EXECUTIVE SUMMARY
McKinney-Vento Education Program
2008-2009

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DESCRIPTION AND PURPOSE

The McKinney-Vento Homeless Assistance Act (Subtitle B-Education for Homeless Children and Youth), ensures educational rights and protections for children and youth experiencing homelessness. Section 725 (2) of the McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or a similar reason. This includes children and youth living in shared housing with other persons; living in cars, hotels, motels, bus or train stations, trailer parks, abandoned buildings or camping grounds; living in emergency or transitional shelters; abandoned in hospitals or waiting for foster care placement.

In accordance with the McKinney-Vento Homeless Assistance Act and No Child Left Behind, Title X, the Dallas Independent School District (Dallas ISD) responded with the Homeless Education Program to provide services to homeless children and youth that are comparable to services provided to other students in the school district. The goals and objectives of the Homeless Education Program are reflected in the mission statement: to create and provide enriching and supportive programming for homeless children and their families; to advocate on behalf of homeless children by educating staff and the community about their responsibilities; and the rights and issues of homeless children, youth, and their families.

The purpose of this evaluation is to provide a brief overview of the McKinney-Vento Homeless Education Program during the 2008-09 school year. The report presents a description of the program’s context, including the demographic characteristics of the students, eligibility criteria, number of students served, and achievement data used to measure student progress.

CONTEXT

Eligibility

As required by law, the Dallas ISD enrolled children or youth experiencing homelessness regardless of where the child, either parent, the child’s legal guardian, or any other person having lawful custody resided. According to the child or youth’s best interest, they had the option of enrolling in their “school of origin” (school attended when permanently housed) or in the public school of the attendance area where they were currently residing. If denied their choice of school, they were given notice of the right to appeal that decision. Enrollment could not be denied nor delayed to any child or youth, even if unaccompanied youth (living without parents or guardians) attempted to enroll on their own behalf, or required documents could not be provided at the time of enrollment. These included previous academic records, proof of residency, medical records, and other documents. All students were given 30 days after enrollment to...
provide the necessary documents. Once enrolled, homeless children and youth were eligible for the following programs:

- free-and reduced lunch program,
- Pre-Kindergarten program,
- programs for at-risk students, and
- Title I, Part A services.

The Homeless Education Program staff (program manager and a counselor) worked in conjunction with the Psychological Services Department, coordinating efforts with psychologists, visiting teachers, and social workers to provide services to homeless students. The Homeless Education Program provided the following services.

- A continuum of care for homeless students throughout the district that facilitated smoother transitions by facilitating immediate enrollment for homeless students in all Dallas ISD schools and by expediting transportation to school of origin.
- Supportive program that included academic tutoring, homework assistance, and enrichment activities at two elementary schools (City Park and Arlington Park), and eight shelters (Center of Hope, Dallas Life Foundation, Genesis, Family Place, Interfaith, Mosaic, Nexus, Salvation Army).
- Transportation for homeless students to their school of origin upon request.
- TEKS aligned enrichment programs during the Winter, Spring, and Summer camps for all family shelters in Dallas.
- The program counselor, using the Texas Education Agency Model for School Counseling, assisted students districtwide with academic concerns, abuse or neglect, grief and loss, family issues, and coping with stress. The counseling program also helped students manage school transitions.
- Districtwide training sessions on issues concerning the homeless for counselors, principals, visiting teachers, and registrars.
- High school internship programs that hired seniors from the School of Education and Social Services magnet school and the Career Development Center from Skyline High School. Students worked part-time with homeless children, at a variety of sites.
- General Education Diploma (GED) and adult literacy classes for homeless parents. Informational parent workshops were also offered at shelters regarding their rights, the rights of the children, and district and community resources.
- Communication and coordination of services through monthly case managers’ meetings, sponsored by the program manager for shelters and community agencies serving homeless students.

EVALUATION METHODOLOGY

Information regarding organizational structure and student eligibility criteria for the Homeless Education Program were obtained from documentary sources, personnel interviews, and demographic data collected by participating schools and the program manager.

PROGRAM RESULTS

Student Demographics

There were some problems with the data collected for both McKinney-Vento and temporary arrangement students (homeless, not served McKinney–Vento). Some of the data collected were not reliable and had to be deleted due to duplication of cases, missing information or incorrect student identification numbers.

A total of 4,486 homeless students were enrolled in Dallas ISD schools. Of these, 1,347 students in grades Pk-12 were served through the McKinney-Vento Homeless Education Program. Thirty-eight percent (38%) of all McKinney-Vento students were African American, 56% were Hispanic, and 6% were White. The total number of male and female students was approximately the same for McKinney-Vento and temporary arrangement students. Twenty-five percent (25%) of the McKinney-Vento students were
classified as limited English proficient (LEP) and 8% were special education students, compared to temporary arrangement students, where 36% were LEP and 7% were special education. More McKinney-Vento students were served in grade nine as compared to other grade levels.

Table 1
Percent of McKinney-Vento and Temporary Arrangement Students by Ethnicity

<table>
<thead>
<tr>
<th>Program</th>
<th>Ethnicity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
<td>Hispanic</td>
<td>White</td>
</tr>
<tr>
<td>McKinney-Vento</td>
<td>37.5</td>
<td>55.7</td>
<td>6.3</td>
</tr>
<tr>
<td>Temporary Arrangement</td>
<td>33.1</td>
<td>62.2</td>
<td>2.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>McKinney-Vento</td>
<td>Male</td>
<td>50.6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>48.9</td>
</tr>
<tr>
<td>Temporary Arrangement</td>
<td>Male</td>
<td>51.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>47.2</td>
</tr>
</tbody>
</table>

Table 2 shows a list of elementary, middle, and high schools where at least 20 McKinney-Vento students were served during 2008-2009. Caesar Chavez served the largest number of McKinney-Vento students (99), followed by Greiner (89), Botello (88), and Skyline (84). The number of students enrolled at a particular school varied throughout the year.

Table 2
Number and Percent of Students at Schools with Twenty or More McKinney-Vento Students Served in 2008-09

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilson</td>
<td>24</td>
<td>1.8</td>
</tr>
<tr>
<td>E. Medrano</td>
<td>27</td>
<td>2.0</td>
</tr>
<tr>
<td>H. Meadow</td>
<td>36</td>
<td>2.7</td>
</tr>
<tr>
<td>Conner</td>
<td>44</td>
<td>3.3</td>
</tr>
<tr>
<td>Arlington</td>
<td>45</td>
<td>3.3</td>
</tr>
<tr>
<td>Long</td>
<td>61</td>
<td>4.5</td>
</tr>
<tr>
<td>Guzick</td>
<td>77</td>
<td>5.7</td>
</tr>
<tr>
<td>Skyline</td>
<td>84</td>
<td>6.2</td>
</tr>
<tr>
<td>Botello</td>
<td>88</td>
<td>6.5</td>
</tr>
<tr>
<td>Greiner</td>
<td>89</td>
<td>6.6</td>
</tr>
<tr>
<td>Chavez</td>
<td>99</td>
<td>7.3</td>
</tr>
</tbody>
</table>

Note: Data was taken from Deltademo on 5/24/09.

Budget and Expenditures
The Homeless Education Program received $226,000 from McKinney-Vento funds and $147,000 from Title I. Expenditures included salaries, contracts for professional and enrichment services, materials and supplies, and other operating expenses.

Attendance
Figure 1 shows the attendance rates for both the McKinney-Vento and temporary arrangement students by number of days enrolled. Due to the transient nature of the population, some students were enrolled for a short time, while others attended school for the whole year. For students enrolled less than 70 days, (0-35 days and 36-70 days) temporary arrangement students had higher rates of attendance than McKinney-Vento students. However, McKinney-Vento students that were enrolled most of the year (106-140 days and 141-175 days) had higher attendance rates than temporary arrangement students. Approximately 74% of McKinney-Vento and 81% of temporary arrangement students were enrolled at least 106 days.
Figure 1. Percent of attendance by number of days enrolled for Temporary Arrangement and McKinney-Vento students.

Figure 2 shows the percent attendance of elementary school temporary arrangement and McKinney-Vento students by days enrolled. Seventy-one percent (71%) of McKinney-Vento and 55% of the temporary arrangement students were enrolled in elementary schools. At least 60% of the students in both groups were enrolled a minimum of 141 days. Temporary arrangement elementary school students had higher attendance rates than McKinney-Vento students when enrolled less than 141 days. McKinney-Vento students had a higher attendance rate for the maximum number of days enrolled (141-175).

Figure 2. Elementary school percent of attendance by number of days enrolled for Temporary Arrangement and McKinney-Vento students.

Twenty-five percent (25%) of all homeless students were enrolled in middle schools and 70% were enrolled more than 141 days. The overall result was that McKinney-Vento students had a higher percent attendance rate in middle schools than temporary arrangement students when enrolled 106 or more days (Figure 3).
Thirty percent (30%) of temporary arrangement and 11% of the McKinney-Vento students were enrolled in high school. Figure 4 shows similar attendance rates for both temporary arrangement and McKinney-Vento students.

**OUTCOMES**

**Texas Assessment of Knowledge and Skills (TAKS)**

Table 3 shows the percent of McKinney-Vento and temporary arrangement students that met standard on the *TAKS* Reading and Mathematics tests. Overall, temporary arrangement students performed at a slightly higher level on *TAKS* Reading than McKinney-Vento students, while the opposite was true for *TAKS* Mathematics.

<table>
<thead>
<tr>
<th>Program</th>
<th>Reading N</th>
<th>%</th>
<th>Mathematics N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKinney-Vento</td>
<td>564</td>
<td>78.7</td>
<td>568</td>
<td>62.9</td>
</tr>
<tr>
<td>Temp Arrangement</td>
<td>1219</td>
<td>79.5</td>
<td>1227</td>
<td>60.2</td>
</tr>
</tbody>
</table>
Figure 5 presents TAKS Reading scale score ranges; met standard (≥ 2,100), TEA college readiness (≥ 2,200), Just For Kids college readiness (≥ 2,300), and Commended (≥ 2,400), for both McKinney-Vento and temporary arrangement students. Eighty percent (80%) temporary arrangement and 79% McKinney-Vento students had scale scores of 2,100 or greater on the TAKS Reading test. Forty-eight percent (48%) of temporary arrangement and 45% of McKinney-Vento students had scale scores of 2,200 or greater. Twenty-five percent (25%) of temporary arrangement and 27% of McKinney-Vento students had scale scores of 2,300 or greater, while 15% of temporary arrangement and 17% of McKinney-Vento students reached Commended level.

Figure 5. Percent of Temporary Arrangement and McKinney-Vento students by scale score range on TAKS Reading.

The TAKS Mathematics scale score ranges, for McKinney-Vento and temporary arrangement students are presented in Figure 6. Sixty percent (60%) of temporary arrangement and 63% of McKinney-Vento students had scale scores of 2,100 or greater. Thirty-five percent (35%) of temporary arrangement and 38% of McKinney-Vento students had scale scores of 2,200 or greater. Twenty percent (20%) of temporary arrangement and 21% of McKinney-Vento students had scale scores of 2,300 or greater, while 14% of temporary arrangement and 16% of McKinney-Vento students reached Commended level.

Figure 6. Percent of Temporary Arrangement and McKinney-Vento students by scale score range on TAKS Mathematics.

Figure 7 shows the percent of temporary arrangement and McKinney-Vento students who met standard on TAKS Reading by grade. McKinney-Vento students outperformed temporary arrangement students at grades four, seven, eight, nine, 10, and 11, while temporary arrangement students performed at a higher level in grades three, five and six.
Figure 7. Percent of Temporary Arrangement and McKinney-Vento students who met standard on TAKS Reading by grade.

Figure 8 shows the percent of temporary arrangement and McKinney-Vento students who met standard on TAKS Mathematics by grade. McKinney-Vento students outperformed temporary arrangement students at grades four, six, seven, and eight, while temporary arrangement students performed at a higher level in grades three, five, nine, 10 and 11.

Figure 8. Percent of temporary arrangement and McKinney-Vento students who met standard on TAKS Mathematics by grade.

Recommendation

Efforts should be made to improve the data collection process in order to report the most accurate information about the district’s homeless student population.