TEXAS EDUCATION OF HOMELESS CHILDREN AND YOUTH (EHCY) PROGRAM

ANNUAL REPORT

2015-2016
(9/1/2015 - 8/31/2016)

November 30, 2016

Authorized by
**Subtitle B of Title VII of
The McKinney-Vento Homeless Assistance Act
(42 U.S.C. 11431 et seq.)**

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*In Partnership with:* **Region 10 Education Service Center
Texas Education Agency**

www.theotx.org

The Texas Education of Homeless Children and Youth Program

The McKinney–Vento Homeless Education Assistance Act (42 U.S.C. 11431 et seq.) governs the education of homeless students. (See Appendices A & D for further national history and perspective.) The goal of the McKinney–Vento Act (MV) is to ensure enrollment, attendance, and educational success for homeless students. The United States Department of Education (USDE) provides a grant to states to carry out statewide awareness, training, technical assistance and grant activities. The Texas Education Agency (TEA) contracts with Region 10 Education Service Center (ESC) for the provision of services to school districts, education service centers, and communities throughout Texas. Region 10 ESC in turn contracts with the Texas Homeless Education Office (THEO) through the Charles A. Dana Center at the University of Texas to carry out many of the functions of the program. This report provides an overview of the Texas Homeless Education Program for the 2015-16 school year. (See Appendices B, C, and E for further Texas state history and perspective.)

The Texas Picture – 2014-15 School Data

MV requires that all of the nation's public school districts report the number of homeless students identified each year by grade, living situation and certain other characteristics. All of the student data in this report is EDFacts data collected for the USDE Consolidated State Performance Report (CSPR). Students are identified at each campus and reported to the TEA through the Public Education Information Management System (PEIMS). These numbers are then reported to USDE. The most recent available data shows that Texas public schools identified over 113,000 students experiencing homelessness during the 2014-15 school year. While the percentage of the student population identified as homeless by individual LEAs may vary widely, the percentage of public school students identified as homeless hovers around 2% for the state as a whole.   This is slightly below the national average. (See Appendix E for additional data elements with a three-year comparison.)

Homeless Students Identified By Grade Category
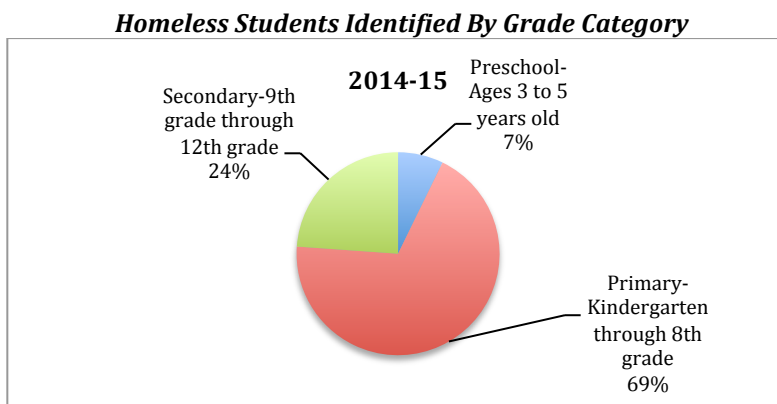
The total number of identified unaccompanied homeless youth (UHY), those homeless youth living separate and apart from a parent or legal guardian, enrolled in Texas public schools for the 2014-15 school year was 12,104. (See Appendix E for a detailed definition of UHY and a graph of other reported student characteristics.)

Homeless Students By Primary Nighttime Residence At The Time Of Identification

Primary nighttime residence	2014-15
Shelters, transitional housing, awaiting foster care	12,074
Doubled-up (e.g., living with another family due to loss of housing and/or economic hardship)	89,616
Unsheltered (e.g., cars parks campgrounds, temporary trailer, or abandoned buildings)	3,863
Hotels/Motels	7,510
Total Homeless Students	113,063

School districts must report the initial primary nighttime residence at the time the student is identified. The percent of identified homeless students in each of the four categories in Texas closely mirrors statewide trends across the nation, as well as for the nation as a whole.

State-Mandated Assessment Proficiency
The ultimate goal of the McKinney-Vento Homeless Education Assistance Act is to improve educational outcomes for students living in homeless situations by requiring schools to remove barriers and provide supports. School districts must report educational outcomes such as state standardized testing for all students, including homeless students. The Texas assessment results for 2014-15 show that homeless students score 10-15 percent below all other students. This is consistent with national data. (See Appendix E for a more complete picture of Texas testing information.)

2015-16 Texas Homeless Education Activities

Funding And Management
The US Department of Education awarded Texas $5.8 million dollars in McKinney-Vento funding in 2015-16. Texas allocated 86% of this funding to LEA discretionary grants, with 14% for all other statewide activities conducted by TEA, Region 10 ESC, and THEO. TEA, Region 10 ESC, and THEO have established a collaborative team to manage all aspects of the EHCY program in Texas. The team's goal is to ensure that Texas homeless students are identified, able to enroll in, attend, and succeed in Texas' public schools. This organizational structure has been in place since 1996.

Outreach
Outreach takes place through a variety of activities. These include the development of posters and brochures for dissemination to school districts and community sites, journal and news articles, website information and products, and the use of social media. Social Media is essential for outreach in 2015-16:

- The THEO Facebook page had as many as 2,761 unique users on any given day, with many of them visiting the page multiple times.

- The THEO website had a total of 17,819 page views for the year.

- THEO had 16 blog posts during the year, viewed by 6,916 unique individuals.

- THEO posted 115 tweets on Twitter with 16,099 views.

Training
The Homeless Education Management Team employs a multifaceted approach to the provision of training in order to provide every educator in the state with opportunities to participate in training sessions.

ESC Trainings: In 2015-16, THEO and Region 10 ESC provided MV training at all 20 ESCs, with several ESCs hosting multiple trainings throughout the school year.

Webinars: In 2015-16, Region 10 ESC and THEO presented over 20 webinars related to various aspects of homeless education. All webinars are archived and publicly available on both the THEO and Region 10 ESC websites.

In-person trainings: In addition to the ESC trainings, THEO and Region 10 ESC provided training to more than 25 individual LEAs, at 20 professional conferences, and more than 15 other organizations/service provider sites. THEO presented at both Association of Compensatory Educators of Texas (ACET) conferences, the entire management team presented at the National Dropout Prevention Network Conference in San Antonio in October 2015, and there were multiple presentations for Head Start, Advise Texas, Texas School Counselors Association, Texas School Social Workers Association, the Statewide Parental Involvement Conference, Texas Association of College Admissions Counselors, and several child welfare and legal conferences.

THEO, Region 10 ESC, and the Texas Homeless Network (THN) collaborate to plan and host the annual Texas Conference on Ending Homelessness. This conference provides training for MV subgrantees and a forum for school staff and homeless service providers to share information and evidence-based practices. The 2015 conference was in Corpus Christi on October 13-16. There were 398 total participants of which 140 were Texas public school educators. The 2015 conference focused on encouraging and supporting collaboration between local school districts and local homeless coalitions.

THEO staff assists with planning the annual National Association for the Education of Homeless Children and Youth (NAEHCY) conference. THEO staff often presents workshop sessions and encourages other Texas LEA homeless education staff to do so as well, garnering a positive national reputation for the homeless education program in Texas.

Collaboration
THEO and Region 10 ESC have strong collaborative relationships with state-level agencies, organizations, and service providers to address the education of children and youth experiencing homelessness. In 2015-16, the management team collaborated with the Texas Homeless Network, Texas Network of Youth Services, Texas CASA, Texas Interagency Council on the Homeless, The Texas Chapter of the National Association of Social Workers, Texas Head Start Association, Texas School Social Workers Association, Texas School Counselors Association, The Texas Supreme Court Commission on Children and Families, Texas Early Childhood Intervention Advisory Council and many other similar agencies and organizations. (See Appendix F for a more complete listing of collaborations.)

Texas was also the site for a number of national-state-local initiatives in the 2015-16 school year. THEO was actively involved in these initiatives: Harris County Youth Count 2.0 – the youth count portion of the annual Housing and Urban Development (HUD) Point in Time Count and University of Houston study; Youth Count Texas, a legislative initiative led by the Texas Department of Housing and Community Affairs (TDHCA) and the Texas Interagency Council on Homelessness (TICH); The Way Home America: Ending Youth Homelessness by 2020-a national HUD-USDE-United States Interagency Council on Homelessness (USICH) initiative in partnership with states and local homeless coalitions; Promise Zones Connecting the Dots Initiative, a community development project; the LGBTQ Youth Homelessness Prevention Initiative, a partnership between HUD, Health and Human Services (HHS), USDE, the Justice Department, the USICH, and the True Colors Fund, a national non-profit leader. Harris County was one of two counties in the nation selected for this demonstration project. (See Appendix G for more information about these initiatives.)

Technical Assistance
The management team provides technical assistance throughout the state in a variety of ways. THEO has a toll free number that receives calls from anyone across the state. Technical assistance is also provided through the THEO website, emails, text messages, training sessions, webinars, and phone calls. The THEO website was completely redesigned in 2015-16.

During the 2015-16 school year, THEO received 1,337 contacts via phone or email requesting technical assistance. About 60% of these requests were phone calls and 40% were emails. These requests are categorized by issue. For the chart below, transportation and school of origin are combined because transportation is mandated for students attending their school of origin. One thousand, or 75%, of contacts requesting technical assistance were from homeless liaisons and at least 84% of all contacts were from either LEA or ESC staff. Many of the calls were from seasoned liaisons asking for help with very complicated situations. Around 56% of the contacts came from non-TEXSHEP LEAs and 43% came from LEAs with TEXSHEP subgrants. About 6% of contacts were either students or parents/caretakers.

Technical Assistance Requests By Issue

2015-2016
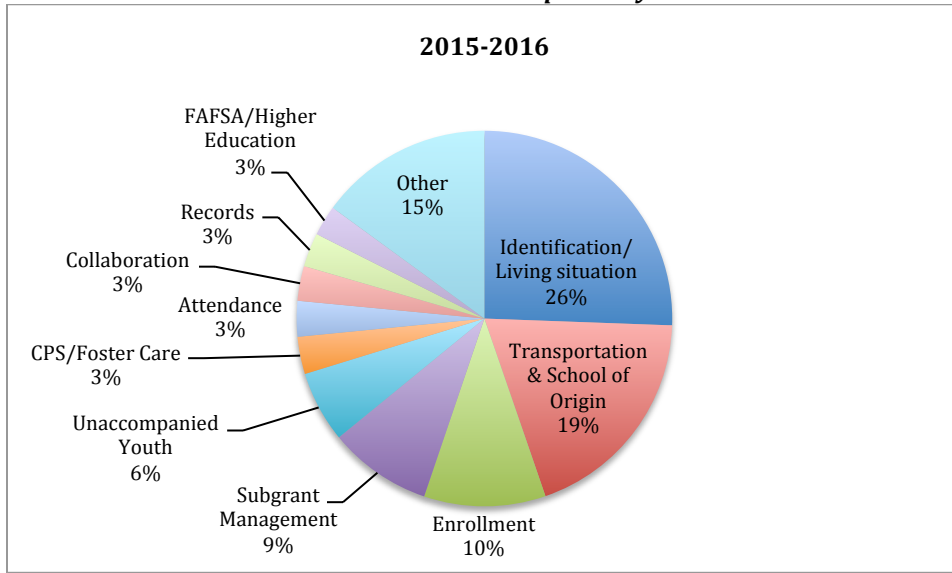
Texas Support for Homeless Education Program (TEXSHEP)
The TEXSHEP subgrant program runs on a three-year grant cycle; 2015-16 was the first year of a new cycle. The TEXSHEP program funded 66 subgrants with 131 participating school districts this year. The TEXSHEP subgrants range in funding from Fruitvale ISD, the smallest at $6,538, to the largest, Region 13 ESC at $225,000. The 131 subgrant LEAs served over 60% of all enrolled homeless students in Texas.

Homeless Students Enrolled in Districts With TEXSHEP Subgrants
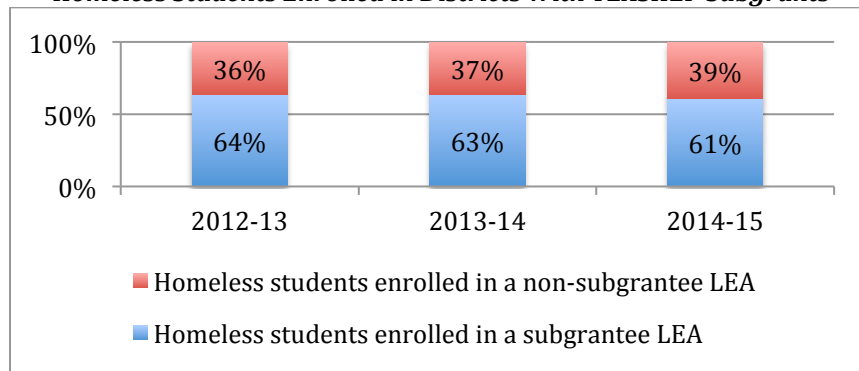
TEXSHEP subgrantees identified the most effective practices of their programs to be: designated staff, case management, timely tracking of attendance and grades, provision of transportation, tutoring, school supplies and school clothing, drop-in centers, and partnering with local college intern programs.

Conclusion
While numbers of identified homeless students have increased each school year, there remain those homeless students that are not identified. Increased use of data will allow the Texas Homeless Education Program to help school districts improve their identification efforts and better serve all their homeless students. Data is important and tells a statewide story, but there are other stories that data can't tell—such as the stories about the homeless student who went to West Point, or the one who joined the Marines, or the young lady now a homeless junior at the UT School of Engineering, or the formerly homeless student who now guides a start-up in Lubbock, or the school district that graduated 100% of its homeless seniors. These students illustrate the ultimate success of Texas' Homeless Education Program.

Appendices

Appendix A: National Background and History

Beginning in the late 1970s and early 1980s, steady, unprecedented growth in the numbers of people living in homeless situations began to emerge across the United States. This growth was driven both by specific policy decisions and large scale economic and societal trends. Although some form of homelessness had always existed in the US, the emergence of this growth in homelessness was different in that it included children, youth, and families, in addition to single adults. This trend has persisted, unabated, to the present day.

The earliest federal response occurred in 1983 with the creation of a federal task force on homelessness and several grant programs attempting to meet the food and shelter needs of this growing population--for example, the Emergency Food and Shelter Program (P.L. 98-8).

The first substantial, and to this day most important, federal legislative response to homelessness occurred on July 22, 1987, when Ronald Reagan signed the Stewart B. McKinney Homeless Assistance Act (P.L. 100-77) into law. The McKinney Act, later renamed the McKinney-Vento Homeless Assistance Act (MV), was a large, omnibus bill that created or reauthorized 15 programs administered by multiple federal agencies providing a wide range of services to people living in homeless situations. Most of the services provided through the Act were various forms of emergency assistance that attempted to meet the need for emergency shelter, food, transitional housing, physical and mental health care, and job training. The Act also established the US Interagency Council on Homelessness (USICH), which is intended to facilitate coordination in responding to homelessness between federal agencies covered under the Act.

One of the most important sections of the Act addressed the education of children and youth in homeless situations. In the early 1980s, children and youth in homeless situations often experienced great difficulty and many barriers enrolling in and attending public schools. These barriers to regular, public school participation led to the phenomena of shelter schools—classrooms conducted at shelters in lieu of regular school enrollment. When the Act was being drafted, homeless service providers were adamant that it address the educational needs of children and youth experiencing homelessness. While the educational provisions in the original Act were limited in scope, they did establish the right of all children and youth experiencing homelessness to the same, free, public education available to non-homeless students. The Act also provided one standard, national definition for homeless students and it required states to review and revise residency requirements for their enrollment.

The initial act provided formula grants to states to establish an Office of the Coordinator for the Education of Homeless Children and Youth and to collect information about homeless children and youth in the state. However, Congress did not appropriate any money for states to provide direct services through the Act to children and youth experiencing homelessness until the 1990 reauthorization.

Since it was signed into law in 1987, MV has been reauthorized five times—in 1990, 1994, 2002, and 2015. Every time it has been reauthorized, there have been changes made to the educational provisions and often, the definition. Sometimes these changes were minor adjustments, a few times they were substantial. The most comprehensive changes were made with the 2001 No Child Left Behind Act reauthorization, which was singed into law in 2002, and the recent reauthorization with the passage of the Every Student Succeeds Act (ESSA) in December of 2015.

Along with substantial changes to the definition, the 2002 revisions required every LEA to appoint a homeless liaison and mandated transportation for students attending their school of origin. These revisions established a MV presence in every district in the nation, including those that had not initially embraced the law. The ESSA revisions in 2015 included changes related to pre-K homeless students, the expansion of the school of origin definition to include feeder school patterns, as well as an adjustment to the definition in order to clarify the distinction between homeless students and students within the foster care system. Most of the revisions in ESSA did not become effective until October 1, 2016.

Appendix B: Texas Background and History

The initial passage of the McKinney Act in 1987 established a formula grant for states. Although the grants were formula grants, states had to apply for them. In addition to requiring recipients to establish a State Coordinator for the Education of Homeless Children and Youth, recipients were required to do four things:

1.   submit a plan for the education of homeless children;
2.   submit a count of all the homeless children in the state:
3.   assure that each child of a homeless person and each homeless youth have access to the same public education that non-homeless children in the State had; and
4.   review and revise any residency requirements to assure that homeless children have access to a free and appropriate public education.

These initial grants did not provide funding for direct services to homeless students—the competitive grants program for LEAs to provide services directly to students experiencing homelessness was not authorized by Congress until 1990.

Texas applied for and received one of the initial state grants in 1988. The amount of the first McKinney grant to Texas was $264,302.   The Texas State Board of Education approved the *Texas State Plan for the Education of Homeless Children and Youth* in May of 1989. Texas has had some version of a state office for the education of homeless children and youth since that time.

At this point in time, Texas had identified approximately 2,000 homeless children and youth in the state. This count was conducted years before LEAs were required to appoint homeless liaisons and decades before any sort of individual homeless identifier existed in PEIMS. Also, it should be noted, these students were identified as homeless under somewhat different statutory criteria than exists today. This count of 2,000 homeless students was made through contact with homeless service providers, such as shelters, and included many students that were not enrolled in public schools.

In the second year of the program, the 1989-1990 program year, the TEA awarded the first LEA grants. The Act did not yet permit funding for direct services. TEA awarded grants to 19 of the 20 Regional Education Service Centers (ESC), all but ESC Region 5, to collect data regarding the educational needs of homeless children and youth. It also awarded a grant to Dallas ISD to develop a manual of best practices.

Once Congress appropriated funding for states to provide direct services to homeless students in 1990, TEA was able to establish its discretionary LEA subgrant program, today know as the Texas Support for Homeless Education Program (TEXSHEP) program. The first Texas LEA subgrants were operational in the 1992-1993 school year—three LEA subgrants for $50,000 each. In 1993-94, there were nine LEA subgrants awarded, up to $200,000 each. And, in 1994-95, there were thirteen LEA subgrants up to $200,000 each. In 2015-16 there were 66 subgrants with 131 participating LEAs.

Although LEAs identified and served many more homeless students in 2015-16 than in 1993-1994, the maximum amount that a district can receive has not increased proportionately. In 2015-16, districts could receive up to $225,000, depending on the numbers of identified homeless students. Several of the districts that have received MV subgrant funding since the early 1990s actually receive grants that are smaller now, due in large part to increased awareness and interest. In 2015-16 more LEAs applied for and received MV funding than applied throughout the 1990's.

Following the requirements of the initial Act, Texas reviewed the state laws governing student admission to LEAs. As a result, the 72nd Texas Legislature passed House Bill 103 in 1991, amending Section 21.031 of the Texas Education Code. This change required all districts to enroll homeless children, *regardless of where they, their parents/legal guardians, or anyone having lawful control of them* resides. Texas is only one of a very small number of states that have this type of admission law in the state's education code.

Since the 72nd legislature, Texas has passed many provisions that address the admission, attendance, and academic success of students experiencing homelessness. In addition the Texas Association of School Boards (TASB) monitors all state and federal laws and regulations to ensure that local district policy follows all the current provisions.

From 1989 through 1996, the McKinney-Vento program was administered exclusively from the office of the State Coordinator for Homeless Children and Youth at TEA. In 1996 the legislature decentralized the program and moved some of the functions to Region 10 ESC. The decentralization of the program was a complicated administrative process. The end result is that the TEA maintains a State Coordinator for Homeless Children and Youth but has contracted significant responsibilities to Region 10 ESC. Region 10 subcontracts programmatic and other functions to the Texas Homeless Education Office (THEO) at the Charles A. Dana Center at the University of Texas. TEA, Region 10 ESC, and THEO comprise the management team of the Texas Education of Homeless Children and Youth Program.

Appendix C: Texas MV Funding History

School Year	Texas MVAwards	Notes
1988-89	$264,302	
1989-90	$267,694	The original award was $255,668, later amended with an additional $12,026.
1990-91	$260,717	The original award was $252,897, later amended with an additional $7,820.
1991-92	$261,138	The original award was $257,280, later amended with an additional $3,858.
1992-93	$416,761	The beginning of the MV LEA subgrant program, now known as TEXSHEP. Three $50,000 LEA grants awarded to provide direct services to homeless students
1993-94	$1,577,448	Nine LEA subgrants of up to $200,000 each.
1994-95	$2,074,012	Thirteen LEA subgrants of up to $200,000 each. The budget for every subsequent year includes a growing number of subgrants.
1995-96	$2,210,013	
1996-97	$2,425,860	
1997-98	$1,899,325	
1998-99	$2,119,076	
1999-2000	$2,435,254	
2000-01	$2,518,172	
2001-02	$2,825,079	
2002-03	$4,198,748	
2003-04	$4,783,981	
2004-05	$5,409,490	
2005-06	$5,776,299	
2006-07	$5,707,902	
2007-08	$5,526,894	
2008-09	$5,935,392	The American Recovery and Reinvestment Act of 2009, $5,547,622
2009-10	$5,113,238	
2010-11	$6,008,405	
2011-12	$6,051,924	
2012-13	$6,206,438	
2013-14	$5,282,336	
2014-15	$5,883,850	
2015-16	$5,861,581	Estimate
2016-17	$6,462,048	Estimate

In order to put the Texas data in context, here are national data for the three most recent available years. The national aggregate data for 2014-2015 is not yet available.

The Office of Safe and Healthy Students within the U.S. Department of Education's (ED) Office of Elementary and Secondary Education requires all state educational agencies (SEAs) to submit information regarding the education of students experiencing homelessness as a part of the EDFacts Initiative. All of the data in this report is the latest certified data for ED's EDFacts Initiative.

EDFacts data may be corrected at any point during a three-year period prior to archiving, so there might be slight variations between the data reported here and slightly earlier or later reports of these same elements.

These data are state-level aggregates. State-level aggregates combine individual LEA-level data. In state-level EDFacts data, states remove duplicate students to the extent possible. Duplicate students are those that have been enrolled in more than one LEA in the given school year. While each LEA needs to include every student that has been enrolled in their own LEA, adding LEA-level data together results in students enrolled in multiple LEAs being counted more than once. If the states did not correct for this, the aggregate totals would be larger than they actually are. State-level aggregates corrected for duplicate students will always be slightly smaller than simply adding all LEA-level data together.

This data is cumulative for each given school year; it is not point-in-time data. Therefore, for example, the total numbers of homeless students reflect the total number of identified homeless students enrolled in public schools at any point over the course of the given year and not the total number of students identified as homeless on any one day.

Student Enrollment Data

2013-14 total number of students enrolled in LEAs:	50,205,727
2013-14 total number of LEAs:	17,170
2013-14 total number of LEAs receiving McKinney-Vento subgrants:	4,261
2013-14 percentage of all enrolled students who are homeless:	2.4%
2013-14 percentage of all people below the poverty level:	14.8%
2013-14 percentage of all people under 18 years old below the poverty level:	21.1%

Total Homeless Student Enrollment

	2011-12	2012-13	2013-14
Total number of homeless children/youth enrolled in public schools:	1,129,791	1,216,888	1,298,450

Enrollment by Reported Characteristics

	2012-13		2013-14	
	Number	Percent of Total Homeless	Number	Percent of Total Homeless
One or more disabilities (IDEA)	191,259	15.72%	220,405	16.97%
Limited English Proficient (LEP)	174,870	14.37%	190,785	14.69%
Migratory children/youth	16,231	1.33%	18,512	1.43%
Unaccompanied homeless youth	78,654	6.46%	88,966	6.85%
Note: these characteristics are not exclusive. A homeless student can be counted in as many as apply.				

Homeless By Primary Nighttime Residence

Primary nighttime residence at the time of identification	2011-12	2012-13	21013-14
Shelters, transitional housing, awaiting foster care	16%	15%	14%
Doubled-up (e.g., living with another family	75%	77%	76%
Unsheltered (e.g., cars parks campgrounds, temporary trailer, or abandoned building	4%	3%	3%
Hotels/Motels	6%	6%	6%

Appendix E: The Complete Texas Picture: 2012-13, 2013-14, 2014-15

All of the student data in this report is EDFacts data collected for the Consolidated State Performance Report (CSPR) for the respective years.

Texas did not have individually identifiable student homeless data until the 2012-13 school year. The 2012-13 school year was the first year that PEIMS included two student data elements intended to collect information about homeless status and unaccompanied homeless youth status: the Homeless Student Status Code and the Unaccompanied Youth Status.

For the five years prior to the implementation of these two data elements, TEA did collect cumulative homeless data from each LEA in the state. From 2007-08 through 2011-12, every LEA submitted cumulative totals of homeless student data to TEA through the eGrants reporting process. While this data provides some information about homeless students in Texas, it is not comparable to the data that became available in 2012-13 with the individually identifiable student homeless data. Prior to 2007-08, all statewide numbers regarding homeless students in Texas Public schools are estimates.

*LEA Reported Enrollment Of Children And Youth In Homeless Situations By Grade.*

Grade Level	2012-13	2013-14	2014-15	Change from 2012-13 to 2014-15	Percent change from 2012-13 to 2014-15
3 to 5 years old	7,979	8,541	8,169	190	2.38%
Kindergarten	10,032	10,788	10,513	481	4.79%
1st grade	9,605	10,506	10,311	706	7.35%
2nd grade	8,264	9,045	9,575	1,311	15.86%
3rd grade	7,880	8,589	8,791	911	11.56%
4th grade	7,457	7,970	8,369	912	12.23%
5th grade	7,021	7,730	7,877	856	12.19%
6th grade	6,935	7,370	7,688	753	10.86%
7th grade	6,149	7,060	7,357	1,208	19.65%
8th grade	6,000	6,729	7,420	1,420	23.67%
9th grade	7,987	10,039	8,808	821	10.28%
10th grade	4,816	5,775	6,036	1,220	25.33%
11th grade	4,866	5,098	5,433	567	11.65%
12th grade	6,097	6,519	6,716	619	10.15%
Total Homeless Enrolled	**101,088**	**111,759**	**113,063**	**11,975**	**11.85%**
Total Student Enrollment	5,058,939	5,135,880	5,215,282	156,343	3.09%
Percentage Homeless	2.00%	2.18%	2.17%		

This table shows the numbers of identified homeless children and youth in Texas public schools by grade level. These numbers are cumulative for the school year. In other words, they include all the individual homeless students the LEAs have enrolled at any point in the course of the school year, regardless of when they first entered the district during a given year and whether or not they were still in the district or even still homeless by the end of the given year. These numbers are not point-in-time numbers and ***do not*** indicate the total numbers of students in homeless situations on any given night.

The growth in the number of identified homeless students between 2012-13 and 2014-15 outpaces that of the growth in the overall public-school enrollment. However, because 2012-13 was the first year that the homeless status and unaccompanied youth status indicators were implemented in PEIMS, it is likely that some portion of this growth reflects a learning curve as districts became more familiar with the new indicators and more adept at collecting this information.

The percentage of public school students identified as homeless hovers around 2% for the state as a whole. Statewide percentages dilute specific characteristics that exist within smaller geographic units. The percentage of identified homeless students in any given LEA may vary dramatically from that for the state as a whole.

Homeless Students Identified By Grade Category
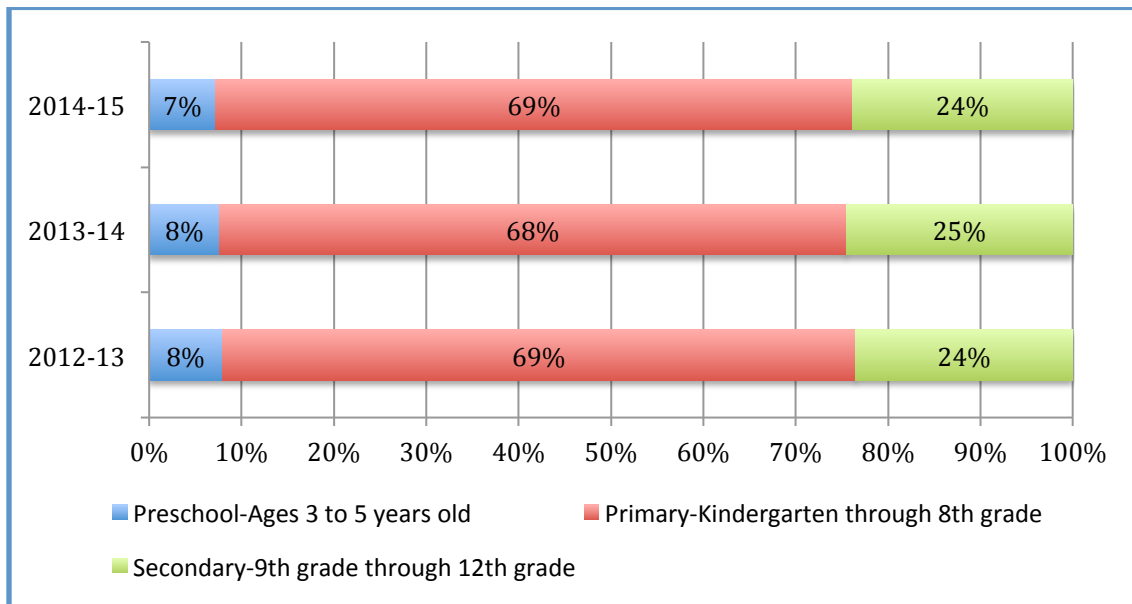
The percent of identified homeless students by grade category has remained consistent for the past three years.

Homeless Students Identified By Student Characteristics
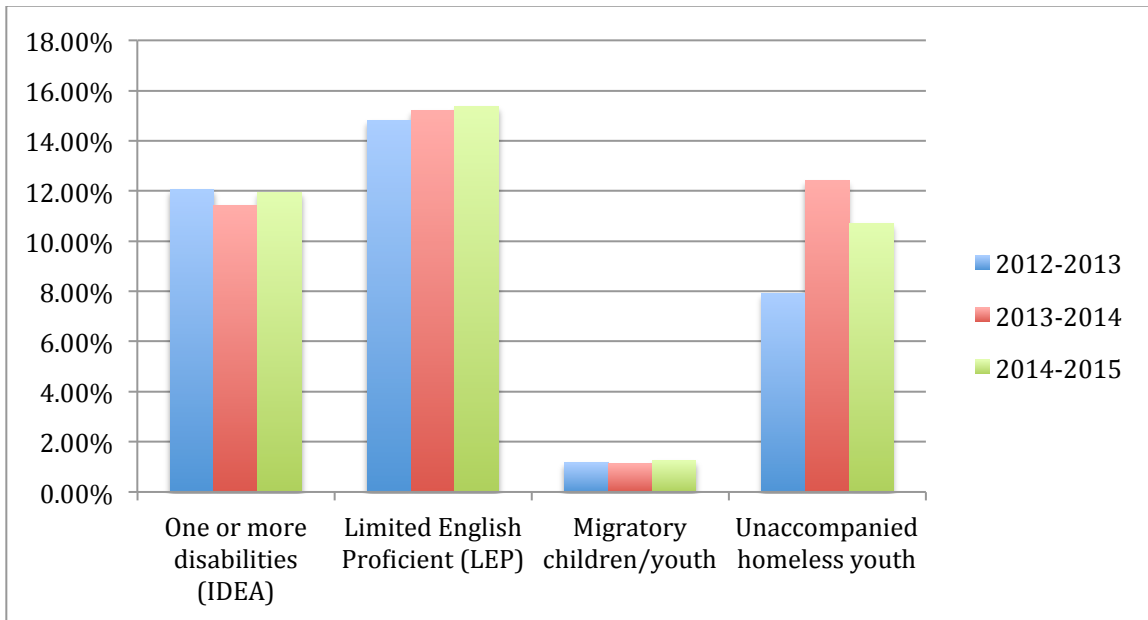
Note: these characteristics are not exclusive. A homeless student can be counted in as many as apply.

Federal reporting requirements require identifying the number of enrolled homeless students that fall into the four subgroups:

1. children with disabilities as defined by the Individuals with Disabilities Education Act (IDEA),
2. students with limited English proficiency (LEP),
3. students who have a Certificate of Eligibility for participation in the Migrant Education Program, and
4. students who are homeless, unaccompanied youth.

The McKinney Act defines homeless unaccompanied youth as homeless youth who are not in the physical custody of a parent or legal guardian. To be identified by this characteristic, a student has to be both homeless and unaccompanied. The concept of "youth" does not have a precise demarcation and is a broader category than just being younger than 18 years of age. The PEIMS data standards have defined "youth" as any homeless student who is under age 21 on September 1 of the applicable school year or, if the student is eligible for special education, less than 22 on September 1 of the applicable school year.
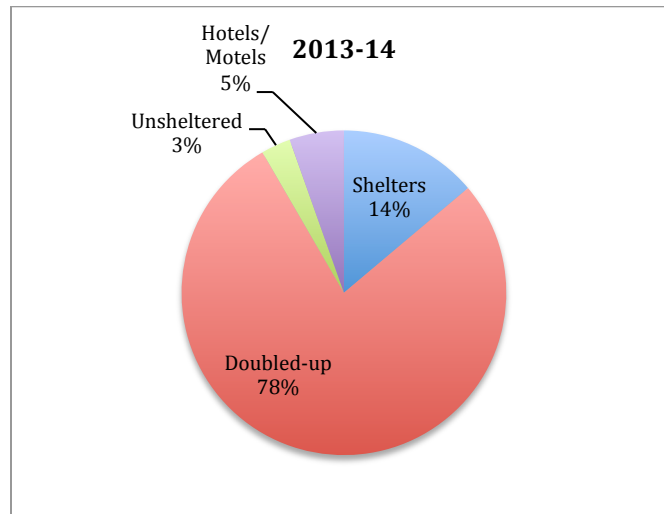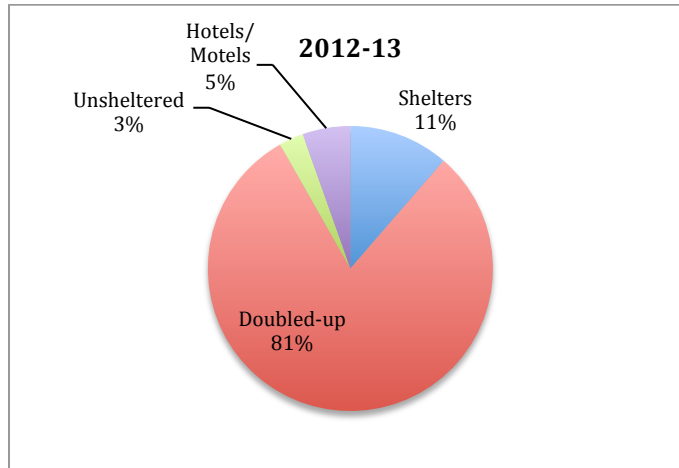
This chart shows the percentage of total identified homeless students enrolled in public schools who fall into each of the four categories. The proportion of homeless students within the first three categories has remained consistent with very slight growth. The category of unaccompanied youth has shown the greatest fluctuation. All Texas LEAs had been identifying homeless students for years before the implementation of the homeless status and unaccompanied youth status indicators in 2012-13. LEAs with MV subgrants had been identifying unaccompanied homeless students as part of their subgrant requirements, but most Texas LEAs had no prior experience with the category of unaccompanied homeless youth. This unfamiliarity and the subsequent learning curve could very well account for some portion of this fluctuation.

For these three years, the total number of identified unaccompanied homeless youth enrolled in Texas public schools were:
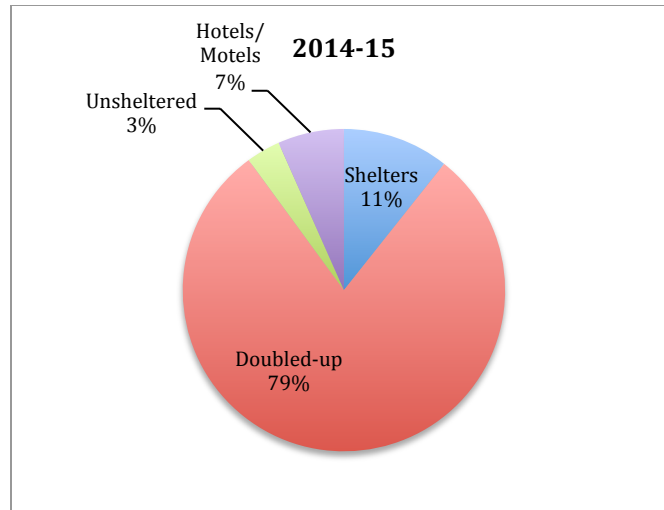
Unaccompanied Homeless Youth: Three Year Comparison Totals

2012-13:	8,006
2013-14:	13,894
2014-15:	12,104

Homeless Students By Primary Nighttime Residence At The Time Of Identification

2012-13
Hotels/Motels 5%
Unsheltered 3%
Shelters 11%
Doubled-up 81%

2013-14
Hotels/Motels 5%
Unsheltered 3%
Shelters 14%
Doubled-up 78%

2014-15

Hotels/Motels 7%
Unsheltered 3%
Shelters 11%
Doubled-up 79%

For every student identified as homeless, LEAs must report their primary nighttime residence at the time of identification. For this purpose, ED has divided the definition of homelessness into four categories. Every homeless student must be identified according to one of the four categories of primary nighttime residence at the time they are identified as homeless:

1. *Shelters*—includes all homeless shelters, emergency shelters, and transitional living situations.

2. *Doubled–up*—includes students who are sharing housing with others due to loss of housing, economic hardship, or a similar reason. Not all shared housing is homeless; doubled-up situations are homeless if the student lacks a fixed, regular, and adequate nighttime residence. An indication that a doubled-up situation is homeless is when a student has no legal right to be at the residence and can be forced to leave at any point.

3. *Unsheltered*—includes places that are not intended for humans to sleep in at night and substandard housing situations.

4. *Hotels/motels*—includes students who are staying in hotels/motels because they have no other accommodations and lack a fixed, regular, and adequate nighttime residence.

While it is likely that a homeless student will live in several different types of nighttime residences during the time that they are homeless, an LEA only has to identify the student's primary nighttime residence once in a given school year—the LEA must identify and record the primary nighttime living situation at the time they identify the student as homeless for that year. An LEA is not required to maintain a record of every different type of nighttime residence a homeless student has over the course of a school year.

The percent of identified homeless students in each of the four categories is stable and closely reflects trends for the whole nation as well as statewide trends across the nation. To a certain extent, this stability is the result of the characteristics of the categories. There is a finite amount of shelter space available, for example. Shelter space might fluctuate a bit over time, but it does not change dramatically from one year to the next. The same is true for hotel/motel space that is available to families and students experiencing homelessness.

Aggregating these numbers on a statewide or national basis obscures considerable variation at the local level. At the local level, local circumstances determine available space—for example, LEAs with no homeless shelters will have more students in all the other categories.

It is crucial for each LEA to understand how the primary nighttime residential categories break down for their own homeless student population. Every LEA needs to keep track of this information in order to know how to address the needs of their homeless students. For example, it is important for an LEA to know that

they have a large number of homeless students in hotels/motels or no students in shelters and most in doubled-up situations. Such information should be factored into all planning, from transportation infrastructure to physical plant decisions to Title I district improvement plans.

This is one category of data where the actual numbers are as important as the relationships between the categories. Because of this, here are the numbers for the primary nighttime residence at the time of identification:

Homeless Students By Primary Nighttime Residence At The Time Of Identification

Primary nighttime residence	2012-13	2013-14	2014-15
Shelters, transitional housing, awaiting foster care	11,483	15,478	12,074
Doubled-up (e.g., living with another family	81,301	86,927	89,616
Unsheltered (e.g., cars parks campgrounds, temporary trailer, or abandoned building	2,820	3,294	3,863
Hotels/Motels	5,484	6,060	7,510
Total Homeless Students	101,088	111,759	113,063

Homeless Students Enrolled In Districts With TEXSHEP Subgrants
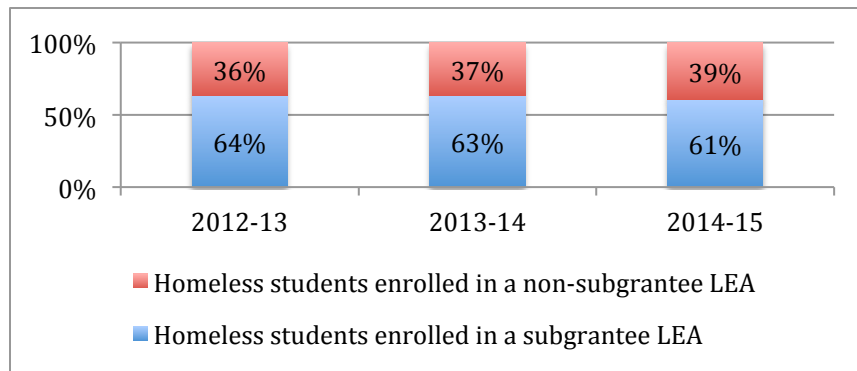
Over 60% of all homeless students in Texas were enrolled in LEAs with MV subgrants (TEXSHEP).   Only about 131 out of around 1,200 Texas LEAs participated in TEXSHEP subgrants during this three-year period. Therefore, about 11% of all LEAs were able to provide 60% of all Texas homeless students with access to MV subgrant services.

State-Mandated Assessment Proficiency
The following tables show Texas homeless student proficiency on state assessments mandated by the Elementary and Secondary Education Act. States are required to report homeless student proficiency on the mandated state assessment in mathematics, reading/language arts, and science.

Each table shows the percentage of homeless students at each grade level that were assessed and the total that scored at proficiency or above.

In addition, for select categories in each assessment, the proficiency rate for all Texas students (homeless and not homeless) is provided for comparison. The proficiency rate for all students in all categories was not readily available in EDFacts at this point, so comparison is possible in only a handful of instances.

The consistent trend across all assessments is that homeless students have proficiency rates that are often around 10 to 15 percent lower than that for all students combined.

State-Mandated Mathematics Assessment

Grade	2012-13			2013-14			2014-15		
	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency
3rd	73%	53%		99.5%	54.3%		99.4%	60.3%	
4th	72%	52%		99.6%	54.3%	69.8%	99.5%	54.2%	65.89%
5th	74%	76%		99.8%	77.7%		99.6%	58.1%	
6th	72%	59%		99.5%	62.3%		99.4%	56.0%	
7th	69%	55%		98.9%	50.2%		98.8%	49.4%	
8th	67%	74%		99.4%	73.6%	84.6%	98.7%	55.2%	67.14%
High school	47%	69%		96.2%	64.9%	78.7%	96.5%	61.6%	77.87%
Total	62%	63%	78%	99.0%	62.2%		98.8%	56.4%	70.30%

State-Mandated Reading/Language Arts Assessment

Grade	2012-13			2013-14			2014-15		
	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency
3rd	73%	67%		99.3%	61.6%		99.1%	60.4%	
4th	72%	58%		99.3%	58.7%	73.0%	99.2%	54.5%	69.38%
5th	74%	77%		99.7%	76.5%		99.8%	72.3%	
6th	72%	58%		99.1%	62.0%		99.3%	56.1%	
7th	72%	63%		98.7%	58.3%		98.7%	52.8%	
8th	72%	79%		99.4%	78.1%	88.4%	99.2%	70.8%	84.39%
High school	47%	65%		93.8%	52.9%	66.6%	95.3%	51.4%	69.23%
Total	63%	66%	78%	97.8%	62.3%		98.7%	59.8%	74.33%

State-Mandated Science Assessment

Grade	2013-14			2014-15		
	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency	Percentage of homeless assessed	Percentage of assessed homeless achieving proficiency	All students (homeless and not homeless) who achieved proficiency
5th	99.4%	58.0%	72.5%	99.48%	52.14%	65.26%
8th	98.6%	53.8%	70.4%	98.41%	48.89%	62.76%
High school			87.8%	96.71%	75.77%	88.09%
Total	99.0%	56.1%		98.20%	58.94%	72.04%

Appendix F: 2015-16 THEO - Region 10 ESC Collaborations

Through board representation, advisory council memberships, workgroups and planning efforts, Region 10 ESC and THEO collaborate with an extensive list of state and national organizations throughout the school year with the goal of representing the family and child homeless education voice for needs identification and service planning.

The Texas Homeless Network (THN)
The Network of Youth Services, (TNOYS)
The Texas Interagency Council on Homeless (TICH)
The National Association of Social Workers Texas Chapter (NASWTX)
The Texas Counseling Association (TCA)
The Texas Council on Family Violence (TCFV)
The Texas Early Childhood Intervention Advisory Council (ECI)
The Texas Community of Practitioners
The Ready by 21Coalition
The Child and Youth Mental Health Planning Partnership (CYMHPP)
The Children's Health Insurance Program (CHIP)
The Texas Supreme Court Commission on Children and Collaborative Council
The Texas Head Start Association
The Texas Head Start State Collaboration Office
The Texas Department of Housing and Community Affairs (TDHCA)
The Texas Department of Health and Human Services (TDHHS)
The Texas Department of Family and Protective Services (DFPS)
The Texas Association of Teacher Educators (TATE)
The Texas Association of School Administrators (TASA)
The Texas State Board of Educators, Administrators and Teachers, (TSBE)
The Texas Association of Compensatory Educators (TACE)
The Texas Association of School Boards (TASB)
The Texas Education Agency (TEA)
The Texas Association of College Counselors (TACC)
The Texas Association of College Admission Counselors (TACAC)
The Texas Chapter of School Social Workers (TSSW)
The P16 Drop Out Initiative
The Texas Council of Child Welfare Boards (TCCWB)
The Texas Child Protective Services Roundtable (TCPSRT)
Texas CASA
TEXProtects Child Protection Round Table
Texas University Interscholastic League (UIL)

US Department of Education (USDE)
US Justice Department (DOJ)
US Department of Agriculture (USDA)
US Department of Health and Human Services (HHS)
US Interagency Council on the Homeless (USICH)
US Department of Housing and Urban Development (HUD)
National Association for the Education of Homeless Children and Youth (NAEHCY)
National Center For Homeless Education (NCHE)
National Law Center on Homelessness and Poverty (NLCHP)
National Alliance to End Homelessness (NAEH)
True Colors Foundation
A Way Home America Collaborative Initiative

Appendix G: 2015-16 THEO, Region 10, ESC Special Initiatives Collaborations

Documents are attached that more completely explain these Federal-State-Local initiatives:

- Harris County Youth Count 2.0 – the youth count portion of the usual HUD Point in Time count:
  http://www.uh.edu/socialwork/New_research/projects/Youth%20Count%202.0/

- Youth Count Texas a legislative initiative led by the Texas Interagency Council on Homelessness and the Texas Department of Housing and Community Affairs in contract with the Texas Network of Youth Services: http://tnoys.org/youth-count-texas/

- The Way Home America - Ending Youth Homelessness by 2020 a national USICH-HUD-USDE initiative in partnership with states and local homeless coalitions: http://awayhomeamerica.org/ http://awayhomeamerica.org/austin-cleveland-la-launch-today-how-to-follow-the-100-day-challenges/

- The Promise Zone, Connecting the Dots initiative: https://www.whitehouse.gov/the-press-office/2014/01/08/fact-sheet-president-obama-s-promise-zones-initiative http://nche.ed.gov/downloads/webinar/pz-ctd-jan-2016.pdf
   http://www.sanantonio.gov/East-Point/PromiseZone

- The LGBTQ Youth Homelessness Prevention Initiative a partnership between the Departments of Housing and Urban Development, Health and Human Services, USDE, the Justice Department, the United States Interagency Council on Homelessness (USICH) and the True Colors Fund: http://www.homelesshouston.org/wp-content/uploads/2014/04/LGBTQ-initiative-one-pager-Houston_3-29-14.pdf

Appendix H: 2016-17 Planning

Identification
There is more work to be done across the state to identify students in homeless situations. Research projections from the Urban Institute and other social policy researchers estimate that 10% of children living in poverty will experience homelessness in any given year. The Texas 2010 census identified nearly 1,600,000 children living in poverty. In 2015, the Kids Count Data Center reported Texas had 1,637,000 children living in poverty. Based upon this figure, over 160,000 school children will experience homelessness in Texas this year. THEO and Region 10 will continue to work though out the state to ensure that all students living in homeless situations are identified and served. THEO will continue to identify LEAs where homeless students are under-identified in order to provide training and technical assistance to improve identification and services to homeless students. Currently, THEO targets LEAs that have low rates of identified homeless students combined with high rates of economically disadvantaged students and high rates of students on free and reduce lunch as being likely to under-identify homeless students. THEO intends to refine and expand its capacity to identify LEAs where homeless students are under-identified.

Guidance
The McKinney-Vento Homeless Education Assistance Act became part of No Child Left Behind in 2000, and now is reauthorized through the Every Student Succeeds Act (ESSA) of 2015. ESSA maintained the essential provisions of NCLB for homeless education while also creating important enhancements needed to better identify and serve students in homeless situations. THEO will be working with Region 10 ESC, TEA and USDE through the National Center for Homeless Education (NCHE) to develop fact sheets, FAQ's, and other awareness and training materials as guidance from USDE and TEA becomes available. This will require a number of changes to already existing documents and to many sections of the current THEO website: www.theotx.org.

THEO and Region 10 ESC are working with a contractor to complete a FAQ that will be vetted by TEA for use in training as well as technical assistance. This FAQ will be available on the THEO website and include hotlinks to source materials and laws. Currently there are 50 completed FAQs,with an additional number to be addressed.

THEO and Region 10 ESC are working with a contractor on a McKinney-Vento Homeless Liaison Implementation Manual. This manual will include a Quick-Start Guide for new homeless liaisons, as well as detailed information for structuring and implementing a homeless education program in districts throughout Texas.

Training
THEO and Region 10 ESC are creating a Trainer of Trainers program in order to build capacity thoughout the state. The finishing touches are being put on the PowerPoint and scripts. A focus group was held to address the training content and implementation processes. The focus group results will be used to implement the program. Trainers will be identified and ToT sessions will be held throughout the 2016-2017 school year.

Training will continue to be provided to ESCs, LEAs, community groups, and at conferences throughout the state while more capacity is being built through the training of the trainer initiative. More webinars and electronic means of delivering training throughout the state will be explored. Additionally, training will be targeted to charter schools, including virtual charter schools.

Collaboration
Collaborative activities with federal and state partners will continue. The program will encourage local school districts to collaborate with their local homeless coalitions, community organizations and service providers.

Grant Program

THEO and Region 10 will continue to administer the subgrant program: developing all materials, providing training, guidance, technical assistance, and monitoring of grant finances and activities.

Data Driven Planning
The program will continue to track technical assistance calls, numbers and types, collaborative activities, training provided to various entities, grant outcomes, and various risk factors that might indicate the need for additional training or technical assistance. This data driven approach will allow the program to target specific areas of need throughout the state.