Increasing Access to Transportation for Students Experiencing Homelessness

Thursday, June 2, 3PM Eastern
Learning Objectives

- Provide a refresher on McKinney-Vento Transportation Requirements
- Learn best practices from LEAs using ARP-HCY funds to support transportation
McKinney-Vento Requirements

- McKinney-Vento requires LEAs to provide adequate and appropriate transportation.
- Liaisons must ensure that parents and guardians, and unaccompanied youths, are fully informed of all transportation services, and are assisted in accessing transportation services.
- LEAs must provide transportation to and from the school of origin, including until the end of the year when the student obtains permanent housing.
  - If the school of origin and current residence are in the same LEA, that LEA must provide or arrange transportation to the school of origin.
School of Origin Transportation

- LEAs must consider what is in the best interest of the student
  - It is presumed that remaining in the school of origin is in the best interest of students
- There is no time or distance limits for transportation under McKinney-Vento

Factors to be considered in best interest:

- Graduation requirements/student’s track to graduation
- Age
- Safety
Sharing Transportation Costs

- If crossing LEA lines, both LEAs must determine how to divide the responsibility and share the cost, or they must share the cost equally.
- It is recommended that the homeless liaison reach out to the sharing district, rather than simply sending a bill.
- Discuss options - one LEA may have transportation options that are more cost effective than the other.

McKinney-Vento is a federal law. If a student crosses state lines to attend school, the two states must work together to provide transportation.
Transportation Options

- The mode of transportation is at the discretion of the district, as long as it does not create barriers to attendance and full participation.
- Do not stigmatize students based on transportation.
- Consider what funding sources can be used to offset transportation costs.
- Be creative with transportation options!

**Example:** It may be commonly known that only students experiencing homelessness arrive to school in cabs.

**Example:** Title I-Part A homeless reservation, state or local funds, community partnerships, or ARP-HCY.
Comparable Transportation

LEAs must provide students in homeless situations with transportation services comparable to those provided to other students.

- If a student is on a normal bus route, or within the LEA policy to take public transportation- those typical methods should be used.
- If a student is temporarily living somewhere that is in the LEA walk zone, that student should follow the walk zone policy.
- Exceptions do exist within offering comparable services, usually if there is an unsafe route to school or concerns for the child’s safety.
Extracurricular Activities

- LEAs must eliminate barriers to, among other things, the enrollment of students experiencing homelessness (including transportation barriers). Enrollment includes attending classes and “participating fully in school activities”.
- Full participation includes participation in extracurricular activities, and McKinney-Vento emphasizes that students must not face barriers to accessing extracurricular activities.
- If transportation is a barrier for a child or youth to participate in extracurricular activities, transportation must be provided.
**Preschool Transportation**

- Preschool is included in the definition of school of origin.
- If transportation is a barrier, the LEA(s) must provide it for LEA-administered public preschool programs (4K, Head Start, IDEA services, etc.).
- Transportation to the school of origin must be provided even if a child who is enrolled in a public preschool in one LEA moves to another LEA that does not provide widely available or universal preschool.
ARP-HCY and Transportation

- ARP-HCY funds are supplemental and should not replace other required or routinely provided services
  - Can only be used for excess costs
- Car repairs and drivers education may be allowable if reasonable and necessary and the only option for providing transportation
- Funds can be used for staff - transportation coordinator, drivers
- Key for all uses of funds - is it reasonable and necessary?
Leslie Navarro-Walker
Cherry Creek School District No. 5
Colorado

ARP-HCY funds for purchasing a district vehicle
TRANSPORTATION IN CCSD

BARRIERS

- Having to rely on an outside company to provide transportation for some students
- Due to COVID, drivers were let go
- We were one of the first school districts to return in person and there were no drivers
- If a student was exposed to COVID or was sick, they would not take them home

HELP!

- Temporary solutions were not working!
- ARP HCY Funds helped! We purchased a van and trained a driver to help with transporting our students!
- When issues arise with the outside company (which happens allot!) we have the back up available!
- We are planning to purchase additional van purchases (van production has been delayed)
Laurie Hall
New Philadelphia City Schools
Ohio
ARP-HCY funds to purchase bikes for students within the walk zone
Charlotte Kinzley
Minneapolis Public Schools
Minnesota

ARP-HCY funds to add staff time to arrange transportation during summer
McKinney-Vento ARP
Community Priorities
### Four Stakeholder Groups - Responded

<table>
<thead>
<tr>
<th>Students</th>
<th>Caregivers</th>
<th>Staff</th>
<th>Community Partners</th>
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<tbody>
<tr>
<td>- 46 respondents (5% response rate)</td>
<td>- 166 respondents (11% response rate)</td>
<td>- 108 respondents</td>
<td>- 25 Respondents</td>
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<tr>
<td>- Grade level: 17 (37%) middle school, 28 (61%) high school</td>
<td>- Filled out for a total of 418 students (based on # of MPS students that respondents filled it out for)</td>
<td>- Primary roles of respondents: School Social Worker (34%), Counselor (33%), Teacher (15%), Administrator (7%), ESP (5%)</td>
<td>- 11 work for Shelters; 11 work for Housing Providers; 3 other</td>
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<td>- 69% African American, 11% Hispanic, 9% White, 7% American Indian, 4% Asian</td>
<td>- Grade level of respondents’ children: 279 (67%) elementary, 71 (17%) middle school, 66 (16%) high school</td>
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<td>- REAA linked the 166 respondents to 320 students in Discovery: 74% African American, 10% Hispanic, 7% American Indian, 7% White, 2% Asian</td>
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Caregiver Findings

What **helped** your child attend school regularly during your time of housing instability?

- **Consistent transportation**: 67.0% Elementary, 80.4% Middle School, 66.7% High School
- **Support from a parent/guardian**: 32.1% Elementary, 55.6% Middle School, 42.9% High School
- **Support from school staff**: 24.4% Elementary, 43.8% Middle School, 32.1% High School
- **Support from a shelter or community organization**: 18.9% Elementary, 28.9% Middle School, 12.5% High School
- **Personal motivation to attend school**: 35.6% Elementary, 26.8% Middle School, 27.5% High School
- **Other, please specify**: 0.00% Elementary, 5.4% Middle School, 5.2% High School
What helped you attend school regularly during your time of housing instability?

- Consistent transportation
  - Middle School: 37.5%
  - High School: 78.90%
- Personal motivation to attend school
  - Middle School: 25.0%
  - High School: 52.60%
- Support from school staff
  - Middle School: 31.2%
  - High School: 36.80%
- Support from a parent/guardian
  - Middle School: 62.5%
  - High School: 26.30%
- Support from a shelter or community organization
  - Middle School: 6.2%
  - High School: 5.30%
- Other
  - Middle School: 6.2%
  - High School: 0.00%
Caregiver Findings

What got in the way of your child attending school regularly during your time of housing instability?

- Lack of consistent transportation: 55.6% Elementary, 66.7% Middle School, 52.40% High School
- Lack of ability to prioritize school, ex: too many other things to worry about: 55.6% Elementary, 46.7% Middle School, 42.90% High School
- Lack of motivation, ex: too difficult to find the energy and motivation to attend: 40.0% Elementary, 20.0% Middle School, 38.10% High School
- Lack of support, ex: did not know how to enroll or how to get placed at a school that would work for your child: 11.1% Elementary, 6.7% Middle School, 19.00% High School
- Other, please specify: 15.6% Elementary, 6.7% Middle School, 9.50% High School
What got in the way of you attending school regularly during your time of housing instability?

- Lack of motivation, ex: too difficult to find the energy and motivation to attend: 50.0%
- Lack of ability to prioritize school, ex: too many other things to worry about: 37.5%
- Lack of consistent transportation: 25.0%
- Other, please specify: 25.0%
- Lack of support, ex: did not know how to enroll or how to get placed at a school that would work for you: 12.5%
Which of those supports was the **MOST helpful** to you during your time of housing instability?

- Consistent, easy access to transportation to school: 25.50%
- Access to basic needs: 22.60%
- Access to technology: 11.30%
- Access to school supplies: 9.40%
- Consistent, easy access to transportation to and from before/after school activities: 6.60%
- Resources connecting to housing: 6.60%
- School staff who understand how experiencing housing instability can affect students: 5.70%
- School staff to talk with about what you’re going through: 4.70%
- Support in making plans with family/friends to stabilize housing: 3.80%
- Access to tutoring: 1.90%
- Resources finding and paying for after-school activities: 0.90%
- School staff who make sure you are earning credits and are on track to graduate: 0.90%
Which of those supports was the **MOST helpful** to you during your time of housing instability? **High School** findings

- Access to basic needs (ex: gift cards, hygiene products, coat, shoes, food) 20.0%
- Consistent, easy access to transportation to school 20.0%
- Access to technology (ex: phone with minutes, internet, computer) 15.0%
- Access to school supplies 10.0%
- Access to ways to earn money (ex: jobs, internships) 10.0%
- Consistent, easy access to transportation to and from before/after school activities (sports, clubs, etc) 10.0%
- Resources connecting to housing 5.0%
- School staff to talk with about what you’re going through 5.0%
- School staff who understand how experiencing housing instability can affect students 5.0%
Minneapolis Public Schools ARP Allocation = $591,000

55% budgeted for transportation

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<tr>
<th>Use</th>
<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>Transportation scheduler</td>
<td>$48,000</td>
<td>20-hour scheduler to decrease wait time for regular route</td>
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<tr>
<td>On-demand cabs</td>
<td>$280,000</td>
<td>Increase access to on-demand cabs to fill gaps and provide for enrichment activities</td>
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Carrie Kulinski
School District of Janesville
Wisconsin

Private Drivers
New SHC Resource!

Meeting the Transportation Needs of Students
Experiencing Homelessness in the Pandemic and Beyond
THANK YOU!

Karen Rice
Senior Program Manager of Education Initiatives
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