest program operation or partner contribution challenge to address in the next year in order to strengthen academic support of HCY? Why did you select this challenge? (Do not describe how you will do this work.)

    With homeless students present in every Sarasota County school, the chances that an individual teacher will have a homeless student in class during her/his tenure is a very high probability, yet most teachers do not know the McKinney-Vento definition of homelessness, understand homeless students' needs, or know how to address their unique academic challenges. Beginning to address this lack of understanding and bringing information to more classroom teachers throughout the district should be a relatively easy challenge to address.

    b. Identify and describe the most important program operation or partner contribution challenge to address in the next year in order to achieve and sustain a high level of academic performance by homeless children and youth? Why did you select this challenge? (Do not describe how you will do this work.)

    One of the most important academic challenges actually has more to do with providing stability, mental health and trauma-informed care to students and their families than it does with providing any academic supports or instruction. As noted by the Florida Department of Education, "helping them (homeless families) overcome the trauma of losing their housing and the accompanying uncertainty of a life without secure housing so they can focus on learning" is one of the most important ways to ensure a brighter future for students. It is also one of the most difficult challenges to overcome in order to improve student academic performance.

# Project Design

## Need A: Identifying HCY

### 1. Goals, Outcomes, and Objective

**Instructions:**

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

**Outcome and Objectives**

| | |
|---|---|
| **Need A** | Identification of Homeless Children and Youth |
| **Goal** | To identify all homeless children and youth in the LEA |
| **Standard: Homeless Student Identification Rate (HSIR)** | All Florida LEAs will identify a number of homeless children and youth in their community that is equal to at least 5% of their FRPL enrollment. |
| **2014 - 2017 Three-year HSIR** | 3.78 % |
| **Three-year Outcome** | The LEA's three-year HSIR was below the standard of 5%; by June 30, 2021, the LEA's HSIR will be at least 5.00 %. |
| **Year 1 HSIR Objectives** | By June 30, 2019, the LEA's HSIR will be 4.30 %. |
| **Year 2 HSIR Objectives** | By June 30, 2020, the LEA's HSIR will be 4.70  %. |

### 2. Within Year Progress Indicators

**Instructions:**

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- o **Data Element Name**: a descriptor for the information that will be tracked.
- o **Justification**: an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- o **Collection Schedule**: a description of how the data is collected, who collects it, and when it is collected during the year.
- o **Data Source**: a description of where the data is stored, and how it is made available to the program.

| Data Element Name | Justification | Collection Schedule | Data Source |
|---|---|---|---|
| Number of homeless students identified at each school | This will indicate whether the overall district identification rate is approaching the target | Monthly | Student database |
| Percentage of Title I schools that are identifying 5% or more of their students as homeless | Title I schools serve a large number of disadvantaged and homeless students. Making sure they identify the 5% target will help reach the overall goal. | Quarterly | District FRPL and homeless student data |
| Number of school staff who received McKinney-Vento training | School staff are critically important in identifying homeless students, especially those who are living in doubled up situations | Quarterly | Sign in sheets or completion certificates/credits |

# Need B: Regular School Attendance

## 1. Goals, Outcomes, and Objective

**Instructions:**

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

**Outcome and Objectives**

| Need B | Enrollment and Attendance of Homeless Children and Youth |
|---|---|
| Goal | All homeless students will attend school regularly. |
| Standard: Homeless Student Attendance Rate (HSAR) | The overall "days present" rate for homeless students for each Florida LEA will be at least 90%. |
| 2014 - 2017 Three-year HSAR | 90.70 % |
| Three-year Outcome | The LEA's three-year HSAR was above the standard of 90%; by June 30, 2021, the LEA's HSAR will be at least 90.70 %. |
| Year 1 HSAR Objectives | By June 30, 2019, the LEA's HSAR will be 90.00 %. |
| Year 2 HSAR Objectives | By June 30, 2020, the LEA's HSAR will be 90.00  %. |

## 2. Within Year Progress Indicators

**Instructions:**

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- o **Data Element Name**: a descriptor for the information that will be tracked.
- o **Justification**: an explanation of how this data element is relevant to the project annual objective for Need B. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need B?)
- o **Collection Schedule**: a description of how the data is collected, who collects it, and when it is collected during the year.
- o **Data Source**: a description of where the data is stored, and how it is made available to the program.

| Data Element Name | Justification | Collection Schedule | Data Source |
|---|---|---|---|
| Number of homeless high school students complying with attendance contract | Complying with their attendance contract requires students attend school on a regular basis | Quarterly | Attendance records |
| Percentage of homeless students who remain in one Sarasota County school during an entire school year | Students who remain in one school for an entire year gain some stability and are more connected to the school and their peers | Semi-annually | District-generated report |

# Need C: Academic Support

## 1. Goals, Outcomes, and Objective

**Instructions:**

Fill in the LEA's Annual Objective goals for Years 1 and 2, or fill in the Alternative Outcome Description section instead.

**Outcome and Objectives**

| Need C | Academic Achievement of Homeless Student |
|---|---|
| Goal | All homeless students demonstrate academic progress. |
| Standard: Homeless Student Promotion Rate (HSPR) | The overall LEA grade promotion rates for homeless students in grades K through 8 in each Florida LEA will be at least 90%. |
| 2014 - 2017 Three-year HSPR | ⊙ 90.55 % (HSPM-AG [All Grades]) ○ 77.70 % (HSPM-HS [9-11]) |
| Three-year Outcome | The LEA's three-year HSPR was above the standard of 90%; by June 30, 2021, the LEA's HSPR will be at least 90.55 %. |
| Year 1 HSPR Objectives | By June 30, 2019, the LEA's HSPR will be 90.00 %. |
| Year 2 HSPR Objectives | By June 30, 2020, the LEA's HSPR will be 90.00 %. |

## 2. Within Year Progress Indicators

**Instructions:**

Identify at least one and up to three data elements that will be tracked during the school year to determine progress toward the annual objective for this sub-grant year.

- o **Data Element Name**: a descriptor for the information that will be tracked.
- o **Justification**: an explanation of how this data element is relevant to the project annual objective for Need A. (I.e. What will it tell you about whether you are on track to meet the annual objective for Need A?)
- o **Collection Schedule**: a description of how the data is collected, who collects it, and when it is collected during the year.
- o **Data Source**: a description of where the data is stored, and how it is made available to the program.

| Data Element Name | Justification | Collection Schedule | Data Source |
|---|---|---|---|
| Number of homeless students referred to wellness programs, including counseling/ trauma-related assistance | Students will be able to focus better on academics when their trauma or need for other medical care has been addressed | Quarterly | Referral log |
| Number of school staff who received McKinney-Vento training | School staff are critically important in providing academic interventions and supports to homeless students and providing those staff with knowledge and tools should help improve students' academic performance | Quarterly | Sign in sheets or completion certificates/credits |
| Number of homeless preschool children who enroll in quality childcare or VPK programs | Children who receive early academic instruction are better prepared for learning when they arrive at kindergarten and their academic trajectories are improved | Monthly | Report from Early Learning Coalition |

# Program Operations Improvement Activities

## Need A: Identification of Homeless Children and Youth

**Easiest to address:**

The easiest identification challenge to address in the next year is to improve the identification of homeless students by school-based staff. We see a sizeable gap at most schools between the 5% goal and actual identification rates. There is clearly room for improvement in many schools and even making a small improvement should have a measurable impact on the identification rate. By their own admission on the survey and in the focus group, many school-based staff do not fully understand the McKinney-Vento definition of homelessness, and do not feel empowered to identify individual students as homeless. Classroom teachers, a large audience with very close ties to students who could help identify homeless families/youth, have never been a target for training. We feel that it should be fairly easy, and greatly impactful, to improve the understanding that school-based personnel have of homelessness and what it looks like, as well as what they can do to help students get the services they deserve.

**Most important to address:**

The most important identification challenge to address in the next year is to increase the number of families/youth identified as doubled up. The district's identification rate in this area is one of the lowest in the state and this is the hardest group to identify. Yet, because they make up the largest percentage of the district's homeless population, they are also the most important to identify. These students/families are most often identified by school-based staff during the initial school registration process or when starting a new school (e.g., beginning middle school), but if a family becomes homeless later in their time at the school, the data show that identification rates fall off. Other staff could play a role in identifying these students during those years, but many do not fully understand the McKinney-Vento definition of homelessness or do not feel empowered to identify individual students as homeless. Community partners are not helpful in this area because many use the HUD definition of homelessness which does not count shared living as homeless. Schoolhouse Link staff don't work with the general school population and have no way to identify families in that population who may become doubled up. Therefore, the focus must be on helping school-based staff improve the identification rate of doubled-up families and youth.

## Need B: Regular School Attendance of Homeless Students

**Easiest to address:**

Since attendance among middle and elementary homeless youth is already quite high, it would be quite challenging to increase their attendance rates. Therefore, it would be an easier challenge to boost the attendance rate among homeless high school youth. Even small changes in the number of days homeless high school youth attend would have a relatively large impact on the attendance rate, and by providing more opportunities for homeless youth to feel connected to their peers, teachers and school, they should feel more motivated to attend.

**Most important to address:**

The most important attendance challenge to address, and also the most difficult, is when a family or individual student has usually given up on the educational system and no longer sees merit in making an effort to attend school. This results in chronic absenteeism, when a student misses 10% or more of days enrolled. They no longer consider education an important part of their lives or a useful way to break out of their current life in poverty. Changing this mindset, or meeting the deep and abiding needs of a family or individual who has given up on education is an extremely difficult task. Yet it can be among the most rewarding endeavors because students who might themselves end up raising a homeless family might instead find a way out of poverty. Chronic absenteeism is a symptom of deeper needs which might only be addressed through coordination of school, district and community resources with Schoolhouse Link playing a central role.

## Need C: Academic Support of Homeless Students

**Easiest to address:**

With homeless students present in every Sarasota County school, the chances that an individual teacher will have a homeless student in class during her/his tenure is a very high probability, yet most teachers do not know the McKinney-Vento definition of homelessness, understand homeless students' needs, or know how to address their unique academic challenges. Beginning to address this lack of understanding and bringing information to more classroom teachers throughout the district should be a relatively easy challenge to address.

**Most important to address:**

One of the most important academic challenges actually has more to do with providing stability, mental health and trauma-informed care to students and their families than it does with providing any academic supports or instruction. As noted by the Florida Department of Education, "helping them (homeless families) overcome the trauma of losing their housing and the accompanying uncertainty of a life without secure housing so they can focus on learning" is one of the most important ways to ensure a brighter future for students. It is also one of the most difficult challenges to overcome in order to improve student academic performance.

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1. **Of the six operational weaknesses identified in the needs assessment, which two will be addressed in Project Year 1? Select one "easy" weakness to address and the "most important" weakness to address. How will the weaknesses be addressed?**

   **Easiest to address:** Need A

   **Most important to address:** Need A

2. **Explain why these were selected and how overcoming these challenges will strengthen the homeless education program (do not describe how you will overcome the challenge).**

   Sarasota has shown the greatest need in identifying students who are homeless, especially those who are living in doubled up situations, so efforts will focus on making improvements in this area. As noted previously, the information gathered through the survey and focus groups suggested that school-based staff do not feel that they are positioned to identify students as homeless or that they are not as familiar with the McKinney-Vento definition of homelessness as they would like. This gap, between the impact they perceive they can have on identification and the reality of their potential impact, is a large need that should be addressed in the future to boost the percentage of students/families identified as homeless, especially those living in doubled up situations. Fortunately, by improving the ability of school-based staff to identify homeless students (easiest challenge), we also expect to boost the identification of those students living in doubled up situations (the most important challenge). Overcoming these challenges should result in identification rates which are higher than they currently are, and which are closer to the expected 5% rate.

# Project Implementation Plan

## MVA Compliance and Achievement Summaries

### Implementation Narrative

1. Summarize the LEAs approach to identifying homeless children and youth to meet the provisions of the McKinney-Vento Act and achieve the identification outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.

   Sarasota County Schools will continue to contract with the Sarasota YMCA to provide the Schoolhouse Link homeless education program. Continuation of this long-standing partnership will ensure that services for homeless families and youth are comprehensive and well placed to reach the intended population. The Schoolhouse Link program is a nationally accredited "homeless outreach services" program and has served as the district's contracted "homeless liaison" for the past twenty years. The program's purpose is to implement the district's McKinney-Vento services plan and thereby improve the educational outcomes of program participants. Schoolhouse Link provides daily outreach, family and youth case management, and has extensive community partnerships. This high level of community collaboration has resulted in the strengthening of community services and one of the highest identification rates for "sheltered" students in the state. Additionally, the program director provides McKinney-Vento training and materials to district personnel and community partners. One area of weakness that this proposal intends to address is the lower number of doubled-up students who are identified. We intend to address this by McKinney-Vento professional development for district staff, especially teachers who can earn in-service credit, and increasing the use of school identification strategies. The goal is to address the need identified earlier that many school-based staff do not fully understand the McKinney-Vento definition of homelessness or do not feel empowered to identify individual students as homeless. Other training to school administrators will help them lead the identification effort at their school. By providing these important identification partners with training, they should help identify additional homeless students living in doubled-up situations, thus increasing the district's overall identification rate in the area most in need of improvement.

2. Summarize the LEAs approach to assuring that LEA meets the requirements of the school attendance and participation provisions of the McKinney-Vento Act and achieves the homeless student school attendance outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.

   Students who feel a connection to their school, teachers and classmates are students who want to go to school. Other factors also influence whether students attend school, such as whether homeless families feel welcome at their child's school or feel a strong relationship to a case manager, social worker or Home School Liaison. Schoolhouse Link has already established excellent relationships with school and district staff as well as homeless families and youth around the district. Schoolhouse Link provides family and youth case management services that help identify and remove barriers to attendance, including helping families and youth obtain emergency housing and stable housing, or needed medical or trauma-informed care. This year, a goal is to try to address chronic absenteeism among high school youth by offering them an attendance contract developed collaboratively by the Youth Education Advocate, school guidance counselor and homeless youth. In exchange for meeting pre-determined attendance goals, students will be provided with incentives like a prom dress, cap and gown, grad bash or other special event tickets or a copy of the yearbook. These are designed not only to encourage high school students, especially unaccompanied youth, to attend school, but to build relationships and connections with their school and peers. Other strategies to keep homeless students in school will continue, such as working closely with the district's Transportation Department to ensure students can stay at the same school all year, regardless of how many times they move.

3. Summarize the LEAs approach to supporting the academic progress of homeless students to meet the requirements of the McKinney-Vento Act and achieve the academic progress outcome of this project. Include the activities that will be employed (and described in this application) and the roles that will be played by schools staff, district staff, community partners, and the homeless liaison and program staff.

   All students, including homeless students, who demonstrate academic or behavioral needs are supported through the district's multi-tiered system of supports (MTSS) program which helps identify and address the specific needs

of students. Using progress monitoring and formative assessments, teachers identify students who did not master concepts or behaviors through whole group instruction (Tier 1) and place students into small groups (Tier 2) for more targeted instruction. A student who still struggles will receive individualized instruction (Tier 3) either with the classroom teacher or with a specialist. Students who do not make progress through MTSS will likely be referred for exceptional student education (ESE) evaluation. Additionally, struggling students may be referred for academic tutoring at the school or partnering organizations before/after the regular day or during the summer; fees are waived or paid by donors and transportation options will be provided. To help ESE staff better understand the unique needs of ESE homeless students, Schoolhouse Link will provide training at the ESE Liaison Summer Institute and staff are always available to attend IEP meetings. Many other supports for homeless students will continue such as maintaining relationships and building upon successful programs offered by the Early Learning Coalition, Campaign for Grade Level Reading, and the Two-Generation approach. The district, Schoolhouse Link and its partners also will continue to provide homeless students with trauma-informed care and help link students and families to mental and other health services they may require. In addition, the new training to be offered to teachers will include information about how individual teachers can help homeless students improve academic achievement. Teachers who understand the unique challenges faced by homeless students can provide instructional strategies or homework assistance/accommodations that can help improve academic outcomes.

4.  Explain how Title I, Part A funds will be used to meet ESSA Title IX, Part A, provisions to identify homeless children and youth, identify and remove barriers to regular school attendance, and support homeless students in their continued academic progress.

    Title I, Part A funds will be used to support the homeless education program and will fund 50% of the contracted Homeless Education Liaison position and 90% of the Youth Education Advocate position. These two positions provide ongoing McKinney-Vento training and are engaged in ongoing efforts to identify and assist homeless students. The Youth Education Advocate works exclusively with unaccompanied homeless youth (UHY) in their school and establishes a long-term, supportive relationship where there is trust and ongoing communication. The Youth Education Advocate removes barriers to the immediate enrollment, attendance or academic success of UHY.

5.  Explain how Education of Homeless Children and Youth (EHCY) sub-grant funds will supplement or expand the LEA's homeless education program.

    The EHCY sub-grant funds will provide 40% of the salary for the contracted Homeless Education Liaison and 91% of the funding for the Program Coordinator/ Family Case Manager. These two positions are responsible for providing professional development, daily outreach and case management services for homeless families in Sarasota County. The program staff also work to secure donations for a wide range of student needs, including backpacks, school supplies, school uniforms, emergency and special event clothing, shoes, bus passes, and after-school/summer enrichment activities. County dollars support program staffing and community resources are also available to help families move into housing and program staff help with applications for first month's rent. Each year, program staff are able to assist more than 100 homeless families with their move into permanent housing.

# Title I, Part A Set-Aside Summary

Amount of the Title I, Part A Homeless Set-Aside for Project Year 2018-2019: $ 75000.00

1. Indicate how the amount of the Set-Aside was determined (select one).

   ○ The needs of homeless children and youth were assessed and the LEA set aside funds accordingly.

   ○ The number of homeless children and youth identified in the previous school year was multiplied by the Title I, Part A per pupil allocation.

   ○ An amount equal to or exceeding the amount sought for this Education of Homeless Children and Youth sub-grant was set aside.

   ○ A specific portion of the LEA's Title I, Part A allocation was set aside based on the LEA's poverty level.

   ● Other: During the 2017-2018 school year the District's Supervisor of State and Federal Projects and the Schoolhouse Link team completed a Needs Assessment. This assessment looked at data related to the number of identified homeless students, their attendance, academic achievement, community partnerships, district collaborations and parent involvement. Surveys and focus groups were utilized to gain stakeholder feedback. The Supervisor of State and Federal Projects and Schoolhouse Link Director also reviewed local trends and gaps in services. Title I contract funds are allocated each school year to support the homeless education program in meeting student needs and have been funded at a consistent level for the past 7 years. This amount is equal to the amount sought for the Title IX sub-grant.

2. Describe how the Homeless Liaison will access the funds or services of the Title I, Part A Homeless Set-Aside.

   The Title I, Part A office will contract with Schoolhouse Link, the Sarasota YMCA's homeless education program, to provide supplemental services to homeless students and their families. Through the contract, Title I provides half of the funding for the Schoolhouse Link Program Director and 90% of the Schoolhouse Link Youth Education Advocate.

3. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY identification activities.

   The Schoolhouse Link Program Director serves as the District's contracted Homeless Liaison. The Schoolhouse Link Program Director provides ongoing McKinney-Vento training and technical assistance to District staff, community partners, homeless parents, and unaccompanied youth. As described previously, the Program Director acts as an advocate for Sarasota's homeless youth and families, reaching out to school and district staff and community partners to encourage them to find those individuals who can benefit from homeless services. Because of her deep understanding of what homelessness looks like in our community, the Program Director can share this with staff who may not believe that there are homeless families/youth in their schools, or who may feel that a student living on a friend's couch doesn't qualify as homeless. The program has many strong community partnerships and receives weekly census information from all local family and youth shelters. The program also participates in the community's HMIS (Homeless Management Information System).

4. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY school attendance and participation.

   Each school day, the Youth Education Advocate visits a different high school to meet with unaccompanied homeless youth face-to-face to ensure that they have the things they need to attend and succeed in school. The program provides daily outreach and voluntary case management services to connect with homeless families and unaccompanied youth, and encouraging attendance and participation in school. The Youth Education Advocate assists youth with a wide variety of things which help with school attendances including: authorizing free school meals, providing clothing, bus passes, signing up for SNAP (Supplemental Nutrition Assistance Program), referrals for health care (including mental health services), employment opportunities, mentoring, college and FAFSA applications.

5. Describe how Title I, Part A Homeless Set-Aside and local funds (not EHCY sub-grant funds) support HCY academic achievement.

Title I, Part A provides 90% of the funding for the Schoolhouse Link Youth Education Advocate who works directly with unaccompanied homeless youth in school. Because the Youth Education Advocate has access to student grades and other academic information through the district's student information system, she can see if a student is struggling academically. As an advocate for homeless students, the Youth Education Advocate can proactively ask the school to offer the student additional assistance.

# Homeless Education Activities

**Instructions:** Complete an Activity Entry Form for each primary homeless education activity to be conducted in 2018-2019 to 1) assure LEA compliance with the provisions of the McKinney-Vento Act and 2) to achieve homeless education outcomes. Together, the activities need to show that the applicant, with the help of sub-grant award, will carry out a homeless education effort that engages resources directly and through collaboration that is relevant to the identified needs of key target populations and will be implemented well enough and broadly enough to achieve annual homeless education objectives. It is expected that some activities will not be supported by EHCY sub-grant project funds, but are necessary to include here to assure that LEA resources are being used in a strategic manner so that homeless children and youth are given the same opportunities to succeed in their education as non-homeless children and youth and that sub-grant funds are being used properly to supplement or expand the LEA's federal homeless education compliance efforts.

| Activity: 1 | |
|---|---|
| **Case management/social work services for full participation** | |
| Activity Description: | Tracking enrollment, attendance, and participation of individual homeless students and arranging for expedited evaluation of educational needs, consulting with school staff and parents, referring to LEA programs or community services, providing school supplies, arranging transportation, or other services, as indicated. |
| Secondary Activities: | Assisting Parents, Guardians, and UHY in School Selection<br>Assisting Parents, Guardians, and UHY with Dispute Resolution<br>Assisting Parents, Guardians, and UHY with Enrollment<br>Collaboration<br>Enrollment-Related Fees and Costs<br>Expedited Evaluation of Educational Needs<br>Extraordinary or Emergency Assistance<br>Outreach and Identification<br>Parent Education and Training<br>Professional Development<br>Referral Services to the Community<br>School of Origin Transportation Arrangement<br>Technical Assistance to Schools |
| Need Area(s) this activity will address: | Need A: Identification and Enrollment<br>Need B: Regular School Attendance and Full Participation<br>Need C: Academic Support |
| Activity Target Group(s): | Homeless children and youth and their parents, unaccompanied homeless children and youth, school staff, LEA program partners and community partners. |
| Activity Reach: | Each year over 300 homeless families and 80 unaccompanied homeless youth receive voluntary case management services from Schoolhouse Link. These services are aimed at assisting students enroll, attend and succeed at school. As part of case management services parents/guardians/youth are informed of the McKinney-Vento Act and their student rights. Case Management services also connect families/youth to a wide range of community services. These services result in over 30 percent of families becoming permanently housed. |
| Implementation Summary: | Schoolhouse Link staff will provide voluntary case management services to homeless students and their families and unaccompanied youth. Case management services will be offered throughout the entire school year and will assist families/youth in identifying areas of need and connecting with resources. Particular emphasis will be given to needs related to student attendance, academic achievement and school engagement. Schoolhouse Link will provide direct assistance with backpacks, school supplies, hygiene products, school uniforms and emergency clothing and shoes. |

| **Annual Implementation Timeline** Months in which Activity-related tasks will be conducted. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Need Area** | N/A | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| **Identification** | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Attendance** | ☐ | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Academics** | ☐ | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| Documentary Evidence: | Dated and labeled action record |
|---|---|

| **Activity Resources** | |
|---|---|
| Title I, Part A Homeless Set-Aside: | Title I, Part A provides funding to support the Schoolhouse Link positions. |
| Other funding sources: | County funds are used to support staff positions, and donations are used to purchase clothing and other supplies for homeless students and families. The YMCA Foundation also supports the program with funding. |
| Leveraged/Donated support: | Over $60,000 worth of donated materials every year, including backpacks, school supplies. |

| **Related Budget Items** | | | | | |
|---|---|---|---|---|---|
| **Function Code** | **Object Code** | **Object Title** | **Description** | **FTE** | **Amount** |
| 6100 | 310 | Professional and Technical Services | Professional and Technical Services Contract with the Sarasota Family YMCA to provide "Schoolhouse Link" a homeless education program that provides direct services to homeless students and their families. The budget is as follows: 0.4 FTE Program Director $22,156 salary, taxes and benefits; 0.91 FTE Program Coordinator/Case Manager $48,681 salary, taxes and benefits; Printed Materials (Schoolhouse Link brochures, posters, reports fliers and case files) $925; Attendance at state homeless conference (Florida Institute for Homelessness and Supportive Housing) for 2 (Program Director and Program Coordinator/Case Manager) $1,738; Management and General expense $1,500. | 0.000 | 75000.00 |

| **Activity: 2** |
|---|
| **Professional development (training, ta, consultation, coaching)** |

| Activity Description: | 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. |
|---|---|
| Secondary Activities: | Assisting Parents, Guardians, and UHY in School Selection Assisting Parents, Guardians, and UHY with Dispute Resolution Assisting Parents, Guardians, and UHY with Enrollment Collaboration Enrollment-Related Fees and Costs |

| | Expedited Evaluation of Educational Needs<br>Extraordinary or Emergency Assistance<br>Outreach and Identification<br>Parent Education and Training<br>Professional Development<br>Referral Services to the Community<br>School of Origin Transportation Arrangement<br>Technical Assistance to Schools |
|---|---|
| Need Area(s) this activity will address: | Need A: Identification and Enrollment<br>Need B: Regular School Attendance and Full Participation<br>Need C: Academic Support |
| Activity Target Group(s): | Homeless children and youth and their parents, unaccompanied homeless youth, school staff, LEA program partners, community partners. |
| Activity Reach: | Training staff at schools and LEA, along with community, will reach many people who interact with homeless children, youth and their families every day. They will help identify, encourage attendance and help boost academic achievement of many students once they better understand the needs of homeless students. |
| Implementation Summary: | Each year the Schoolhouse Link program will provide McKinney-Vento training and trauma-informed care materials to school-based and district-level staff. Schoolhouse Link also will be available for one-on-one technical assistance for any district employee throughout the entire period. Each quarter, school administrators will receive a listing of McKinney-Vento training opportunities and school reports showing the number of identified homeless students attending their school as well as the estimated number based on their population of economically disadvantaged students. Printed materials will be shared with these staff, including brochures, McKinney-Vento posters and educators' guide. |

### Annual Implementation Timeline
Months in which Activity-related tasks will be conducted.

| Need Area | N/A | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Identification** | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Attendance** | ☐ | ☐ | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Academics** | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☐ |

| Documentary Evidence: | Dated and labeled agendas<br>Dated and labeled Sign-in sheets |
|---|---|

### Activity Resources

| Title I, Part A Homeless Set-Aside: | Title I, Part A partially pays for the salary for the Schoolhouse Link staff who provide the professional development. |
|---|---|

### Related Budget Items

| Function Code | Object Code | Object Title | Description | FTE | Amount |
|---|---|---|---|---|---|
| 6100 | 310 | Professional and Technical Services | Professional and Technical Services Contract with the Sarasota Family YMCA to provide "Schoolhouse Link" a homeless education program that provides direct services to homeless students and their families. The budget is as follows: 0.4 FTE Program Director $22,156 salary, taxes and benefits; 0.91 FTE Program | 0.000 | 75000.00 |

| | | | Coordinator/Case Manager $48,681 salary, taxes and benefits; Printed Materials (Schoolhouse Link brochures, posters, reports fliers and case files) $925; Attendance at state homeless conference (Florida Institute for Homelessness and Supportive Housing) for 2 (Program Director and Program Coordinator/Case Manager) $1,738; Management and General expense $1,500. | | |

| **Activity: 3** |
|---|

| **Outreach to identify homeless children and youth in the community** |
|---|

| Activity Description: | Services, activities, and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services that are also provided to non-homeless children and youths and for which they are eligible. |
|---|---|
| Secondary Activities: | Assisting Parents, Guardians, and UHY in School Selection<br>Assisting Parents, Guardians, and UHY with Dispute Resolution<br>Assisting Parents, Guardians, and UHY with Enrollment<br>Collaboration<br>Enrollment-Related Fees and Costs<br>Expedited Evaluation of Educational Needs<br>Extraordinary or Emergency Assistance<br>Parent Education and Training<br>Professional Development<br>School of Origin Transportation Arrangement<br>Technical Assistance to Schools |
| Need Area(s) this activity will address: | Need A: Identification and Enrollment |
| Activity Target Group(s): | Homeless children and their families; unaccompanied youth; school staff; LEA Program Partners; Community Partners |
| Activity Reach: | Daily outreach is performed to assist with the identification of homeless students and their families, the engagement of unaccompanied homeless youth and to build collaboration with community partners. |
| Implementation Summary: | The Schoolhouse Link Program will engage in daily outreach to identify, engage and retain homeless students and unaccompanied youth. Schoolhouse Link staff will contact referred families and youth and complete an Initial Needs Assessment Form. Parents/guardians will be contacted on the phone or at shelter, motel, campground, or shared housing location. Unaccompanied youth will be contacted in person at school location. Daily interactions will take place with community providers and street outreach worker. New this year will be the inclusion of outreach through social media and public service announcements. |

| **Annual Implementation Timeline**<br>Months in which Activity-related tasks will be conducted. |
|---|

| Need Area | N/A | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Identification** | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Attendance** | ☐ | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Academics** | ☐ | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| Documentary Evidence: | Dated and labeled action record |
|---|---|

| **Activity Resources** ||
|---|---|
| Title I, Part A Homeless Set-Aside: | Title I, Part A provides funding to support the Schoolhouse Link positions. |
| Other funding sources: | County funds are used to support Schoolhouse Link staff positons, cell phone and mileage costs. The Sarasota YMCA Foundation also supports the program with funding. |
| Leveraged/Donated support: | Several churches provide items for family and youth outreach including: hygiene kits, water bottles, and snacks |

**Related Budget Items**

| Function Code | Object Code | Object Title | Description | FTE | Amount |
|---|---|---|---|---|---|
| 6100 | 310 | Professional and Technical Services | Professional and Technical Services Contract with the Sarasota Family YMCA to provide "Schoolhouse Link" a homeless education program that provides direct services to homeless students and their families. The budget is as follows: 0.4 FTE Program Director $22,156 salary, taxes and benefits; 0.91 FTE Program Coordinator/Case Manager $48,681 salary, taxes and benefits; Printed Materials (Schoolhouse Link brochures, posters, reports fliers and case files) $925; Attendance at state homeless conference (Florida Institute for Homelessness and Supportive Housing) for 2 (Program Director and Program Coordinator/Case Manager) $1,738; Management and General expense $1,500. | 0.000 | 75000.00 |

| **Activity: 4** ||
|---|---|
| **Project Administration** ||
| Activity Description: | Time spent by the Homeless Liaison to meet school district and state requirements for administering the grant, including report writing, document organization and preparation, staff supervision, meetings with supervisors, district leadership, etc. The description should reflect an estimate of the amount of time dedicated to this work. |
| Secondary Activities: | Collaboration<br>Outreach and Identification<br>Referral Services to the Community<br>Technical Assistance to Schools |
| Need Area(s) this activity will address: | Need A: Identification and Enrollment<br>Need B: Regular School Attendance and Full Participation<br>Need C: Academic Support |
| Activity Target Group(s): | Homeless students and their families; unaccompanied homeless youth; Schoolhouse Link Staff; LEA Program Partners; Community Partners |
| Activity Reach: | Ongoing interaction with LEA and community partners will help create a culture of collaboration and promote systems development. Ongoing interaction also builds donor base and increases family/youth resources and program funding. |

| Implementation Summary: | The Schoolhouse Link Program Director will provide daily program oversight and staff supervision. She will prepare monthly service reports, quarterly LEA Partner reports, Title IX Progress Report, Title 1 End-of-Year homeless student coding and service summary, and Title IX End-of-Year Report. SHL staff will participate in weekly case coordination meetings. SHL Program Director will attend monthly Continuum of Care Leadership Council meetings as well as general Continuum of Care meetings. The SHL Program Director will also participate in monthly Family Haven Alliance Leadership Meeting and monthly Unaccompanied Youth Work Group. |
|---|---|

**Annual Implementation Timeline**
Months in which Activity-related tasks will be conducted.

| Need Area | N/A | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Identification** | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Attendance** | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| **Academics** | ☐ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| Documentary Evidence: | Dated and labeled agendas<br>Dated and labeled attendance record<br>Dated and labeled meeting minutes/notes<br>Dated and labeled articles, letters, emails and/or other communications<br>Dated and labeled data reports |
|---|---|

**Activity Resources**

| Title I, Part A Homeless Set-Aside: | Title I, Part A provides funding to support Schoolhouse Link Program Director and staff positions |
|---|---|
| Other funding sources: | County funds are used to support Schoolhouse Link staff positons |
| Leveraged/Donated support: | Community partners and donor provide back packs, school supplies, funds for bus passes, funds for student uniforms/emergency clothing and shoes. Donor also provide funds for special event items for homeless high school age youth which are used as an incentive to improve student attendance. |

**Related Budget Items**

| Function Code | Object Code | Object Title | Description | FTE | Amount |
|---|---|---|---|---|---|
| 6100 | 310 | Professional and Technical Services | Professional and Technical Services Contract with the Sarasota Family YMCA to provide "Schoolhouse Link" a homeless education program that provides direct services to homeless students and their families. The budget is as follows: 0.4 FTE Program Director $22,156 salary, taxes and benefits; 0.91 FTE Program Coordinator/Case Manager $48,681 salary, taxes and benefits; Printed Materials (Schoolhouse Link brochures, posters, reports fliers and case files) $925; Attendance at state homeless conference (Florida Institute for Homelessness and Supportive Housing) for 2 (Program Director and Program Coordinator/Case | 0.000 | 75000.00 |

| | | | Manager) $1,738; Management and General expense $1,500. | | |
|---|---|---|---|---|---|

# LEA Program Operations Activities

**Instructions:** Provide the following information:

## Project Management

1. Who will manage the EHCY sub-grant project?

   Jane Mahler, Supervisor of State and Federal Programs, will manage the EHCY sub-grant and contract.

2. Describe the tasks that will be conducted by the EHCY sub-grant Project Manager, e.g., staff supervision, report writing, administration, dispute resolution, etc.?

   The Supervisor of State and Federal Programs will oversee the implementation of the EHCY grant and Schoolhouse Link service contract and interagency agreement. The Supervisor will meet regularly with the Schoolhouse Link Program Director to discuss service implementation and assist in the removal of any identified barriers related to the immediate enrollment, attendance and success of homeless students. The Supervisor will review and submit required reports and conduct annual program review. The Supervisor of State and Federal Program will also serve as a District- level advocate and will troubleshoot any problems needing a higher level of authority. This includes facilitating the district-level dispute-resolution process. The Schoolhouse Link Program Director will serve as the district's contracted "Homeless Education Liaison" and will provide professional development, technical assistance, daily outreach, family and youth case management, staff supervision, report writing and program administration.

## Staffing

3. How will the homeless education staffing change under this sub-grant proposal?

   Sarasota County schools has a long-standing contract for homeless education services with the YMCA's Schoolhouse Link program. This grant would allow a continuation of these services with no substantial changes to the homeless education staffing. Of course, new activities will be undertaken to improve the program, including the new focus to provide McKinney-Vento related professional development to more district personnel. The goal will be to increase student identification and enhance access to a wide range of school programs and services.

4. How will this staffing change enhance the capacity for the LEA to achieve the outcomes in the priority need area(s) identified above?

   Existing staff will continue to serve homeless families and youth as in past years, but new efforts and focus areas will be implemented as outlined previously.

## Program Operations Improvement Activities

5. The following operational challenges were identified in the Program Design to address during the project.
   a. Easiest to address:

      The easiest identification challenge to address in the next year is to improve the identification of homeless students by school-based staff. We see a sizeable gap at most schools between the 5% goal and actual identification rates. There is clearly room for improvement in many schools and even making a small improvement should have a measurable impact on the identification rate. By their own admission on the survey and in the focus group, many school-based staff do not fully understand the McKinney-Vento definition of homelessness, and do not feel empowered to identify individual students as homeless. Classroom teachers, a large audience with very close ties to students who could help identify homeless families/youth, have never been a target for training. We feel that it should be fairly easy, and greatly impactful, to improve the understanding that school-based personnel have of homelessness and what it looks like, as well as what they can do to help students get the services they deserve.

   b.

Most important to address:

    The most important identification challenge to address in the next year is to increase the number of families/youth identified as doubled up. The district's identification rate in this area is one of the lowest in the state and this is the hardest group to identify. Yet, because they make up the largest percentage of the district's homeless population, they are also the most important to identify. These students/families are most often identified by school-based staff during the initial school registration process or when starting a new school (e.g., beginning middle school), but if a family becomes homeless later in their time at the school, the data show that identification rates fall off. Other staff could play a role in identifying these students during those years, but many do not fully understand the McKinney-Vento definition of homelessness or do not feel empowered to identify individual students as homeless. Community partners are not helpful in this area because many use the HUD definition of homelessness which does not count shared living as homeless. Schoolhouse Link staff don't work with the general school population and have no way to identify families in that population who may become doubled up. Therefore, the focus must be on helping school-based staff improve the identification rate of doubled-up families and youth.

6.   How will the challenges be addressed in 2018-2019?
    a.   Easiest to address:

    To help school-based staff recognize homelessness among their students and families, Sarasota's homeless program plans to offer training to school-based staff, including classroom teachers. While some school-based staff received training in the past, including registrars and guidance counselors, it will be revamped to help staff remember what they have been taught. Certificates of completion listing "McKinney-Vento" will be provided to course completers as a way to help them link those words with homeless (McKinney-Vento = homeless). They will be provided with posters and brochures that they can hang as reminders, and an email list will be created of course completers so Schoolhouse Link staff can continue to communicate with participants after the training. New training will be developed for classroom teachers which also shares the McKinney-Vento terminology, and shares what homelessness looks like in Sarasota (including doubled-up living situations), how children might exhibit signs of homelessness, and academic and behavioral needs of homeless students and families. To encourage participation, teachers will be offered in-service credit for completing the course, and a certificate will be provided to help remind them of their training afterward. An email list of completers will be created so that staff can communicate with these concerned teachers later in the year. They also will be provided with posters and brochures they can share with colleagues and parents and they will be encouraged to share information with others on their teaching teams. By providing more, and more targeted, training to school-based staff, we expect the number of homeless students will increase.

    b.

Most important to address:

    The training outlined above should also address the most important challenge, namely increasing the number of families and youth identified as doubled-up. Because they work most closely with students who have not yet been identified as homeless, school-based staff are a potentially huge source of information about families or youth who are living with another family but have not yet been identified as homeless. These families/youth are flying under the radar of the homeless program and the best chance of finding them is if a school-based person, perhaps a concerned classroom teacher or guidance counselor, recognizes that the student does not live in permanent housing. Therefore, it is essential that the district's homeless program provide additional training to school-based staff to help them recognize the signs of homelessness and the specific things they can do to help a family or student access McKinney-Vento services. The training outlined earlier will include a large component on recognizing that couch surfing is a form of homelessness, and providing teachers and other school-based staff with tools and resources they can use to make sure homeless, doubled-up families and youth get connected with appropriate services.

# Evaluation Plan

## Standard Evaluation Plan

**The LEA will implement the following Standard Evaluation Plan:**

1. The LEA will collect the following information as each project activity is implemented, document as described in the approved Project Implementation Plan, and report on project activities by need area in Project Progress Reports and Project End-of-Year Reports:
   - o Title of activity
   - o Name of the lead staff for the activity
   - o Number of events.
   - o A description of the participants or recipients
   - o The number of participants or recipients
   - o Deliverables completed
   - o Narrative Summary
2. The LEA will collect the data necessary to calculate the annual progress toward the Project Outcomes and related annual objectives for Need A, Need B, and Need C as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
   - o Title of the project outcome
   - o Baseline (2012-2015 average), Year 1, Year 2, Year 3
3. The LEA will collect the data to calculate the annual progress toward standard indicators and related annual targets for Need D and Need E, as described in the approved Project Implementation Plan. The LEA will report accordingly in the Project Progress and Project End-of-Year Reports:
   - o Title of standard per approved application
   - o Baseline, per approved application, Year 1, Year 2, Year 3
4. Identify who will be responsible for collecting the evaluation data, describe additional evaluation activities that will be conducted(not required), and describe how and when evaluation data will be collected and stored.

Evaluation of this program will be comprehensive, continuous and in compliance with all Title IX monitoring and reporting requirements. The Schoolhouse Link Program Director will collect progress indicator data as outlined in the project design section of this application. In addition, she will compile progress or other reports as required by Florida Department of Education using available data. Time logs are maintained by case Schoolhouse Link staff documenting the time spent providing case management services to homeless families and youth. Reports will be reviewed monthly by the Supervisor of State and Federal Programs, the YMCA executive team, contracts management department and Board of Directors. Additionally, the Schoolhouse Link program will provide quarterly reports at the School Health Advisory Committee (SHAC). The committee contains representatives from each of the following groups: School Board member, LEA leadership, school administration, health services, Food and Nutrition Services, various community partners, parents and students. The homeless education reports will contain data on the number of students identified and outreach efforts conducted, McKinney-Vento training provided and other project implementation goals. Additionally, the Schoolhouse Link program is audited by the National Council on Accreditation (COA) which reviews the program outreach services and function. The last COA audit indicated that Schoolhouse Link provides excellent outreach services and has developed comprehensive resources and referrals for homeless students and their families. Data on homeless students and services provided are included in the Title I, Part A annual evaluation and are reported in that formal evaluation. To ensure the program meets the needs of school- and district-based staff and community partners, we will again hold focus groups and provide McKinney-Vento program surveys to stakeholders.

# Project Summary

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## Project Narrative Summary (Responses for all three years must be provided to be considered for grant.)

### Year 1

In accordance with the McKinney-Vento Homeless Assistance Act, the Sarasota County Schools will continue to provide intensive services to ensure that homeless children and youth have access to a free and appropriate public education, including preschool, and to ensure that homeless children meet State student academic standards. As a major part of the District's multi-faceted approach, the school district will again contract with the Sarasota YMCA, Schoolhouse Link program, a homeless education program. This long-standing collaboration has proven to be successful in advocating for the needs of homeless students, creating innovative solutions and linking the school district with the community. For the past twenty years, the Schoolhouse Link Program has served as the district's contracted "Homeless Liaison." As a nationally accredited "Homeless Outreach Services" program, Schoolhouse Link is well placed to reach and serve the targeted population. The program devotes 100% of its time to homeless education issues and activities. Each year it trains school district personnel, community members, homeless parents and youth in issues related to the McKinney-Vento Act, student rights and the dispute resolution process. The Schoolhouse Link program works to ensure that homeless students are identified, immediately enrolled, arranges school-of-origin transportation, authorizes free school meals, assists in obtaining missing documentation, and provides case management with coordinated referral services to homeless families and unaccompanied youth. The district and Schoolhouse Link Program have been central figures in

advocating for the development of a social service safety net in Sarasota County for homeless families and unaccompanied youth. Despite being known as a wealthy county, approximately half all students in Sarasota County Schools qualify for free or reduced price meals. Sarasota County also has one of the highest rates in the state of students who are identified while in a shelter setting. Conversely, Sarasota has one of the lowest rates of students identified while in shared housing. Improving this identification rate by increasing school-level involvement and enhancing school-based professional development is a focus of this grant. Other case management and outreach work will continue which ensures homeless students attend school regularly. Ultimately, improving academic achievement of homeless students is the goal. During the 2016-2017 school year, there was a 26% gap between the performance of homeless and non-homeless students on the FSA reading and a 23% gap on the FSA Math. To improve the academic performance of homeless students, the program will help connect families to early education programs, help homeless students stay in one school all year, and assist families and youth access stable housing.

## Year 2

☑ Same as Year 1

## Year 3

☐ Same as Year 2

In accordance with the McKinney-Vento Homeless Assistance Act, the Sarasota County Schools will continue to provide intensive services to ensure that homeless children and youth have access to a free and appropriate public education, including preschool, and to ensure that homeless children meet State student academic standards. As a major part of the District's multi-faceted approach, the school district will again contract with the Sarasota YMCA, Schoolhouse Link program, a homeless education program. This long-standing collaboration has proven to be successful in advocating for the needs of homeless students, creating innovative solutions and linking the school district with the community. For the past twenty years, the Schoolhouse Link Program has served as the district's contracted "Homeless Liaison." As a nationally accredited "Homeless Outreach Services" program, Schoolhouse Link is well placed to reach and serve the targeted population. The program devotes 100% of its time to homeless education issues and activities. Each year it trains school district personnel, community members, homeless parents and youth in issues related to the McKinney-Vento Act, student rights and the dispute resolution process. The Schoolhouse Link program works to ensure that homeless students are identified, immediately enrolled, arranges school-of-origin transportation, authorizes free school meals, assists in obtaining missing documentation, and provides case management with coordinated referral services to homeless families and unaccompanied youth. The district and Schoolhouse Link Program have been central figures in advocating for the development of a social service safety net in Sarasota County for homeless families and unaccompanied youth. Despite being known as a wealthy county, approximately half all students in Sarasota County Schools qualify for free or reduced price meals. Sarasota County also has one of the highest rates in the state of students who are identified while in a shelter setting. Conversely, Sarasota has one of the lowest rates of students identified while in shared housing. Improving this identification rate by increasing school-level involvement and enhancing school-based professional development is a focus of this grant. Other case management and outreach work will continue which ensures homeless students attend school regularly. Ultimately, improving academic achievement of homeless students is the goal. During the 2016-2017 school year, there was a 26% gap between the performance of homeless and non-homeless students on the FSA reading and a 23% gap on the FSA Math. To improve the academic performance of homeless students, the program will help connect families to early education programs, help homeless students stay in one school all year, and assist families and youth access stable housing.

# Strategic Imperatives, Executive Order, GEPA

## Support for Strategic Imperatives

**Instructions:**

Incorporate one or more of the Priorities included in Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System. Select at least on Prek-12 Student Priority below and describe how it is incorporated. See this link for details: http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf

**Criteria:**

The applicant has included effective methods for incorporating one or more of the Priorities from Florida's State Board of Education Strategic Plan For the Public School System and The Florida College System.

| PreK-12 Student Priorities | Description of Incorporation |
|---|---|
| Increase the percentage of students performing at grade level | Sarasota County Schools seeks to increase the identification, attendance and ultimately the academic performance of homeless students so they can reach their full potential as educated citizens. The project outlined in this application to help homeless students with this goal will address Florida's Strategic Plan by helping to "increase the percentage of students performing at grade level." |

# Executive Order

**Instructions:** Read the statement on Executive Order 11-116 and then select the checkbox to continue.

☑ The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

# General Education Provisions Act (GEPA)

**Instructions:** Provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.

The School Board of Sarasota County, FL has non-discrimination policies in place which will be followed during all aspects of the project outlined here. In addition, the district takes steps needed to ensure equitable access to all participants, including offering training in facilities that are handicapped accessible and at times and dates that allow for maximum participation.