



**Coordinator
Name**

Mary Lee Burlemann

**Planning
Team**

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Program Description

Purpose or Mandate

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by Title X, Part C of the No Child Left Behind Act of 2011, ensures educational rights and protections for children and youth experiencing homelessness. Each identified homeless child or youth is to be provided services comparable to services offered to other students in the district, either the component district program or service or through Special School District programs and services, if eligible. Services to homeless students may include transportation and educational services for which the child meets the eligibility criteria.

Summary Description of Program

This program seeks to identify all candidate homeless students and determine eligibility for homeless status. The majority of homeless students receive services through the component district. Special School District becomes involved when a student receives self-contained (more than 60%) services. Transportation is the most immediate need of a student experiencing homelessness, and other services are provided as appropriate.

Which specific CSIP goals and PCF processes does this Program support?

- CSIP 1 Student Success
- CSIP 1.1 Ensure achievement for all students
- CSIP 1.2 Ensure that all students are ready to participate in college, career, or community programs
- CSIP 1.3 Ensure student satisfaction and engagement
- PCF 2.2.6 Provide differentiated instruction based on individual student needs

Who are the Customers/Stakeholders?

- Students
- Parents
- Staff
- Administrators
- Board of Education
- Taxpayers
- Other: Public Schools

What are the Customer/Stakeholder requirements?

If it is in the best interest of the homeless student to attend the school of origin, transportation to and from that school is provided. The Homeless Coordinator for SSD works with the Homeless Coordinator of the school district where the student is residing to arrange for, and share the costs for transportation. Additionally, students identified as homeless are eligible for receive a wide variety of services and supports, the most common of which is automatic qualification for free/reduced lunch.

What is this program expected to accomplish?

Upon notification/determination of homeless status, students will receive transportation to and from school and will receive free/reduced lunch and other needed educational services through Title I that will encourage academic progress and student success.

Briefly describe how this Program works

Identification usually begins with contact from a component district representative, a social worker or a parent alerting the Homeless Coordinator of homeless status. Following guidelines for determining eligibility, a student may be identified for services under the Homeless Program. If it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school is provided. If the student's temporary housing is outside of the district of the school of origin, the homeless coordinator for Special School District will work with the homeless coordinator of the school district of origin to arrange for, and share the costs for transportation. Access to other educational programs and Title I funds for some other extraordinary supports may be provided.

What resources (type and quantity) are required to execute this plan?

The Board-designated Homeless Coordinator, Title I set-aside funds, and the contracted pupil transportation fund in the Accounting Department are the needed resources.

Action Plan Summary

Previous Cycle Goals and Measurable Objectives

2011-2013 Overall Goals

Goal 1: Properly identify homeless students.

Goal 2: Provide homeless students with the services and supports to which they are entitled.

Goal 3: Utilize a tracking system to monitor and study emerging trends that will help to deliver needed services and supports.

2011-2013 Objectives

1.1 New SSD social work staff will be trained to immediately identify and respond to families who experience homelessness.

1.2 The SSD Homeless Coordinator will meet quarterly with other regional coordinators to collaborate on topics of mutual interest relating to homelessness.

2.1 Guidelines and descriptions of available services will be displayed in prominent locations in SSD schools.

3.1 Monitor attendance for students identified as homeless.

3.2 Monitor services provided to students identified as homeless.

Current Cycle (2013-2015) Goals and Measurable Objectives

2013-2015 Overall Goals

Goal 1: Properly identify homeless students.

Goal 2: Provide homeless students with the services and supports to which they are entitled.

Goal 3: Utilize a tracking system to monitor and study emerging trends that will help to deliver needed services and supports.

2013-2015 Objectives

1.1 New SSD social work staff will be trained to immediately identify and respond to families who experience homelessness.

1.2 The SSD Homeless Coordinator will meet quarterly with other regional coordinators to collaborate on topics of mutual interest relating to homelessness.

2.1 Guidelines and descriptions of available services will be displayed in prominent locations in SSD schools.

3.1 Monitor attendance for students identified as homeless.

3.2 Monitor services provided to students identified as homeless.

Current Cycle (2013-2015) Action Plans

Short-term (within the next school year)

Determine the feasibility of a system to identify a designated person in each SSD school to monitor the attendance of homeless students.

Medium-term (1-2 years)

N/A

Long-term (3 years and more)

N/A

Evaluation Plan Summary

Program Evaluation Authority

- Board Policy IM requires a biennial evaluation of the homeless program.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program's processes with the goals of the program?
- What is the level of deployment of this program's services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?

Quantitative Measures - Evaluation questions to be used

- What is the status of the program's progress toward achieving its goals?
- What are the actual costs of this program, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?

Quantitative Measures – Criteria for Evaluation

Measure to be used		2013-2015 Target	
1.1	New SSD staff trained to identify & respond.	1.1	100% training completed.
1.2	Quarterly meetings held	1.2	100% completed.
2.1	Display descriptions in all SSD schools.	2.1	100% displayed.
3.1	Monitor 100% of homeless students' attendance.	3.1	100% monitored.
3.2	100% of homeless students receive services.	3.2	100% delivered.

Homeless

2015-2016 Program Evaluation Report

Special School District



Coordinator
Name Mary Lee Burlemann

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Evaluation Summary

Purpose or Mandate

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by Title X, Part C of the No Child Left Behind Act of 2011, ensures educational rights and protections for children and youth experiencing homelessness. Each identified homeless child or youth is to be provided services comparable to services offered to other students in the district, either the Partner District program or service or through Special School District programs and services. Services to homeless students may include transportation and educational services for which the child meets the eligibility criteria.

SSD Board Policy IM requires a biennial evaluation of this program. The last evaluation report was approved by the Board on April 22, 2014.

Program Description

This program seeks to identify all candidate homeless students and determine eligibility for homeless status. The majority of homeless students receive services through their partner district. Special School District becomes involved when a student receives self-contained (more than 60%) services. Transportation is the most immediate need of a student experiencing homelessness, and other services are provided as appropriate.

What were the major accomplishments or benefits of this program?

Services were provided to 56 students identified as homeless (SY 2014-2015). Transportation is the most immediate need of a student experiencing homelessness. Ensuring continuous services is key to student success and identified homeless students are typically restored to their "home" school within 48 hours of notification. Access to other educational programs and Title I funds for some other extraordinary supports may be provided. Homeless students automatically receive free lunch.

How well did this program fulfill its purpose or mandate?

Inadequate Approaching Satisfactory Satisfactory Excellent

What factors made essential contributions (+/-) to this rating?

The SSD Homeless Coordinator attends the quarterly regional meetings with other school district homeless coordinators, social service agencies and transportation providers. These meetings provide a forum to discuss pertinent issues and problem-solve areas of concern. This has led to a greater collaboration amongst the area homeless coordinators.

What is the general level of customer or stakeholder satisfaction with this program?

Not at all Satisfied Somewhat Satisfied Very Satisfied Completely Satisfied

What factors made essential contributions (+/-) to this rating?

Families are increasingly aware that they are entitled to the same programs and services their children had prior to becoming homeless and that transportation to and from the school of origin or the school of best

interest will be provided. Parents are now more apt to reach out to a homeless coordinator and ask for assistance for their child/children.

Evaluation Results

What is the status of the program's progress toward achieving its goals?

Goal 1: Properly identify homeless students.

Measurable Objective 1:	New SSD social work staff will be trained to immediately identify and respond to families who experience homelessness.
<u>Results: Met.</u> All social work staff were trained to identify and respond to families who experience homelessness.	

Measurable Objective 2:	The SSD Homeless Coordinator will meet quarterly with other regional coordinators to collaborate on topics of mutual interest relating to homelessness.
<u>Results: Met.</u> The SSD Homeless Coordinator met quarterly with other regional coordinators.	

Goal 2: Provide homeless students with the services and supports to which they are entitled.

Measurable Objective 1:	Guidelines and descriptions of available services will be displayed in prominent locations in SSD schools.
<u>Results: Met.</u> Guidelines and descriptions were displayed prominently on posters in all SSD schools.	

Goal 3: Utilize a tracking system to monitor and study emerging trends that will help to deliver needed services and supports.

Measurable Objective 1:	Monitor services provided to students identified as homeless.																
<u>Results: Met.</u> A variety of services were provided to a total of 56 students in the latest school year. The number of homeless Career Technical Education (CTE) students served has grown 25% over the past two years, while the number of Special Education (SpEd) students has no clear trend.																	
<table border="1"> <caption>Homeless Students Served</caption> <thead> <tr> <th>School Year</th> <th>Total</th> <th>CTE</th> <th>SpEd</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>56</td> <td>30</td> <td>26</td> </tr> <tr> <td>2013-2014</td> <td>63</td> <td>29</td> <td>34</td> </tr> <tr> <td>2012-2013</td> <td>53</td> <td>24</td> <td>29</td> </tr> </tbody> </table>		School Year	Total	CTE	SpEd	2014-2015	56	30	26	2013-2014	63	29	34	2012-2013	53	24	29
School Year	Total	CTE	SpEd														
2014-2015	56	30	26														
2013-2014	63	29	34														
2012-2013	53	24	29														

What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- All SSD social workers are trained annually to identify and provide services to homeless students.

Opportunities/Weaknesses

- Process of monitoring homeless student attendance is not systematic

How well aligned are the program's processes with the goals of the program?

The program's priorities and processes are well aligned with the goals of the program.

Deployment Level of Program Services

- Little or no deployment of program services.
- The program services are in the early stages of deployment in most areas or schools.
- Services are deployed, although some areas or schools are in early stages of deployment.
- Services are well deployed, although deployment may vary in some areas or schools.
- Services are well deployed, with no significant gaps.
- Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should resources be changed to improve this program?

Yes No

If Yes, describe changes.

Should goals be changed, added or removed?

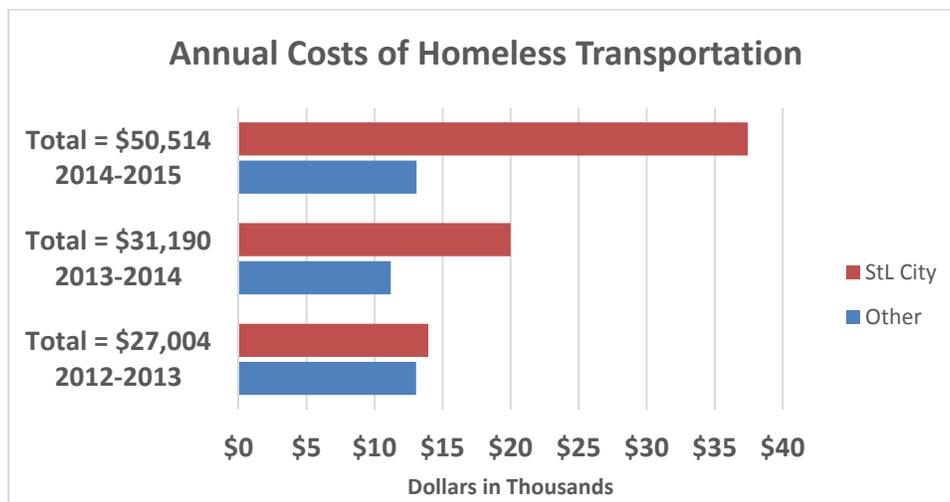
Yes No

If Yes, describe changes.

Evaluation Implications

What are the actual costs of this program?

	SY 2012-2013	SY 2013-2014	SY 2014-2015
Total Annual Expenditures:	\$27,004	\$31,190	\$50,514
Transportation	\$27,004	\$31,190	\$50,514
Percent Attributable to St Louis City	51.7%	64.1%	74.1%



The major costs directly attributable to this program are the costs of transportation. Homeless students who originally lived in St. Louis County are provided transportation to their home school, no matter where their shelter or temporary residence is located. As a result, total transportation costs vary with the distance from a temporary residence to the home school, and with the number and mix of homeless students.

Over the past two years, total transportation costs have increased 87%. This increase is due largely to the increasing number of homeless students being sheltered in the City of St. Louis, which has increased by 44%. SSD has no control over these residence patterns. As a result of this increase, the average annual cost per student has risen by 77%.

What are the major sources and amounts of funds?

The costs are included in the SSD budget.

	SY 2012-2013	SY 2013-2014	SY 2014-2015
<i>How many customers (students) are served by this program?</i>	53	63	56
<i>What is this program's annual cost per customer (student)?</i>	\$510	\$495	\$902

Estimated Cost Effectiveness

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

General Recommendation Resulting from this Evaluation

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Continue the program as is with specific action plans for improvement.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

Review of Action Plan progress since last report:

Action Plan 1: Continued use of the NCLB Checklist and SSD internal tracking system/process to monitor services and supports provided to homeless students will be maintained.

Progress on Action Plan: These checklists were used to monitor services and supports.

Action Plan 2: The coordinators of the Federal Programs, Food Service and Social Work departments will continue to be notified on a regular basis as to homeless students in the district.

Progress on Action Plan: These notifications were made as students were identified.

Action Plan 3: The monthly social worker reporting process will be amended to include data on services provided to students identified as homeless.

Progress on Action Plan: The social work data gathering system was amended to include requests for homeless services.

Action Plan 4: Further analysis of the factors affecting homeless students' attendance/achievement should be considered.

Progress on Action Plan: The low number of homeless students and the high variability of each case prevent systematic analysis.

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

- The first three action plans should be continued to monitor the delivery of the program. The fourth action plan should be dropped for the above justification.
- Work with Transportation Department and Evaluation and Research Department to explore rising program costs and determine if further action is warranted.

Medium-term (1-2 years)

N/A

Long-term (3 years and more)

N/A