

**IOWA DEPARTMENT OF EDUCATION**

**End-of-Year Final Report Form**

**2016-2017**

**McKinney-Vento Subgrant Data Collection & Evaluation**

**Education for Homeless Children and Youth**

**School Programs and Support Services**

**Due by June 30, 2017**

<b>District Name:</b> Iowa City Community School District	<b>District Superintendent:</b> Stephen Murley
<b>Mailing Address:</b> 1725 N. Dodge Street, Iowa City, Iowa 52245	<b>AEA: Grant Wood, Area X</b>
<b>Grant Manager/Program Supervisor:</b> Joan Vanden Berg	<b>Phone:</b> (319) 688-1015
	<b>Email:</b> vandenberg.joan@iowacityschools.org
<b>Name of District Homeless Liaison:</b> Joan Vanden Berg	<b>Phone:</b> (319) 688-1015
	<b>Email:</b> vandenberg.joan@iowacityschools.org

**Section I: Student Counts**

**Chart A: Number of Homeless Students in the District 2016-2017**

Include total number of students that experienced homelessness at **anytime** during the school year.

Include students that may have moved out of the district during the school year. This total may be higher than the Spring Student Reporting in Iowa (SRI) for your district since some students considered homeless may have moved from your district during the school year. If a student was homeless during the school year, and then obtained permanent housing during the school year, include them in this count.

<b>Grade Level</b>	<b># of homeless students enrolled by grade level</b>	<b># of non-homeless students enrolled by grade level</b>	<b>% of homeless students enrolled</b>	<b># of homeless students identified, but not enrolled in school (if known)</b>
<b>Preschool (ages 3-5 not Kg)</b>	<b>13</b>	<b>470</b>	<b>2.7%</b>	<b>2*</b>
<b>KG</b>	<b>51</b>	<b>1,134</b>	<b>4.4%</b>	
<b>1</b>	<b>65</b>	<b>1,176</b>	<b>5.5%</b>	
<b>2</b>	<b>51</b>	<b>1,072</b>	<b>4.8%</b>	
<b>3</b>	<b>51</b>	<b>1,127</b>	<b>4.5%</b>	<b>1*</b>
<b>4</b>	<b>40</b>	<b>1,094</b>	<b>3.7%</b>	
<b>5</b>	<b>43</b>	<b>1,061</b>	<b>4.1%</b>	
<b>6</b>	<b>28</b>	<b>986</b>	<b>2.8%</b>	
<b>7</b>	<b>30</b>	<b>1,056</b>	<b>2.8%</b>	
<b>8</b>	<b>21</b>	<b>970</b>	<b>2.2%</b>	
<b>9</b>	<b>30</b>	<b>1,006</b>	<b>3%</b>	
<b>10</b>	<b>31</b>	<b>992</b>	<b>3.1%</b>	
<b>11</b>	<b>27</b>	<b>955</b>	<b>2.8%</b>	
<b>12</b>	<b>33</b>	<b>1,004</b>	<b>3.3%</b>	<small>*moved to Shelter in June, receiving tutoring</small>
<b>Total</b>	<b>514</b>	<b>14,103</b>		

**Chart B: Number of Homeless Students in the District 2016-2017 that were included in the Spring Student Reporting in Iowa (SRI):** Include only students that have not moved from the district. This total will be the count of homeless students that were enrolled for the Spring SRI count.

\*\*This total could be the same or smaller than the count in Chart A.

Grade Level	# of homeless students enrolled by grade	# of <u>non-homeless</u> students enrolled by grade	% of homeless students enrolled by grade
Preschool (ages 3-5 not Kg)	13	470	2.7%
KG	51	1,134	4.4%
1	65	1,176	5.5%
2	51	1,072	4.8%
3	51	1,127	4.5%
4	40	1,094	3.7%
5	43	1,061	4.1%
6	28	986	2.8%
7	30	1,056	2.8%
8	21	970	2.2%
9	30	1,006	3%
10	31	992	3.1%
11	27	955	2.8%
12	33	1,004	3.3%
<b>Total</b>	<b>514</b>	<b>14,103</b>	

**Chart C: Ages Birth through 2**

Provide the number of children SERVED by McKinney-Vento Sub-grant: Ages Birth through 2.

The definition of "served" includes homeless children who have been served through the McKinney-Vento funds. If served, include these children regardless of whether or not they enrolled in a District-administered preschool program.

If your program had no children in this category, simply respond that zero (0) children were served in this age group. School-based programs would typically respond zero.

Age/Grade	# of Homeless Children SERVED 2016-17
Ages Birth through 2	0

If your program is reporting any number that is not zero (0), an explanation must be provided below.

---

**Section II: Program Data Collection**

**Part 1:** The following data for 2016-2017 will be collected and verified through the Student Reporting in Iowa (SRI) system. Be sure that this information is correct when submitting to SRI:

- Number/grade level of homeless students;
- Primary nighttime residence of homeless children/youth at time of initial identification by the district;
- Number of homeless children/youth served by McKinney-Vento subgrant funds;
- Number of homeless unaccompanied youth served by McKinney-Vento subgrant funds
- Number of homeless children/youth served by McKinney-Vento subgrant funds who were identified as migrant, children with disabilities (IEP) or limited English proficient;

**Part 2: Number of Homeless Children and Youth Receiving Educational and School Support Services in the 2016-2017 school year**

**Chart D: Number of Students Receiving Educational Services**

Provide the number of homeless children/youth receiving the following educational services

<b>Educational and school support services</b>	<b># of homeless students enrolled</b>	<b># of homeless students receiving educational or support services</b>
Unaccompanied homeless youth	51	51
Special education (IEP)	66	66
English Language Learners (ELL)	108	108
Gifted and Talented	3	3
Vocational Education (grades 9-12)	60	60

**Chart E: Barriers to the Education of Homeless Children and Youth**

Check the items that homeless families/students reported as barriers to the enrollment and success of homeless children/youth.

Eligibility for homeless services	
School selection	
Transportation	X
School Records	X
Immunization or other records	
Other enrollment issues (please specify)	
Other barriers (please specify)	

**Chart F: Educational Support Services**

Check the educational support services provided by the District to assist homeless children and youth with enrollment, attendance, academic success, full participation.

Tutoring or other instructional support	X
Staff professional development and awareness	X
Referrals for medical, dental, and other health services	X
Transportation to & from school of origin	X
Transportation full participation such as extra-curricular, etc.	X
Early childhood services	X
Assistance with participation in school programs	X
Fees waived that create barriers to full participation in the educational activities	X
Before & after-school mentoring, summer programs	X
Obtaining or transferring records necessary for enrollment	X
Parent education related to rights and resources for children	X
Coordination between schools and agencies	X
Counseling	X
Addressing needs related to domestic violence	X
Clothing to meet a school requirement	X
School supplies	X
Referral to other programs and services	X
Emergency assistance related to school attendance	X
Other (specify): Post secondary counseling and FAFSA support	X
Other (specify): Collaboration with Special Education	X

### Section III: Academic Progress of Homeless Students 2016-2017

**Chart G: Reading**

<i>Grade Level</i>	<u>Reading Assessment:</u> Check if reading assessment is given at grade level; indicate "NA" if assessment is not given.	# of homeless students taking <u>reading</u> assessment: If assessment is given, but data is not available for reporting, indicate as "DNA".	# of homeless students meeting or exceeding state proficiency on the <u>reading</u> assessment: If assessment is given, but data is not available for reporting, indicate as "DNA".
Grade 3	X	30	9
Grade 4	X	20	8
Grade 5	X	25	9
Grade 6	X	17	10
Grade 7	X	18	5
Grade 8	X	12	3
Grade 9	X	15	6
Grade 10	X	17	7
Grade 11	X	15	6
Grade 12	NA		

**Chart H: Mathematics**

<i>Grade Level</i>	<u>Mathematics Assessment:</u> Check if <u>mathematics</u> assessment is given at grade level; indicate "NA" if assessment is not given.	# of homeless students taking <u>mathematics</u> assessment: If assessment is given, but data is not available for reporting, indicate as "DNA".	# of homeless students meeting or exceeding state proficiency on the <u>mathematics</u> assessment : If assessment is given, but data is not available for reporting, indicate as "DNA".
Grade 3		36	6
Grade 4		23	6
Grade 5		27	5
Grade 6		19	6
Grade 7		23	8
Grade 8		13	2
Grade 9		16	6
Grade 10		15	6
Grade 11		16	9
Grade 12	NA	--	---

**Chart I: Science**

<i>Grade Level</i>	<u>Science Assessment:</u> Check if <u>science</u> assessment is given at grade level; indicate "NA" if assessment is not given.	# of homeless students taking <u>science</u> assessment: If assessment is given, but data is not available for reporting, indicate as "DNA".	# of homeless students meeting or exceeding state proficiency on the <u>science</u> assessment : If assessment is given, but data is not available for reporting, indicate as "DNA".
Grade 3		36	13
Grade 4		23	8
Grade 5		27	9
Grade 6		19	4
Grade 7		23	8
Grade 8		13	3

Grade 9		17	6
Grade 10		18	7
Grade 11		16	6
Grade 12		---	---

### Chart J: Graduation/Dropouts

Provide the number of homeless students in the following categories

	# homeless students in the current year
Completing Graduation in 2016-17	20
Dropouts in 2016-17 (grades 9-12 only)	10

### Section IV: Liaison and Data

1. Yes  No  The district maintains a current/active list of homeless student.
2. Yes  No  The district homeless liaison has access to the district student information system
3. Yes  No  The data for homeless students from the district student information system matches the homeless liaison's data for homeless students (homeless status, primary nighttime residence, etc)
4. If not, how are discrepancies resolved? \_\_\_\_\_
5. Yes  No  The district has posted the educational rights of homeless children and youth in all school buildings and throughout the community.
6. Yes  No  The district provides information regarding services and supports for students experiencing homelessness at the beginning of the school year and upon enrollment.

### Section V: Transportation of Homeless Students

7. Yes  No  Are students able to stay in their school of origin when it is in their best interest?
8. 397 Number of homeless students remaining in school of origin (number should not exceed the total of homeless students reported on Chart A. (95 moved out-of-district, too far to transport)
9. 225 Number of PK-12 homeless children/youth receiving transportation to school of origin (transportation beyond the regular routes for non-homeless students).
10. \$197,823 Estimated cost of transportation to school of origin (beyond regular routes).
11. \$7,442 Amount of McKinney-Vento grant funds utilized for transportation.
12. Yes  No  Is the transportation of homeless students coordinated between districts when necessary?
13. When homeless students attending their school of origin live outside the district boundaries for 2016-17, in what other districts do the students reside 2016-17 only (list districts)? Clear Creek Amana, Muscatine, Wilton, Lone Tree, Swisher, Cedar Rapids

14. Check the strategies below that the LEA used to provide transportation to/from school of origin:

- Additional or extended routes
- School van/car
- Special education bus/van
- Public transportation
- Contracted transportation services
- Taxis
- Personal vehicles
- Reimbursing families for mileage/gas cards
- Other – Please identify \_\_\_\_\_

15. List the name(s) of any homeless shelters or transitional housing programs located within your district boundaries.  
Domestic Violence Intervention Program, Shelter House, Catholic Worker House, HACAP Transitional Living, MECCA Transitional Living, Four Oaks Youth Shelter, United Action for Youth Transitional Living

16. Yes x No\_\_ Does your district provide bussing for students residing in the shelters listed above?

## Section VI: Program Evaluation

17. Upon initial application for the McKinney-Vento Competitive Sub-grant Funding, your district was required to provide a detailed description of how your district would evaluate the impact of the program, including a definition of student success, how academic achievement would be measured, the process for gathering data, and a summation of the overall impact of the program. (Please review your district's original McKinney-Vento sub-grant proposal to determine how your district planned to evaluate the success of the program.) Briefly describe outcomes of your district's evaluation, to date. What are the results of your district's evaluation process and what has been learned? (Include data gathers, how success was measured, student outcomes, etc.)

**1. Build ICCSD staff capacity for supporting homeless students' identification and referral for support through on-line staff training.**

The Homeless Liaison provided professional development for Student and Family Advocates (building liaisons), administrators, high school guidance counselors, building secretaries and agency partners. Feedback from all groups is that the process for identifying and serving homeless students has improved significantly this year. Building liaisons have increased their confidence and built their capacity to consistently and effectively serve homeless students. Now that the infrastructure of our program has been strengthened, we would like to do more formal training with ICCSD teaching staff to increase their understanding. In 2016-2017, the professional development for teachers was informally conducted through individual consultations.

**2. Expand academic tutoring program to increase academic success of homeless student through improvement in on-line information and referral system**

The partnership with our 21<sup>st</sup> Community Learning Centers program, currently in six of our elementary schools with the highest rates of poverty, was greatly strengthened. About 50 homeless students were served this year through the 21<sup>st</sup> Community Learning Centers program, a substantial increase from previous years. SFAs (building liaisons) were actively involved in the referral process for this intensive after school and summer program. The University of Iowa is working on a year-end evaluation of our 21<sup>st</sup> Community Learning Center programs. We will disaggregate the number of homeless students served in that report, as well as progress made. Additionally, a new partnership with the University of Iowa College of Education and the City of Coralville was created to serve students in a summer reading program, which includes both homeless youth, along with other students in need.

The partnership with Title I has also been strengthened. Several meetings were held to discuss how to support the needs of students in our local shelters. This summer we are piloting an on-site program at Shelter House. We have a retired teacher tutoring at Shelter House twice a week. In June a total of four students were served. Once students move from Shelter House, our plan is to connect students to 21<sup>st</sup> CCLC programs or provide individual tutoring.

During the school year we had a total 6 students received individual tutoring with Title I funds during the school year. School teams developed specific learning goals. All students made progress towards their stated goals, for students who were consistently tutored for most of the year, significant progress was made. Listed below is a quote from a teacher at Longfellow who tutored a student from October through May:

"We met for an hour each Monday and worked on math and reading. The math concepts were adding and subtracting. J. worked on using number lines and manipulatives to add on, count up, or count down. On our last addition facts assessment, J. got 31/36 facts correct. In reading we practiced vowel sounds, fluency, and decoding. J. jumped 2 DRA levels this year and can now independently read Green Eggs and Ham. He did not make his FAST CBM goal, but he jumped from 1 correct word per minute to 57!"

**3. Improve the quality, accessibility, and usefulness of the systems of support for Homeless Unaccompanied Youth in the Iowa City and surrounding communities.**

Our interagency case management team has addressed the unique needs of unaccompanied youth. Increased coordination of community resources has strengthened our practice with this high needs group of students; however, many gaps in service, specifically shelter, continue to exist. Our agency partners are experiencing significant budget cuts, so expanding shelter services for this population will be an enormous challenge.

**4. Provide bus passes and cab fare for homeless student and families to participate fully in school.**

Transportation to school continued to be a major focus of our efforts. With the new ESSA legislation, we assumed that the school of origin was in the students' best interest, unless the parent requested a transfer. We are very pleased with the progress made keeping students in their school of origin. Seventy-seven percent of our homeless students remained in their school of origin. Those who did not, either moved out of the district or the parent requested the transfer because of child care issues, or not wanting their child traveling a great distance to school. Arrangements were made even for families moving outside of the ICCSD. We have a close working relationship with Clear Creek Amana and provided transportation support all year for several students. Additionally, short-term transportation support was offered to students living in West Liberty, Wilton, Lone Tree, Cedar Rapids and Shueyville. The challenge of our new policy is the cost. The ICCSD spent \$197,800 on homeless transportation for the 2016-2017 school year. We consider this to be a smart investment to reduce mobility and increase academic performance. However, additional financial support for homeless transportation would be greatly appreciated, given the District's current budget constraints and other competing needs for our homeless and at-risk students.

- 18. Briefly explain how the district has eliminated/addressed barriers to the enrollment/retention of homeless children and youth.** For immediate enrollment of homeless youth, it is crucial that district staff are aware of the McKinney-Vento guidelines. Student and Family Advocates (building liaisons) have received training on this issue as have administrators and building secretaries. In terms of retention, transportation for homeless students has been a priority both to keep students in their school of origin.

**Section VII: Professional Development**

**19. McKinney-Vento Education of Homeless Children & Youth Professional Development**

Indicate professional development and/or training opportunities attended during the 2016-17 year.

- Regional Homeless Liaison meetings
- Annual NAEHCY Conference (Orlando, Oct 2016)
- NCHE Webinars:
  - Determining McKinney-Vento Eligibility (Changes under ESSA)
  - MV School Selection Rights (Changes under ESSA)
  - Understanding Doubled -Up
  - Supporting the Education of Unaccompanied Homeless Student under ESSA
  - Other NCHE Webinars
- NCHE recorded trainings
- Other NAEHCY Online Trainings/Webinars
- Other (Specify) \_\_\_\_\_

20. Briefly describe the type of related Homeless Children & Youth professional development that was offered within your district to inform your local school district personnel of the rights of homeless students and the responsibility of the school district to serve them.

Description of Training: (dates, length of training, location(s), description of materials, etc.)

(See attached.)

Audience:      \_\_\_ Teachers                        x   Office Support Staff  
                       x   Administrators                      \_\_\_ Kitchen Staff  
                     \_\_\_ Custodial staff                      \_\_\_ Paraprofessionals  
                     \_\_\_ School nurse                        x   Counselors  
                     \_\_\_ Transportation                      \_\_\_ School Board  
                     \_\_\_ Other \_\_\_\_\_

Number Invited:	24 SFAs	Number attended:	24 SFAs
	27 Secretaries		25 Secretaries
	27 Administrators		22 Administrators
	11 Counselors		11 Counselors

**Section VIII: Collaboration and Coordination**

22. McKinney-Vento liaisons are required to collaborate/coordinate with state and community agencies that serve homeless families/children/youth. Briefly explain how your district fulfills this requirements. Include the names of agencies/councils/commissions/etc. with whom coordination routinely takes place. Local Homeless Coordinating Board; Juvenile Justice Youth Development Work Group; Homeless Case Management meeting.
- 
- 

23. Strengths/successes of the program. General information or individual student "success stories" would be appropriate. (Include information related to successful collaboration with other school district programs, community agencies, business partners, etc. in this section as applicable). We are pleased with the number of students able to remain in their school of origin. Overall, 396 (77%) of our homeless students remained in their school of origin. 95 students (18%) of the students moved from the district to schools too far to provide transportation. Of the 419 homeless students who ended the school year in the ICCSD, 396 students (95%) of the students remained in their school of origin.

*TW, MC, and BG are students in 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades. They have been homeless since last February and doubled up throughout the fall, however, the family did not initially disclose their status to the school last year, the SFA only became aware at the end of last school year. Over the course of this school year the SFA worked closely with mom building a strong relationship with school – mom began volunteering at the school as she could. Their mother has significant health problems requiring surgeries and varying health supports/treatments. This volunteering provided mom with an outlet, continuation of FIP benefits, and a connection to the learning environment of her children while she continued through her health struggles and applied for other eligible supports. Mom offered the SFA valuable insight during her volunteer work to effective communication and needs of parents in the community as she has long lived in Iowa City. When the family found permanent housing the SFA worked with mom to assure continued access to the children’s school of origin, connecting to tutoring and BASP, and overcoming varying transportation barriers to complete the school year. SFA also supported parent in navigating legal supports related to housing, informal support of parent mental health needs, and limited support in connecting to possible work for mom (reviewing resumes and helping with online applications, etc). All three*



children will attend SOAR programming this summer with varying scholarship supports. Mom has chosen to open enroll her children next year at Alexander and join our PBIS team.

24. General information regarding work yet to be accomplished.

As indicated in Section III, Academic Success, only 37% of our homeless students taking the Iowa Assessment, were proficient in reading. We have been successful at increasing the number of homeless students being tutored, but we need to further expand our reach to tutor more homeless students.

25. Any other additional information, progress, successes you may wish to include. (May attach news clippings, program brochures, etc.).

### Section IX: Budget: (Final Budget will be submitted separate from this report)

26. Yes  No  Were all \$36,000 sub-granted funds expended for the 2016-17 school year?

27. Yes  No  Were funds spent in accordance with budget that was submitted in the sub-grant proposal?

28. If there were changes, explain? (amendment required) \_\_\_\_\_

29. What amendments were made (and approved) to the proposed activities and/or budget?  n/a \_\_\_\_\_

30. What other funds/resources (local, general, donations, etc.) were used to help fund the homeless education program? ICCS D General Fund, private donations/ United Way, SAVE / Community Education funds, Dropout Prevention

### Section X: Coordination with Title I

31. \$5,000 What is the amount of Title I, Part A funds set aside for the needs of homeless students during the 2016-17 school year? (Please confer with the district's Title I, Part A coordinator and Title I Budget)

32. \$11,174 Of these Title I set aside funds, what was the amount spent for the needs of homeless students during the 2016-17 school year?

33. How does the district's homeless education liaison help to determine the Title I, Part A homeless set-aside based on the needs of homeless students? The new Title I Director has met several times with the Homeless Liaison to discuss homeless tutoring. The Title I Director has been fully supportive of piloting new approaches, and is willing to substantially increase the funding allocation for 2017-2018.

### Section XI: Policy and Enrollment

#### Attach a current copy of the following:

34. Your district's homeless education policy (Include only if updated with ESSA changes since last June 2016),  
a. If district has not yet updated homeless education policy to include ESSA changes, include information about when the updates are planned. \_\_\_\_\_

35. The district's housing questionnaire and/or sample intake form(s),

36. Any other forms routinely used by the district to identify or enroll homeless students.

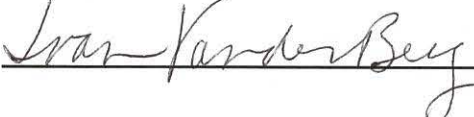
Contact information for the person completing this report:

Name: Joan Vanden Berg

Position: Youth and Family Development Coordinator and Homeless Liaison

Email: vandenberg.ioan@iowacityschools.org

Phone: (319) 688-1015

Signature:  Date: 6-29-17

Submit to the Iowa Department of Education by **June 30, 2017.**

Send to: **Sandy Johnson, Homeless Education Coordinator  
Bureau of School Improvement  
Iowa Department of Education  
400 E. 14<sup>th</sup> St.  
Des Moines, IA 50319  
515-281-3965**

**HOMELESS CHILDREN AND YOUTH**

The Board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in district policies or practices. The Superintendent or designee will coordinate the identification of homeless children and track and monitor programs and activities for these children.

Date of Adoption: 8/23/11

Revised: 5/13/14

6/13/17

Legal Reference: Every Student Succeeds Act, Title IX, Sec, 772, P.L. 114-95 (2015)

42 U.S.C. §§ 11431 et seq. (2006).