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The Mckinney-Vento Act: Moving Beyond Aspirations to More Effective Implementation

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LOYOLA UNIVERSITY CHICAGO

THE MCKINNEY-VENTO ACT: MOVING BEYOND ASPIRATIONS TO MORE
EFFECTIVE IMPLEMENTATION

A DOCTORAL RESEARCH PROJECT SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN SCHOOL PSYCHOLOGY

BY

MICHAEL CERMAK

CHICAGO, ILLINOIS

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ABSTRACT

The purpose of this quantitative research study is to investigate teachers' knowledge of the McKinney-Vento Homeless Assistance Act (McK-V; the Act) and their perceptions of how to best meet the needs of the population of homeless students in schools. The literature base has shown that implementation of the Act has been largely inconsistent due to the lack of formal implementing regulations and a lack of awareness on the part of many educators. A professional development presentation was developed for teachers in order to increase their knowledge, and following the use of a pre/post/delayed post-test survey, ascertain the impact of the presentation on educator awareness. The primary goal of the research was to not only obtain insight on current levels of staff awareness but also develop plans going forward to improve service delivery. Research data and analysis were conducted with the following research questions in mind: (1) Will a professional development workshop on the McKinney-Vento Act significantly increase teacher's knowledge of the provisions and requirements of the McKinney-Vento Act? (2) Will a professional development workshop on the McKinney-Vento Act significantly increase teacher knowledge of best practices for meeting the needs of students who are homeless in the classroom? (3) Will a professional development workshop on the McKinney-Vento Act significantly increase teacher perceptions of self-efficacy to work with and meet the needs of students who are homeless? This study includes a discussion

of the significant findings related to each research question and future implications of the findings.

CHAPTER I

INTRODUCTION

Problem Statement

The McKinney-Vento Homeless Assistance Act (McK-V; the Act) was authorized by Congress with the intent of providing for the educational stability of children who are homeless. However, it has been criticized (Canfield & Teasley, 2015; Miller, 2001) for being aspirational rather than practical and for being an “unfunded mandate” (Julianelle & Foscarinis, 2003). There has been a dearth of literature examining the overall effectiveness of the Act and its provisions. There has been discussion of how to improve the Act at the federal or state level, but very little regarding improvement at the school or district level (Jozefowicz-Simbeni & Israel, 2006). Compounding this, many educators are unaware of the Act and how to implement it effectively and with best practices in schools.

Therefore, methods of improving teacher efficacy and knowledge in terms of best practices for students who are homeless need to be disseminated to educators if there is to be any improvement of service delivery at the local educational agency (LEA) level. Professional development opportunities have been shown to be effective and useful, especially when coordinated by fellow educators with an emphasis on collaboration, problem-solving and participant support (Wells, 2014). A professional development presentation discussing the provisions of the Act, interventions to use in the classroom,

and best practices for assisting families and students who are homeless that is presented to educators should aid teacher learning and lead to better service delivery and implementation of the Act in the classroom, which should ultimately lead to better outcomes for individual students in the school. More knowledgeable educators in the school building and classroom can improve outcomes for students by providing them with the resources and necessities they need to stay in school and succeed academically. In addition, building stronger connections between students and educators can improve overall feelings of school connectedness and have a sizable impact on students' social-emotional functioning in school as well (Aviles de Bradley, 2008).

Study Purpose

The purpose of this quantitative study is to investigate educational professionals' knowledge of the rights, services, and protections afforded students and families by McK-V. There exists a gap in the literature regarding the role of teachers or other school staff in meeting the needs of the homeless student population. The goal was to obtain insight regarding prior educator knowledge and then, through the dissemination of a presentation on the topic, ascertain the impact of professional development on their knowledge and perceived readiness and/or ability to meet the needs of their homeless student population.

Research Questions

1. Will a professional development workshop on the McKinney-Vento Act significantly increase teacher's knowledge of the provisions and requirements of the McKinney-Vento Act?

2. Will a professional development workshop on the McKinney-Vento Act significantly increase teacher knowledge of best practices for meeting the needs of students who are homeless in the classroom?
3. Will a professional development workshop on the McKinney-Vento Act significantly increase teacher perceptions of self-efficacy to work with and meet the needs of students who are homeless?

Significance of this Study

A professional development presentation discussing the provisions of the Act, interventions to use in the classroom, and best practices for assisting families and students who are homeless presented to educators should aid teacher learning and lead to better service delivery and implementation of the Act in the classroom, which should ultimately lead to better outcomes for individual students in the school. More knowledgeable educators in the school building and classroom can improve outcomes for students by providing them with the resources and necessities they need to stay in school and succeed academically. In addition, building stronger connections between students and educators can improve overall feelings of school connectedness and have a sizable impact on students' social-emotional functioning in school as well.

Organization of this Study

The remainder of this study is divided into five chapters, followed by appendices, and a list of references. Chapter II provides a review of the existing literature regarding: McKinney-Vento especially its implementation and the role of school staff in providing services; barriers to more effective implementation; and the efficacy of professional

development in schools. Chapter III will explain the research design and methodology of the study. The setting, data collection sources, sampling, measures, overall design, and procedures will be described. Chapter IV will provide an analysis of the data. Finally, Chapter V will contain a summary of the overall findings, implications and recommendations based on results from the study, and a discussion of both limitations as well as avenues for further research.

CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction

Homelessness, an ever-present concern among United States policy makers, becomes exacerbated during times of economic stress. Since the beginning of the 2008 economic recession, homelessness has generally increased every year (AHAR, 2014). The Department of Housing and Urban Development's 2016 Annual Homeless Assessment Report (AHAR) to Congress estimates that there were 549,928 homeless people on any given night in 2016 (AHAR, 2016). Of that number, 194,716 are estimated to be homeless families representing over one-third of the entire homeless population in the United States. Almost 60% of the homeless families contain children under the age of 18. In addition, 35,686 are estimated to be unaccompanied youth who have either run away or been forced out of their homes. This, in turn, has had a sizable impact on the amount of identified homeless school-aged children in schools in need of services. In order to address the needs of this specific population, personnel in local school districts have taken necessary steps to attempt to meet their needs by increasing access to education and attempting to address a need for educational stability both of which have been identified by parents as priorities for their children (Yon & Sebastien-Kadie, 1994). The federal government has also attempted to address the needs of students and families who are homeless.

The McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*), (McK-V, the Act) was first authorized by Congress in 1987 to meet the educational needs of homeless and highly-mobile children. Most recently reauthorized in 2007, McK-V now is considered to be part of the Every Student Succeeds Act. Congressional intent was for McK-V to provide for educational stability and improve educational access for the homeless student population. The Act protects children who are homeless aged three to 18 (or 22 if they are eligible to receive special education services). In addition, the Act clearly defines homelessness as falling within the following categories: those who are sharing the residence of others due to loss of housing or economic hardship (referred to as being “doubled up”); living in motels, hotels, trailer parks, camping grounds, or other substandard housing accommodations; living in emergency or transitional shelters; or living in cars, parks, bus or train stations, abandoned buildings, or any other public or private places not designed for humans to live. In addition, the children of migratory workers are also covered under the definition of homelessness.

To facilitate implementation and aid families in accessing their rights under McK-V, the Act creates the position of a homeless student liaison to be filled within each district (at minimum), with some large urban districts having a liaison within each school. The McK-V Act also requires schools to provide assistance with immediate enrollment (within 48 hours) without documentation, free meals, school supplies, fee waivers, and transportation [42 U.S.C. §11431.723(2)]. However, it does not define how schools should be accountable for extending these services. This lack of clarity has led some to refer to the McK-V Act as “aspirational legislation” due to its lack of implementing rules

and regulations, lack of specific ways for school districts to identify children and families in need of services, and lack of accountability for how school districts deliver provided services. More knowledgeable educational professionals will be able to act as advocates for students and families to ensure access to services that they need to stay in and succeed in school.

School-based professionals are uniquely positioned to help their schools assist in the meeting of needs for students and families who are homeless. Teachers often have the most adult contact with students outside of their parents which place them in a position to notice changes that could indicate unstable housing or to help provide assistance related to McK-V. However, many school-based professionals remain unaware of the existence of McK-V or of its specific provisions (Miller, 2011). Increased awareness, in particular, is needed if psychologists and others are going to be successful advocates for students who are homeless. They must become aware of the most recent research and issues relating to the implementation of homeless services in schools. Specifically: the issues of educational stability, the role of the community agencies, the level of connection between the family/student and the school, and the outcomes for students who are homeless need to be considered by school-based professionals as they work with this population. By becoming more apprised of the current research and findings, practitioners will become better able to address the needs of students who are homeless in their schools (Wisehart, Whatly, & Briihl, 2013).

A possible method of increasing efficacy and knowledge of the Act is through professional development and workshop training. Professional development workshops

done through a local educational agency (LEA) represent one of the primary ways teachers and other educational professionals become exposed to changes in the law, new intervention techniques, or updated best practices in education (Kennedy, 2014; Wells, 2014). LEAs or the policies of state boards of education often require teachers to obtain training in order to complete necessary requirements for licensure renewal or as part of an educational initiative (King, 2014). Effective professional development will engage participants in a way that presents the material as relevant to their daily practice, links initiatives to work educators are already performing, and allows educators to fully interact with the material during and after the workshop (King, 2014; Zehetmeir, Andreitz, Erlacher, & Rauch, 2015). The recent literature on effective professional development programming will serve as a guide in the development of an effective workshop for teachers to become knowledgeable regarding the specifics of the Act, how to implement provisions of the Act with fidelity and efficacy, and how to serve as interventionists and advocates for their students who are homeless.

Best Practices for Implementation of McK-V

The federal government, with its reauthorization of the Act emphasized that the overarching principal of implementation in practice should be educational stability. That is, students should be enrolled, at the very maximum, in one school per academic year, with the overall goal being keeping students in the same school consistently (Jozefowicz-Simbeni & Israel, 2006). In addition, McK-V services should be provided in a manner consistent with special education service implementation guidelines, especially in terms of keeping students placed within the mainstream setting. Saxberg (2011) believes that

the groundwork for the proper implementation of best practices to serve families and students who are homeless is established by the building administrator. Writing from the perspective of a school principal, he advocates for additional training and institute days to be held to train educators on the unique needs and services that need to be met or provided to students who are homeless. This leadership from the top-down has both benefits and disadvantages, but raising awareness, as will become apparent, remains one of the more popular strategies in the literature.

Much of the burden for raising awareness must also fall upon the appointed homeless liaison mandated by the Act. Miller (2011) advocates for better training for liaisons, making them more aware of their role and encouraging collaboration among liaisons across neighboring districts as well as with community agencies. Julianelle (2008) advocates for an intersection to exist between special education services covered under the Individuals with Disabilities Education Improvement Act (IDEIA) and McK-V. Because a disproportionate number of students who are homeless are also found to have disabilities (Garguilo, 2006), it is imperative that all relevant service providers be included in the team-decision making process. However, because IDEIA has a much more robust case-law and implementing regulations surrounding it, the rights guaranteed under McK-V are often forgotten or subsumed under the evaluation or re-evaluation process. As with students receiving special education services, students who are homeless must be treated above all as children first. Therefore, person-first language and other practices used to place emphasize on the child regardless of their housing status should be utilized by school staff (Garguilo, 2006).

Miller (2013) advocates for increased specificity and definitions in the legal framework surrounding McK-V. Liaisons often take on multiple roles within the district and few focus solely on McK-V. It would therefore be best practice for the liaison role to be the *primary* role for a staff member rather than a secondary one so that due diligence may be given to meeting the needs of students and families who are homeless, especially in schools or school districts facing a high prevalence of homelessness. Researchers (Chow, Mistry, & Melchor, 2015) note that teachers often are unaccounted for in policy and service-delivery decisions. They frame their service-delivery model around an ecological framework suggesting that since teachers often have the most direct time spent with a child during the school day, they are in the best position to form crucial connective bonds with students who are homeless as well as implement necessary social-emotional and academic modifications. Despite these recommendations for best practices, there remain several systematic barriers that impede the implementation of McK-V.

Barriers to Implementation

The primary barrier to McKinney-Vento implementation remains the fact that many educators are simply unaware of its existence, its provisions, and the specific needs and rights of students and families who are homeless (Miller, 2013). It is not surprising, therefore, to learn that families who are homeless are, by and large, under-reported and under-served compared to the overall school population (Jozefowicz-Simbeni & Israel, 2006). Yon's (1995) seminal research remains the gold-standard for understanding why urban school districts in particular often are unaware of how large their homeless student population is, often due to bureaucratic mismanagement and high staff of turnover,

particularly at the administrative level. In addition, Aviles de Bradley (2008) found that there were widespread discriminatory policies against students who are homeless, as well as inefficient service-delivery throughout a large urban district in Illinois. These practices contrary to law include: denying paid transportation, disallowing immediate enrollment, forcing children to leave their school of origin, and not informing homeless families of their rights. Large urban districts face multiple barriers to adequately serving their homeless student population (Aviles de Bradley, 2008; Miller, 2013; Yon, 1995). These factors include: high mobility among families, high staff turnover, and multiple layers of administrative control. Their recommendation seems to be appointing a district coordinator for homeless education to first and foremost provide administrators with accurate statistics regarding the homeless population among the families they serve. However, there must also be culture change to address the discriminatory practices described by Aviles de Bradley. Also, a standard for practice and implementation needs to be developed as practices vary widely between districts within a single state as well as between states (Miller, 2013).

Another major barrier to proper education for students who are homeless are restrictive and unresponsive school policies that penalize them for circumstances beyond their control (Garguilo, 2006). These policies, put in place with the intention of following district, state, or federal guidelines can include those pertaining to residency requirements, immunization/medical records, and prior school records. Simply put, for reasons beyond their control, students who are homeless are often placed in a bureaucratic quagmire, which inhibits their access to the services they need to enroll and

stay in school. These experiences often lead to a feeling of alienation from the school, especially on the part of homeless high-school aged youth (Hallett, 2012). Hallett found that many youth live doubled-up (with another family, often after having been forced out of their primary residence) and do not report this status to educators due to not understanding that this qualifies them to receive homeless services. In addition, because many youth take on jobs to support their families, they often miss or skip school, which further places them at-risk for disciplinary action due to truancy (Hallett, Skrla, & Low, 2015). Concomitant with that, adolescents are also more likely to reject services for a variety of reasons, including a desire to maintain privacy or a lack of trust in school staff due to prior experiences. McKV requires self-disclosure on the parts of families and youth, unlike IDEIA which explicitly places a proactive duty on the school district to locate all students with disabilities. There is no equivalent of Child Find in McKV. Negative interactions with school staff and administrators therefore causes youths to be less likely to self-identify as homeless, inhibiting their access to services and decreasing their chance to stay in school and graduate (Hallett, Miller, & Skrla, 2015; Julianelle & Foscarinis, 2003).

Educational Stability

By and large, the Act assumes and is written from the perspective that students will remain enrolled in their school of origin (i.e., the school they were attending prior to becoming homeless), which provides the benefit of familiarity and stability to students and parents (Losinski, Katsiyannis, & Ryan, 2013). However, there have been considerable efforts made to emphasize proximity over stability, with the U.S.

Department of Education (2004) writing that when in “the best interest” of the child, the closer school must immediately enroll the student, regardless of whether or not all necessary bureaucratic paper-work has been completed. The idea of proximity is that students should attend the school closest to where they are currently residing while the notion of school stability is that remaining in the school of last attendance is preferred due to a variety of factors including academic consistency as well as social connections. A factor inhibiting closer home-school collaboration, in the cases of students who are homeless needing services, is the bureaucratic quagmire described by Hallett (2012). Further complicating matters is the lack of a federally mandated Child Find akin to IDEIA’s Child Find (Losinski et al., 2013). Parents often choose not to divulge their homeless status to schools for fear of losing their children or because they do not feel able to adequately understand and complete all necessary paperwork in order to receive services (citation). Losinski and colleagues suggest that school-based practitioners act as intermediaries between community services, parents, and the school by forming close partnerships and relationships with all stakeholders, thus becoming vital facilitators to the identification and service-delivery process.

The benefit of proximity over stability could be safety related as in some large urban district, where students may have to travel through unsafe neighborhoods or ride public transportation on their own to travel to and from school (Aviles de Bradley, 2008). Long travel times can also affect student attendance or a parent’s ability to find work, which may ultimately exacerbate their already existing difficulties. Recent attempts to make the enrollment process less bureaucratic have resulted in some contending that the

onus for obtaining prior academic records should be placed on the school and not the parent (Losinski et al., 2013) This is a step in the correct direction as it does ease the burden on some parents who may otherwise be fearful to disclose their homeless status (Hallett, Skrla, & Low, 2015). It does seem clear that the tension between stability and proximity is not something that can be easily addressed as both perspectives do provide valid points regarding safety, continuity, and social-emotional benefits for the child. This is especially important as children grow older as the number of highly-mobile youth continues to increase and the outcomes for children who runaway (choose to leave) or are “throwaways” (forced to leave) are among the lowest overall for all youth in American high schools (Julianelle & Foscarinis, 2003).

In regard to social-emotional status, stability within the classroom also needs to be taken into consideration. Following an ecological systems approach, it is recommended that teachers, especially at the elementary level where students are often in the same classroom for a majority of the day, are best suited to form trusting relationships with both students and parents (Chow et al., 2015). Not surprisingly, Chow and colleagues’ research found that students who became or were homeless and had stronger positive relations with their teachers reported more positive attitudes about going to school and fewer incidents of bullying or other negative social interactions. While some teachers expressed frustration in having to accommodate assignments or lessons, the majority reported that helping students and families complete homework was just part of their routine and many students who were homeless were actually high performers academically. Teachers have advocated for further training and resources to be devoted to

properly implementing McK-V, though such steps are unlikely to provide the single answer necessary to improve student outcomes (Chow et al., 2015; Hendricks & Barkley, 2012). One potential area of improvement which builds on existing notions of educational best practice is improving consultation and collaboration among all stakeholders involved in the education of students who are homeless.

Consultation and Collaboration

In terms of school and community collaboration, Canfield (2015) argues that many liaisons do effectively consult with community agencies, but a deeper level of collaboration is needed to address the larger homelessness issues affecting a community. Schools and community agencies need to work in tandem to support community and school interventions that address homelessness. Garguilo (2006) writes from the position that proper implementation and collaboration begins with early childhood services, which often take on a more holistic and ecological systems approach than most elementary schools. An ecological approach emphasizes not only the child's connection to his or her school, but also to their family and the wider community by including all relevant stakeholders and decision-makers at the table when services or plans are implemented.

The work of Powers-Costello and Swick (2008) interpreted in light of findings by Hendricks and Barkley (2012) and Chow and colleagues (2015) provide a possible framework for improving home-school collaboration at the classroom level. They advocate for the implementation of a social justice framework whereby teachers explore their own attitudes and perceptions of homelessness, review their curriculum and how it meets the needs (or not) of children who are homeless, and assessing what the needs of

students who are homeless and families are in their classroom and how they could be met. This social justice model fits neatly within the ecological systems framework as the classroom becomes a secondary “home” for children who are homeless, thereby making teachers the most logical school staff members to foster a strong relationship between home and the classroom. This can be facilitated by discussing student needs and how parents and teachers can work together to provide for the student (Swick, 2010). School based practitioners, including psychologists and social workers, with knowledge of systems-theory and best practices with the homeless population can prove to be invaluable resources for teachers as they make classroom modifications

Student Outcomes

The controversy surrounding McK-V implementation and funding has led some (Biggar, 2001) to criticize McK-V as an unfunded mandate and aspirational legislation rather than a fully funded, implemented and regulated piece of federal legislation. However, as Canfield (2015) states, we still know very little about the outcomes for students directly serviced by the Act; rather, many outcomes are based on the general outcomes associated with being homeless such as poor connection to school, low test scores, and higher risk for dropping out (Garguilo, 2006; Hendricks, 2010; Wang, 2009). School based mental health professionals, including psychologists, are positioned to have an influence on student outcomes by “setting up appropriate program evaluation measures” (Canfield, 2015). Rather than acting from a top-down perspective (Saxberg, 2011), direct service providers should utilize their skills to determine the effectiveness of

homeless services and advocate to administrators for necessary changes as they have in other systems-change endeavors.

Despite all of the known barriers and shortcomings surrounding measurable outcomes of the Act and its services, there remains a considerable gap in the literature regarding evaluation (Hendricks, 2010). Empirical studies regarding differences between students who are homeless who do receive services versus those from unfunded schools have largely not been conducted by researchers. Given the current climate in schools regarding the prevalence of high-stakes testing, it would seem that districts would be interested in discovering whether or not properly implemented McK-V services truly have an impact on students' overall levels of academic achievement. Hendricks and Barkley (2012) discovered that, using a measurement of 6th grade reading skills, students who received McK-V services did not show a significant improvement on end of year reading assessments compared to non-funded peers. Obradovic and colleagues (2009) also studied student outcomes in both reading and math in an urban district in Minnesota. They found that, in general, homeless and highly mobile youth tended to have poorer performance academically, including being at-risk for overall lower grade point averages by the end of each semester. However, as their study was longitudinal in nature, they did find that younger students could “catch-up” after receiving services while older students were often struggling to fill in gaps in learning.

Rationale for Professional Development

The majority of continuing education and professional development for teachers comes as a result of in-service trainings and workshops conducted by a school or LEA.

There has been a recent interest in the overall impact of workshops and in-services on teacher perceptions of self-efficacy and increasing their knowledge base (Cordingley, 2015). However, the evaluation of workshop and professional development effectiveness remains the “weak link” in the professional development process (King, 2014). While McK-V remains the focus, it is necessary to examine the existing literature on what is effective in terms of professional development, especially as it relates to the constructs of efficacy, knowledge and implementation in order to more appropriately and effectively develop staff training regarding the Act.

Translating Research into Practice: Potential Paradigms

There historically has been a lack of research into the long-term effectiveness and impact of teacher professional development (Kennedy, 2014; King, 2014). Given that, stronger professional development seems to be rooted in a paradigm where it does not exist in a vacuum and theory is linked to practice (Kennedy, 2014). Key concepts related to effective professional development discussed in the literature are those of cascading (applying what they have learned in various and novel circumstances) and teacher’s agency (teacher perception of having an active role in implementation of policies) (King, 2014). In addition, teachers prefer when the rationale for the training is explained to them, the training is interactive, and they are provided resources and support for implementation (Cordingley, 2015; Wells 2014). Teachers should be treated as “practitioner-researchers” given that they are often the ones ultimately responsible for implementing new initiatives, interventions, or practices (Wells, 2014).

Action research with its focus on practical and participant focused research has been noted as a potential paradigm to guide professional development practices (Postholm, 2012; Zehetmeir et al., 2015). However a potential barrier to that approach is the fact that schools are a heterogeneous system, i.e., different levels of staff members in the school often have differing priorities or feelings regarding the implementation of interventions (Zehetmeir et al., 2015). This barrier could be overcome with a school culture that emphasizes collaboration and cooperation across subjects and grade levels among educational professionals by focusing on the student (Postholm, 2012).

Given this, the majority of teacher professional development programs fall onto a continuum with highly adaptive (ones which can be tailored to fit the context and culture in which they are delivered) and highly specified (ones where the goals and outcomes are tailored to fit a specific, pre-determined outcome) on the extreme ends of the continuum (Koellner & Jacobs, 2015). There is no right or wrong method for delivering professional development along the continuum; however, given that teachers prefer inquiry- based, discussion-led, and cooperative workshops (Cordingley, 2015; King, 2014; Wells, 2014), it would make sense to trend more to the adaptive side when discussing the implementation of a new intervention or initiative, but be more specific when explaining the rationale or legal ramifications of a program or initiative (Koellner & Jacobs, 2015).

Impact of Professional Development

One of the primary issues with determining the long-term impact of professional development is that there is often no systematic evaluation of professional development or any follow-up trainings (Earley, 2010). Coupled with the sometimes low rate of

teacher retention or changes in administrative focus at the school, district, state, or sometimes even federal level (Kennedy, 2014; Leat, Reid, & Lofthouse, 2015), it is not surprising then to find such a dearth of existing knowledge regarding the effectiveness, short-term or long-term, impact of specific professional development trainings. A study on the effectiveness of a math intervention workshop found that participants in the workshop reported significant gains in their math knowledge for teaching and developing appropriate and effective teaching practices with students (Koellner & Jacobs, 2015). The intervention stressed the use of a problem-solving and collaborative approach for staff members, with the training being very participant- focused which is noted in the literature as being one of the core theoretical elements for effective professional development (Cordingley, 2015; King, 2014).

Leat et al. (2015) further break down teacher engagement in professional development workshops with their three essential components that guide and characterize effective trainings. Effective workshops should focus on “knowing, acting, and being.” “Knowing” means possessing or being taught the knowledge base guiding the intervention or program while “acting” refers to the ability to implement with fidelity the program. “Being,” the most theoretical, can be thought of as being correlated to collaborative practices and disseminating information among other educational professionals. Essentially, as explained elsewhere in the literature, “being” means that once attendees have been taught the basic knowledge and implementation of a program, they are then able to serve as role models and teachers for other professionals (Earley, 2010; Koellner & Jacobs, 2015). With all this in mind, it provides educators and

researchers with the beginnings of a framework for how to best meet the needs of students who are homeless and improve the implementation of the Act for all students.

Discussion and Present Research

McK-V, perhaps owing to its status as “aspirational legislation” does not have the same depth or breadth of research surrounding it as similar federal initiatives regarding students with disabilities to improving academic or behavioral outcomes for students. However, the literature that does exist is clear: homeless services remain largely unfunded and not fully implemented in terms of administrative oversight with very little comprehensive evaluation of services being conducted at the local district or state level. Advocates for reform range from furthering teacher and school-based practitioner (social worker, psychologist, counselor) knowledge of the Act and its regulations to sweeping systems-reforms implemented by building or district level administrators.

Future research could be conducted on the effectiveness of teacher professional development regarding best practices with students and families who are homeless. Following an adaptive and action research- oriented framework as discussed in the literature (Koellner & Jacobs, 2015; Zehemeir et al., 2015), a workshop can be devised in which the essentials and requirements of the Act are explained to participants, while providing them with realistic and practical implementation strategies and interventions to utilize with parents and students. The literature, while small, does point researchers toward the framework of collaborative, inquiry-based, and action-research oriented professional development as being the most effective with educators (Zehetmeir et al., 2015). For more theory-based and content heavy subject matter, it would seem that more

specified and structured professional development is needed, while interventions and practical applications can involve more inquiry-based, discussion-oriented, and case-study examples to hold teacher attention and increase involvement and buy-in for the process (Kennedy, 2014). In the case of McK-V, because there is a lack of awareness regarding the law and its requirements (Jozefowicz-Simbeni & Israel, 2006), it would be better to begin the workshop with a highly specific breakdown of the Act and its regulations as they apply to the classroom and school before transitioning to a more discussion-oriented framework for the latter portion where strategies and interventions would be discussed. This would allow for knowledge to be disseminated while also creating opportunities for collaboration and inquiry later in the workshop, thus hopefully maximizing the learning potential for participants.

In addition, more comprehensive service-delivery assessments and evaluation of services could be completed to provide policy makers with up-to-date and factual information regarding aspects of McK-V that work on current needs of students in schools. Finally, homeless liaisons could be surveyed across states to compare and contrast service delivery models and methods.

School-based educators and practitioners already often have full case-loads; however, they also often work with students from unstable living situations or who struggle academically, behaviorally, or social-emotionally. This places them in a unique position, especially considering data showing the intersection between those students who are homeless and have a disability. Although they may not directly know it by name, many practitioners implement ecological systems framework practices in their everyday

work by forming lines of communication, consultation, and collaboration with teachers, parents, and community services. Expanding their networks and operating from that perspective to provide assistance to homeless or highly mobile families is a necessary first step to improving overall outcomes for students who are homeless.

These research suggestions, ranging from ones implemented at a the school or district level to ones which are more regional or national in scope (surveying liaisons) could ultimately provide the robust research base needed to fully move McK-V from being simply an aspirational legislative endeavor to one that practically and effectively addresses the needs of students who are homeless in a standardized, consistent, and regulated manner nation-wide.

CHAPTER III

METHOD

Setting

Grandview School is a 1st-5th grade elementary school located in a western suburb of Chicago. It is part of Brentview School District which consists of three additional elementary schools (K-5th grade), two middle schools (6th-8th grade), and one primary/pre-school school (Pre-K-K). The total enrollment of the district as of the 2016-2017 school year was 2,500 students. Fifty-four percent of the student population is classified as being low-income and there is a 35% student-mobility rate (the percentage of students who transfer in/out of the district between the first day of October and the last day of school, not including graduates). The district is majority Hispanic (51.6% as of 2016) with a significant Black minority (46.6%). The remaining 1.8% consists of White, Asian, Pacific-Islander, Native American, or multi-racial students. Each school in the district has an administrative team consisting of a principal and an assistant principal. The district is overseen by a superintendent. Teachers participate in two all-day teacher institutes throughout the academic year with half-day trainings at least once a quarter. As of the 2016 school year, 1% of the student population in the district was classified as homeless (not having permanent or adequate homes).

Grandview Elementary is similar to the district as a whole with an enrollment of 479 students. Thirty-two percent of the student body is considered to be low-income.

There is a 1% homeless population with a 27% student mobility rate. The student population is overwhelmingly Hispanic (95%) with 3.1% being Black, 1.3% White, and the remaining 0.6% being Asian. According to the principal, there are 80 full-time certified staff members employed in the building. They participate in teacher institutes district-wide with half-day training a few times a year.

Participants

All licensed, full-time equivalency, certified educators employed by the school were invited to participate in the research. There are 30 educators who meet that criteria and are currently employed by the district in the building. As of 2016, 38.3% have their Bachelor's Degree while 61.7% possess a Master's Degree or higher. As with education as a whole, staff members in the district are predominantly female (82.3%) with 17.7% being male. Forty-six percent are classified as White/Caucasian, 38% as Black, 11.8% as Hispanic, with the remaining being Asian, Pacific Islander, Native American, multi-racial or not-reported. There was a 71.7% teacher retention rate at Grandview School between the 2015 and 2016 school year compared to 79.8% retention rate district-wide and an 85.8% retention rate state-wide. The district employs one McKinney-Vento homeless liaison, according to the publicly available contact information posted through the Illinois State Board of Education.

Of the 30 full-time equivalent staff members employed at the school, 21 completed the pre-test survey. Respondents were nearly 75% female and 16% male with 10% of the sample choosing not to identify their gender. This gender split held constant for the post-test (n= 10), but on the delayed post-test the sample was entirely female (n=

7). Overall, the sample consisted primarily of teachers with more than 10 years of experience across all three survey levels. This indicates a sample of generally more experienced teachers with the minimum years of employment reported across all three levels being two years with a maximum of 26 years. Additional information about the sample can be found summarized in Table 1.

Instruments

Participants first received a pre-test survey of their existing knowledge of the Act, their interpretation of possible best practices regarding implementation and service-delivery, and to rate their perceptions of efficacy when working with students and families who are homeless. They then received the professional development training, followed by a post-test survey to look for differences in perceptions and ideas of best practice. There was a delayed post-test administration of the assessment within 6-8 weeks of the training to discover the retention and longer-term impact of the professional development.

The pre-test, post-test, and delayed post-test assessments all asked the same questions in the same order and were constructed by the researcher based on the provisions of the Act, research-based best practices as discussed in the literature, along with rating scales for the assessment of educator perceptions of efficacy. The pre-, post-, and delayed post-test surveys may be found in their entirety in Appendices A-C.

Design

Data were collected utilizing a pre-test, post-test, and delayed post-test approach using an assessment scale developed by this researcher with the cooperation of his chair.

The assessment measure was submitted along with the proposal to the Loyola University Chicago Institutional Review Board (IRB) for approval. All participants attended a professional development training on the McKinney-Vento Act. Prior to the beginning of the training, they completed the pre-test. Immediately following the training, they were administered the post-test to assess the immediate impact of the workshop. Six weeks following the presentation all participants received the delayed post-test to determine the long-term impact and efficacy of the workshop on the identified constructs of knowledge of provisions, knowledge of best practices, and perceptions of self-efficacy when working with students and families who are homeless.

Data were analyzed using SPSS for every level of the survey administration (pre-, post-, and delayed post). Descriptive statistics are useful in survey research to provide an understanding of the changes in responses across the different levels of the study (Andres, 2012). For example, frequency counts were utilized to determine the percentage each item on a Likert scale received and allow for a determination of overall levels of familiarity. Repeated measures ANOVA was utilized to examine differences and determine potential statistical significance across the levels of the surveys. This statistic allows for a determination of possible relationships between the administrations of the pre-, post-, and delayed post-surveys to evaluate for the impact of the professional development. Repeated measures ANOVA operates under the assumption of sphericity meaning there is an assumption that the variation of the differences between levels is equal. Sphericity can be assessed using Mauchly's test, which tests the hypothesis that the variances of the differences between levels are equal. As with other tests of

significance a p -value less than .05 would be significant and thus violate sphericity.

There must be at least three levels for sphericity to be of any concern (Field, 2013).

Repeated measures ANOVA is useful in a pre-, post-, and delayed-post-format because of its ability to tease out the within-participant variation to determine if some of the variance can be attributed to the effects of the experimental manipulation (Field, 2013). In the instance of this research, the manipulation was receiving the professional development presentation which could then be used to determine if there are statistically significant changes across the various constructs of each research question to determine the potential impact of the presentation at Times 1, 2, and 3. Because every participant received the same presentation, any variation that cannot be explained by the repeated measures ANOVA would be due to random outside factors (Field, 2013).

Procedure

The researcher began the study by meeting with the school administration team, relevant members of the special education cooperative's administration team, and teacher representatives. The date, time, and length of the workshop also were discussed. It was determined to complete the workshop presentation during a scheduled faculty meeting. A draft of the presentation was provided to school administrators in advance of the presentation. The full presentation can be found in Appendix D. Three weeks before the presentation, all teachers received information about the project, its goals, and the opportunity to opt out of participating. Two days prior to the workshop, participants were administered the pre-test which was disseminated via e-mail. Immediately following the conclusion of the workshop participants completed the post-test measure. Six weeks

following the completion of the workshop, all participants received the delayed post-test. All levels of the survey were disseminated to respondents electronically through Survey Monkey.

Author's Role and Biases

Grandview School belongs to the special education cooperative which employs the researcher. However, the cooperative has six member districts covering a large portion of several western suburbs. The researcher is placed at another one of those six member districts which is similar demographically to the district involved in this study. The researcher has never been placed at any school within the district chosen for this study and has no connection to any staff or administrators employed by that district. There is no dual role, then, between the researcher and the district as the researcher has no prior relationship with the district beyond belonging to the same large cooperative. All consent forms, assessment measures, slide-presentation, and consent procedures were approved by the Loyola University Chicago Institutional Review Board prior to initiating any data collection.

Validity Strategies

Strategies to obtain construct validity were utilized through the creation of the three levels of surveys for the study. Pre-test, post-test, and delayed post-test survey items were designed to address each provision of McK-V as described in the law. In addition, items were designed to address the most commonly provided services educators may provide to students who are homeless. The post-test and delayed post-test surveys also contained items relating to teacher feelings of efficacy and overall knowledge of McK-V

that are common to many post-professional development exit surveys (Cordingley, 2015; King, 2014). These items are understood to measure constructs related to changes in teacher feelings regarding their own abilities to meet the needs of students who are homeless. Strategies to attempt to obtain internal validity included using a standard format for all three levels of the survey (pre-, post-, delayed post-test) with the same instructions and format for each level. By keeping the survey instruments standardized throughout the research study, the risk of instrumentation, where differences in the surveys levels may impact results by changing how items are presented to participants, was lessened. To attempt to control attrition, participants were reminded of the study and its purpose at every stage of the process including prior to and following the professional development presentation. Attempts to ensure content validity were implemented by constructing the surveys to reflect identified best practice services from the literature base as well as the specific provisions and requirements of McKV.

Reliability Strategies

Several reliability strategies were developed and utilized throughout the study. First, the pre-, post-, delayed post-test format allowed for multiple data points to be collected and for the theoretical ability to detect changes in participants over time. Second, the research provided a detailed account of the focus of the study, the researcher's role, a description of the participants' and their basis for participation, and the context from which the data were collected. Last, data collection and analysis strategies were reported in detail to provide a clear, concise, and accurate depiction of the study's methodologies to allow for potential replication. All phases of this research

project came under the were reviewed and approved by the Loyola IRB through the researcher's director, who is experienced in survey research as well as with quantitative research.

CHAPTER IV

RESULTS

The purpose of this quantitative study was to investigate educational professionals' knowledge of the rights, services, and protections afforded students and families who are homeless by McK-V. There exists a gap in the literature regarding the role of teachers or other school staff in meeting the needs of the population of homeless students. The goal was to obtain insight regarding prior educator knowledge and then, through the dissemination of a presentation on the topic, ascertain the impact of professional development on their knowledge and perceived readiness and/or ability to meet the needs of their students who are homeless.

1. Will a professional development workshop on the McKinney-Vento Act significantly increase teacher's knowledge of the provisions and requirements of the McKinney-Vento Act?
2. Will a professional development workshop on the McKinney-Vento Act significantly increase teacher knowledge of best practices for meeting the classroom needs of students who are homeless?
3. Will a professional development workshop on the McKinney-Vento Act significantly increase teacher perceptions of self-efficacy to work with and meet the needs of students who are homeless?

The following chapter will provide the descriptive results from each level of the survey. It will also provide the statistical analysis of the survey results through repeated-measures ANOVA of each construct as they relate to the research questions.

Analysis of Descriptive Data

Respondents were asked to describe their familiarity with the provisions and requirements of Mc-KV using a six-point Likert scale. Three-quarters of pre-test respondents indicated that they had never received training on McK-V. The following provisions were identified by over half of the respondents on the pre-test as being ones which they had at least some familiarity: the right for families to stay in their school of origin, the right for families to enroll in any public school within attendance area, the right to receive transportation to and from school, and the rights for students to be immediately enrolled. In contrast, knowledge of the right to received expedited evaluations for potential special education services and the designation of homeless liaison to coordinate services were identified as being less familiar by over half of the respondents.

Changes in respondent familiarity with provisions were measured through the administration of the post-test and delayed post-test surveys. While there was an expected drop-off in participation for the follow-up surveys there were still examples to show changes in terms of familiarity descriptively. All of the constructs demonstrated at least some increase in respondent familiarity as measured descriptively, whether those changes are statistically significant will be discussed later in this chapter. Of particular interest descriptively is that respondent familiarity of the existence of the homeless liaison

increased to 77.80% familiarity on the post-test. All provisions were rated with 100% familiarity by the respondents who completed the delayed post-test. Further discussion relating to this outcome can be found in Chapter V.

Respondents were asked to rate their familiarity with some potential services students covered under McK-V may receive. As with the McK-V provisions, services were rated using a six-point Likert scale. Services that were rated with the most familiarity by respondents on the pre-test included: free/reduced price lunch, school supplies, school uniforms, backpacks, and fee waivers for field trip or extracurricular activities. Services that were found to be unfamiliar by respondents included: extended time to turn in required medical or immunization forms and the referral of students or families to community agencies for additional services.

A change in respondent familiarity with specific services was also measured through the post-test and delayed post-test measures. All of the service constructs experienced at least some growth in familiarity following the post-test survey though with some it was minimal. However, the services that had a large amount of unfamiliarity on the pre-test were found to have larger increases in familiarity. All services were rated with 100% familiarity by respondents on the delayed post-test. Additional descriptive information can be found summarized in Table 2. Further discussion relating to this outcome can be found in Chapter V.

Respondents overwhelmingly favored longer travel time for students with accompanying school stability over shorter travel time with school instability. Zero respondents indicated that school instability was preferable across all three levels of the

survey administration. When asked about potential classroom modifications they have personally implemented by far the most common response on the pre-test was the allowing of students to eat outside of their regular lunch period with nearly three-quarters indicating that they have allowed this in their classroom. A third of respondents indicated that they have not offered extended time for homework/project completion or alternative assignments that take into account students' living situations. Over one-third of respondents also indicated that they do not have modified tardy or attendance policies for students with longer travel times. Nearly half stated that they do not give students additional computer time to complete assignments before or after school. Finally, nearly two-thirds indicated that they did not know who the homeless liaison was in their building with 85.70% stating they have never referred a student they suspected to be homeless to the liaison.

There were no immediately apparent descriptive differences in terms of teacher implemented accommodations between the pre- and post-test surveys. There was no change in reported participant knowledge of the homeless liaison on the post-test; however, by the delayed post-test the seven respondents all indicated that they knew who the liaison was. Additionally, in the time between the pre-test and delayed post-test, two of the respondents (28.60%) indicated that they had made a referral to the liaison. Further discussion on this subject can be found in Chapter V.

When asked evaluative questions about the professional development, respondents overwhelmingly (>75% at least "somewhat agree") indicated that the professional development clearly explained aspects of McK-V including: the legal

definition of homeless, the specific provisions/rights covered under the Act, potential classroom accommodations, and the role of the liaison within the building. Respondents were then asked to rate their own sense of efficacy in either explaining aspects of McK-V to others who may be unfamiliar with the Act or in meeting the needs of students in their classroom who are homeless. Respondents overwhelmingly (>75% at least “somewhat agree”) agreed with the statements of efficacy regarding the above items. Further discussion regarding these findings can be found in Chapter V.

Statistical Analysis: Repeated Measures ANOVA

Research Question 1

Will a professional development workshop on the McKinney-Vento Act significantly increase teacher’s knowledge of the provisions and requirements of the McKinney-Vento Act?

Unless otherwise stated, data in this section were analyzed using a repeated-measures ANOVA with a within-subjects factor of level of survey (pre, post, delayed). A significance level of $p < .05$ was used to determine statistical significance. These findings can also be found summarized in Table 3.

Provision: Right to stay in school of origin. Mauchly’s test, $\chi^2(2) = 1.27, p = .53$ indicated that the assumption of sphericity was not violated, therefore it is reasonable to conclude that the variances of differences for this construct across the three levels are roughly equal. The difference between the levels is not statistically significant: $F(2, 12) = 1.64, p = .24$. This indicates that there were no significant changes regarding educator knowledge of this provision across the three levels.

Provision: Right to enroll in any school within attendance area. Mauchly's test, $\chi^2(2) = 2.11$, $p = .35$ indicated that the assumption of sphericity was not violated; therefore it is reasonable to conclude that the variances of differences are roughly equal. The difference between the levels is not significantly different: $F(2, 12) = 2.46$, $p = .13$. This indicates that there were no significant changes regarding educator knowledge of this requirement of Mc-V across the three levels.

Provision: Right to receive transportation to/from school. Mauchly's test, $\chi^2(2) = 1.00$, $p = .61$ indicated that the assumption of sphericity was not violated and it is reasonable to conclude that the variances of differences are roughly equal. The difference between the levels is approaching statistical significance: $F(2, 12) = 3.64$, $p = .05$. This indicates that there were some changes regarding educator knowledge of the right for students who are homeless to receive transportation.

Provision: Right to receive expedited special education evaluations. Mauchly's test, $\chi^2(2) = 4.95$, $p = .08$ indicated that the assumption of sphericity was not violated and it is reasonable to conclude that the variances of differences are roughly equal. The differences between the levels is statistically significant: $F(2, 12) = 8.73$, $p = .01$. This indicates that there were significant changes regarding educator knowledge of the right of students who are homeless to receive expedited evaluations for potential special education services. This change was found to be the most significant between the pre-test and the delayed post-test.

Provision: The right for immediate enrollment. Mauchly's test, $\chi^2(2) = .47$, $p = .79$ indicated that the assumption of sphericity was not violated and it is reasonable to

assume that the variances of differences are roughly equal. The differences between the levels is statistically significant: $F(2, 12) = 5.37, p = .02$. This indicates that there were significant changes regarding educator knowledge of the right of students and families who are homeless to immediately enroll in school without having all of the typically necessary registration materials. This statistically significant change was found to exist between the pre-test and the delayed post-test survey levels.

Provision: The designation of a homeless liaison within the school or district.

Mauchly's test, $\chi^2(2) = 2.53, p = .72$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between the levels is statistically significant: $F(2, 12) = 6.10, p = .02$. This indicates that there were significant changes regarding educator knowledge of the designation of a McK-V homeless liaison to coordinate the delivery of services to students and families who are homeless and attending their school. This statistically significant change was found to exist between the pre-test and the delayed post-test survey levels.

Required service: School uniforms. Mauchly's test, $\chi^2(2) = 3.42, p = .67$

indicated that the assumption of sphericity was not violated and it is assumed that the variances of differences are roughly equal. The differences between the levels is approaching statistical significance: $F(2, 12) = 3.30, p = .07$. This indicates that there were some changes regarding educator knowledge of the requirement of schools to provide uniforms when required for all to students who are homeless. There was some significant change in knowledge of this service between the pre-test and the delayed post-test.

Required service: School supplies. Mauchly's test, $\chi^2(2)= 4.10$, $p= .13$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was found to be approaching statistical significance: $F(2, 12)= 3.11$, $p= .08$. This indicates that there were some statistically significant changes regarding educator knowledge of the requirement to provide school supplies to students who are homeless. There was some significant change in knowledge of this service between the pre-test and the delayed post-test.

Required service: Backpacks. Mauchly's test, $\chi^2(2)= 4.51$, $p= .11$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was not found to be statistically significant: $F(2, 12)= 2.60$, $p= .12$. This indicates that there were no statistically significant changes in educator knowledge of the McK-V requirement to provide backpacks to students who are homeless.

Required service: Fee waivers for extracurricular activities/field trips. Mauchly's test, $\chi^2(2)= .80$, $p= .70$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between the levels was not found to be statistically significant: $F(2, 12)= 2.70$, $p= .11$. This indicates that there were no statistically significant changes in educator knowledge of the McK-V requirement to waive fees for educational field trips and/or extracurricular activities.

Required service: Extended time to turn in medical forms or immunization records. Mauchly's test, $\chi^2(2) = .52$, $p = .80$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between the levels were found to be statistically significant: $F(2, 12) = 31.96$, $p = .00$. This indicates that there were statistically significant changes in educator knowledge of the requirement for families who are homeless to have extended time to provide medical or immunization records when they enroll in school. This change was found between the pre-test and the delayed post-test survey levels.

Required service: Referrals to community agencies for additional services. Mauchly's test, $\chi^2(2) = .99$, $p = .61$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was found to be statistically significant: $F(2, 12) = 6.95$, $p = .01$. This indicates that there were statistically significant changes in educator knowledge of the requirement for schools to provide referrals to community agencies that can deliver additional services to families who are homeless. This change was found between the pre-test and the delayed post-test survey levels.

Required service: Free/reduced price lunch. Mauchly's test, $\chi^2(2) = .32$, $p = .85$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was not found to be statistically significant: $F(2, 12) = 1.41$, $p = .28$. This indicates that there were no statistically significant changes in educator knowledge of the requirement to provide free or reduced price lunch to students who are homeless.

Research Question 2

Will a professional development workshop on the McKinney-Vento Act significantly increase teacher knowledge of best practices for meeting the classroom needs of students who are homeless?

Unless otherwise stated, data in this section were analyzed using a repeated-measures ANOVA with a within-subjects factor of level of survey (pre, post, delayed). Exact levels of significance were used to determine statistical significance.

Best practice accommodation: Extended time for homework/project completion. Mauchly's test, $\chi^2(2) = .37, p = .83$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was not found to be statistically significant: $F(2, 10) = .14, p = .87$. This indicates that there were no statistically significant changes in teacher knowledge or likelihood to use the best practice suggestion of offering extended time for homework or project completion.

Best practice accommodation: Alternative homework/projects. Mauchly's test, $\chi^2(2) = .75, p = .69$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was not found to be statistically significant: $F(2, 8) = .71, p = .52$. This result indicates that there were no statistically significant changes in the knowledge or likelihood of teachers to offer alternative homework/projects that take into account the housing situations of their students who are homeless.

Best practice accommodation: Modified attendance/tardy policies for longer travel times. Mauchly's test, $\chi^2(2) = .00$, $p = 1.00$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was not found to be statistically significant: $F(2, 10) = .00$, $p = 1.00$. This indicates that there were no statistically significant changes in educator knowledge of, or increased likelihood of using, modified attendance or tardy policies for their students who are homeless with longer travel times. This lack of variance could indicate that the selection of this variable was incorrect, possibly due to classroom teachers not setting the attendance policies.

Best practice accommodation: Alternative internet access to complete assignments. Mauchly's test, $\chi^2(2) = 1.76$, $p = .41$ indicated that the assumption of sphericity was not violated and it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was not found to be statistically significant: $F(2, 12) = 1.20$, $p = .34$. This indicates that there were no statistically significant changes in educator knowledge of, or their likelihood to offer, the best practice accommodation of alternative Internet access (including extra library or computer lab time) to complete assignments.

Best practice accommodation: Allowing hungry students to eat outside of lunch period. Mauchly's test, $\chi^2(2) = 2.77$, $p = .25$ indicated that the assumption of sphericity was not violated it is reasonable to assume that the variances of differences are roughly equal. The differences between levels was not found to be statistically significant: $F(2, 12) = .56$, $p = .58$. This indicates that were no statistically significant

changes in educator knowledge of this as a best practice recommendation or their likelihood to offer it as an accommodation in their classroom.

Research Question 3

Will a professional development workshop on the McKinney-Vento Act significantly increase teacher perceptions of self-efficacy to work with and meet the needs of students who are homeless?

Unless otherwise stated, data in this section were analyzed using a repeated-measures ANOVA with a within-subjects factor of level of survey (post, delayed). For this analysis, only data from the post- and delayed post-test survey were utilized due to their having items relating to their evaluation of the professional development. A significance level of $p < .05$ was used to determine statistical significance. Mauchly's test of sphericity can be assumed because there are only two levels in this analysis; therefore, it will not be reported in each individual analysis below.

Efficacy: Able to explain the legal definition of homelessness to others. The differences between levels of this construct was found to be statistically significant: $F(1, 6) = 7.00, p = .04$. This indicates that was a statistically significant change in educator ability to explain the legal definition of homelessness as it is stated in McK-V to others who may be unfamiliar with the law. This change was found between the pre-test and the delayed post-test survey levels.

Efficacy: Provide student with accommodations in the classroom. The differences between levels of this construct was not found to be statistically significant: $F(1, 6) = 1.41, p = .28$. This indicates that there was no statistically significant change in

educators' sense of their ability to provide classroom accommodations to their students who are homeless.

Efficacy: Ability to explain the specific rights and provisions of McKinney-Vento. The difference between levels of this construct was not found to be statistically significant: $F(1, 6) = 1.78, p = .23$. This indicates that there was no statistically significant change in educator ability to explain specific rights and/or provisions of McK-V to others who may be unfamiliar with those rights or provisions.

Efficacy: Educator confidence in meeting needs of students. The difference between levels of this construct was not found to be statistically significant: $F(1,6) = .79, p = .41$. This indicates that there was no statistically significant change in educators' sense of confidence in meeting the needs of their students who are homeless, including their contacting the homeless liaison when they suspect homelessness.

Summary

This chapter provided the results from the three levels of the research survey (pre-, post-, and delayed-post-). Results were analyzed both descriptively via frequency counts transformed into percentages. Table 1 provides a brief summary of the characteristics of the sample including sample size, gender split, and years employed. Table 2 provides a tabled summary of the results regarding participant familiarity with McK-V provisions and required services. In general, participants were more familiar with aspects of the law surrounding placement and enrollment than they were more specific provisions such as expedited evaluations for potential special education services. Additionally, over half of the sample expressed unfamiliarity regarding the existence of

the homeless liaison position. In terms of specific services guaranteed under the Act, respondents were more familiar with ones that directly impacted students in the classroom such as school supplies and school uniforms. Free/reduced price lunch was also very familiar to respondents possibly due to it being a program for every student who meets the qualification criteria and not solely students who are homeless. Less well known services included those that teachers have less direct involvement with including extended time to turn in required medical or immunization records and family referrals to outside community agencies for additional supports and services. By and large, respondents in the sample have not provided recommended best practice accommodations in their classrooms, though some staff did indicate that in the weeks following the professional development they did make referrals to the liaison. Respondents indicated that the professional development gave them a good grounding in the legal definition of homeless as well as what specific rights and provisions are included in the Act. Further discussion regarding takeaways from the descriptive analysis can be found in Chapter V.

Repeated measures ANOVA was conducted to determine what statistical significance, if any, could be derived from the constructs measured across all three survey levels. In terms of specific provisions and services guaranteed under the Act those that exhibited statistical significance were: the right for expedited special education evaluations, the right for immediate enrollment, the designation of the homeless liaison, extended time to turn in medical forms or immunization records, and referrals of families to outside community agencies. None of the recommended best practice accommodations

were found to have statistically significant differences across the three levels. Finally, in terms of the evaluation of respondent efficacy and self-knowledge regarding the Act and working with students who are homeless, respondents' sense of their ability to inform others of the legal definition of homelessness was found to be statistically significant between the post-test and delayed post-test. Further discussion of these results can be found in Chapter V.

Communication and Reporting Plan

The researcher communicated and reported to the Loyola committee as well as to members of both the school administration team and the district administration team. The Director of Curriculum for the district had been the researcher's initial point of contact for Grandview School when she was in her former position of School Principal. The current principal remained in contact with the researcher throughout the research process. They were informed of the research's progress and the initial and final findings of the research. At the completion of the research, the researcher met with the school principal and select staff including: the school social worker, school counselor, one of the resource teachers, and the ESL teacher to present and interpret the findings. They were given an oral report of the findings and discussion centered on what they could do as a school problem solving team to better meet the needs of their students and families who are homeless. Feedback was provided on the desire to receive more resources to provide families and additional contact points in the community. They all agreed how vital it was that teachers receive training in this area because many are unaware of their roles and responsibilities to provide assistance to this population. Finally, they expressed interest in

receiving updates to legislation or further research findings in best practices when working with students who are homeless.

Table 1

Participant Information

	Sample Size	Gender Split			Years of Employment	
		Female	Male	No Response	Average	Median
Pre-Test	21	13	3	5	13	10
Post-Test	10	7	2	1	15	14
Delayed Post-Test	7	7	0	0	11	14

Table 2

Summary of Descriptive Data

McK-V Provision	Pre-Test Familiarity	Post-Test Familiarity	Delayed Post-Test Familiarity
School of Origin	57.15%	77.77%	100%
School Choice	71.35%	77.78%	100%
Transportation	76.19%	88.89%	100%
Expedited SpEd Evals	42.86%	88.89%	100%
Immediate Enrollment	61.91%	77.78%	100%
Designation of Liaison	42.86%	77.78%	100%
McK-V Services			
School Uniforms	57.14%	77.78%	100%
School Supplies	57.14%	88.88%	100%
Backpacks	52.68%	77.77%	100%
Fee Waivers	52.07%	77.77%	100%
Medical Forms	28.57%	78.78%	100%
Community Agency Referrals	38.10%	77.77%	100%
Free/Reduced Lunch	76.19%	77.77%	100%

Note: Of the 10 respondents to the post-test, there were some who skipped certain questions resulting in imperfect percentages.

Table 3

Summary of Statistical Data

McK-V Provision	Significance Level
School of Origin	.24
School Choice	.13
Transportation	.05
Expedited Special Education Evaluations	.01
Immediate Enrollment	.02
Designation of Liaison	.02
McK-V Services	Significance Level
School Uniforms	.07
School Supplies	.08
Backpacks	.12
Fee Waivers	.11
Medical Forms	.00
Community Agency Referrals	.01
Free/Reduced Lunch	.28
Best Practice Accommodation	Significance Level
Extended Time for Homework	.87
Alternative Homework/Projects	.52
Modified Attendance/Tardy Policies	1.00
Alternative Internet Access	.34
Allow Students to Eat Outside of Lunch Period	.58
Perception of Efficacy	Significance Level
Explain Legal Definition	.04
Provide Accommodation in Classroom	.28
Explain McK-V Rights/Provisions	.23
Confidence in Meeting Student Needs	.41

CHAPTER V

DISCUSSION

Research Findings

The purpose of this study was to provide insight to existing educator knowledge of the role schools play in providing services to students and families who are homeless. A primary goal was to determine the effectiveness at raising awareness of a professional development presentation to school staff. The data was analyzed and interpreted with the following research questions in mind:

1. Will a professional development workshop on the McKinney-Vento Act significantly increase teachers' knowledge of the provisions and requirements of the McKinney-Vento Act?
2. Will a professional development workshop on the McKinney-Vento Act significantly increase teachers' knowledge of best practices for meeting the classroom needs of students who are homeless?
3. Will a professional development workshop on the McKinney-Vento Act significantly increase teacher perceptions of self-efficacy to work with and meet the needs of students who are homeless?

Participants were asked to complete three separate surveys which became the levels of the study. Twenty-one participants completed the pre-test survey with an attrition rate of around 50% between the pre-test and the post-test (n= 10). However,

there was much less attrition between the post-test and delayed post-test (n= 7) indicating that those participants who completed the post-test were among the most likely to complete additional surveys.

Respondents were found to be more familiar with those provisions and requirements that more closely impacted them and their classroom. For example, teachers are highly likely to be aware of new students enrolling in school perhaps because they might have them in class and so they may have heard about immediate enrollment or students being allowed to stay in their school of origin despite residing outside of the school district's boundaries. The fact that the sample mainly consists of teachers with 10 or more years of experience also increases their likelihood to have had students fitting those circumstances in class or to have heard about such circumstances from colleagues in the past. Also, transportation also directly impacts teachers because it could have an effect on student attendance including tardiness or absences from school. Those provisions that teachers were less familiar with were ones that tended to be more specialized; for example, a general education teacher may not have much knowledge of the special education evaluation process and therefore would be unaware of the requirement for expedited evaluations.

Results indicated that there was a statistically significant difference between educator knowledge of expedited evaluations for special education as well as for educator awareness of the requirement for the position of the homeless liaison between the pre-test and post-test/delayed post-test. This would appear to show that as a result of receiving the professional development presentation, respondents increased their personal knowledge

and awareness of those specific provisions which descriptively were found to be less well-known. While respondents also indicated increasingly familiarity of all of the provisions between the pre- and delayed post-test surveys, it should be kept in mind that due to the self-selection nature of the research process those participants who felt most strongly about the topic would also be the ones most likely to continue to participate after the initial survey. Further discussion of the attrition of participants will be discussed later in this chapter.

Similar to the McK-V provisions, teachers were also more familiar with those required services which more directly impacted their classroom. For example, teachers were more apt to be familiar with the requirement to provide students with school supplies, uniforms, and backpacks. In addition, the requirement for students to receive free or reduced price lunch was also extremely well-known which is likely due to the fact that any student whose family meets the financial requirements for free/reduced lunch is eligible to receive it regardless of housing status. For those reasons, it is not that surprising that these required services did not have statistically significant differences between the pre- and post-test surveys because they were already very well-known prior to the presentation to teachers.

McK-V required services that were least familiar to participants were ones that could be more typically associated with enrollment or duties that the liaison or office staff would be likely to take on. For example, teachers would have less direct involvement with the requirement for extended time to turn in medical forms or immunization records in order to enroll at the school. Even with that taken into consideration, upon learning

about this requirement through the presentation teachers did experience statistically significant growth in knowledge of this McK-V requirement.

Teachers also experienced statistically significant growth in their knowledge of the requirement to provide families with referrals to outside community agencies for additional services. This, in conjunction with their increased awareness of the position of the liaison and who that person is within their building/district, would indicate that participating teachers could become better advocates for their students and families who are homeless. Increased collaboration has been noted in the literature as being an essential component for better implementation of McK-V services (Chow et al., 2015). For example, teachers could be more likely to collaborate with the liaison regarding students they are concerned for as well as more likely to talk to families about how they can receive services. Because students and their families are more likely to have a relationship with their classroom teacher, they may be willing to disclose their homeless status thanks to having the teacher as an intermediary.

Attendees at the presentation were provided with potential classroom accommodations and modifications they could use to provide assistance to their students who are homeless. These modifications and accommodations were the same ones provided across the levels of the survey. It was found that the most commonly offered accommodation was teachers allowing students to eat snacks or food in their classroom outside of their regular lunch period. Respondents did not generally offer other accommodations commonly seen as “best practice” in the literature (Chow et al., 2015; Hendricks & Barkley, 2012) such as extended time for homework/projects, alternative

assignments, or modified tardy/attendance policies. In addition, none of these modifications experienced statistically significant growth in terms of teacher implementation in the time following the presentation. It is possible however that they simply did not have the opportunity to provide such accommodations in the 6-8 weeks between the post-test and delayed post-test surveys. It is hoped, therefore, that since their exposure to the idea and theory of such accommodations that they would be more likely to do so in their future practice.

Finally, participant self-efficacy was assessed through the post-test and delayed post-test surveys. A statistically significant difference in educator perception of their ability to explain the legal definition of homelessness was found. This would appear to illustrate that those participants who completed all three levels of this study acquired the knowledge of McK-V and would be able to explain what students and families are entitled to services under the law. However, no other statistical significance could be derived regarding the overall effectiveness of the presentation. Given the diminishing sample size it is possible that with a larger sample more significant effects could have been derived. However, even given the size of the sample, some variables such as providing uniforms and school supplies were found to be approaching significance. It is likely that given a larger sample there would have been more significance derived from these two services.

Recalling the literature review, because there is such minimal research on the Act, and more specifically, on educator knowledge and implementation of services, these results are difficult to compare with previous research. One finding that does stand out is

the fact that the participants overwhelmingly favored longer travel time with school stability which is contrast to research showing that shorter travel time with school instability was favored (Losinski et al., 2013). Prior research with teachers regarding McK-V has often focused on academics and interventions (Obradovic et al., 2009; Hendricks & Barkley, 2012) while this study honed in on teacher knowledge of the Act itself and what they could do to help students beyond academics. It thus provides future researchers with additional avenues for further study regarding best practices for meeting the needs of students who are homeless. More specific limitations and recommendations will be discussed later in this chapter.

Practical and Future Implications

Participants in this study indicated a number of potential needs or follow-up activities that could better aid them in addressing the concerns of students and families who are homeless. First and foremost, they stated that they would like to receive notification from administrators or the liaison regarding which current families qualify under the Act as well as any families who enroll and qualify for services. However, given current update to homeless legislation (Every Student Succeeds Act of 2015, P. L. No. 114-95 § 114 Stat. 1177 [2015-2016]; Homeless Children and Youth Act of 2015) which includes statements regarding student privacy, this may not always be feasible as that information could be considered sensitive and thus only shared directly with teachers who have that student and not all teachers in a building. Therefore, best practice would appear to be that teachers who have students who are homeless should be made aware of their status but teachers who do not have those students should not be unless they interact

with them in some way, i.e., they help manage attendance and may have authority to code tardiness or absences.

Participants also expressed a desire to receive additional professional development on this topic across all levels of the survey. This indicates an identified need and is in line with research findings of what makes a quality professional development presentation (Cordingley, 2015; King, 2014). Research has shown that new information provided through professional development should be relevant, useful, and provide participants with resources and strategies that they can immediately use in practice (Leat et al., 2015). Participants in this study reported that additional resources and training would be highly desirable which perhaps indicates that their lack of implementing best practice recommendations is not due to a lack of motivation or desire. Rather it may be the fact that the provided presentation was so tightly focused on covering the basics and briefly highlighting accommodations. Therefore, implications from this study would point the school district toward offering professional development training focused more on best practices. It would be beneficial for them to provide tiered professional development opportunities in this area with basic training covering the law and its requirements while more advanced presentations could cover practical applications and classroom/school modifications.

Collaboration is another area of focus for schools going forward. With only two respondents indicating that they have consulted with or referred students to the liaison, it is important that the existence of the liaison become more widely publicized to all staff in the building. This can be done through simply introducing the liaison at the beginning of

the year during institute day or the first staff meeting. In addition, the roles and responsibilities of the liaison should be explained to all staff so that they know who to consult when they suspect homelessness is a problem or about to become a problem for families. This would require minimizing compartmentalization which some respondents qualitatively indicated existed in the school meaning that they interacted primarily with staff in their grade level or content area.

Finally, administrators should make an increased effort to address the intersection between students who are homeless and those receiving special education services. Because knowledge of the requirement for expedited special education evaluation was one of the least familiar yet most growth-heavy requirements in the study, it indicates a need for the school to address how intersectional students' needs could be met. With many students who are homeless changing schools often, it is vital that teachers and staff provide accurate data and information which could aid receiving schools in making educational decisions. This initiative requires administrative leadership and recognition that students who are homeless and have significant educational needs are often the most at-risk for negative outcomes in school (Julianelle, 2008). Because staff mentioned linking up students who are homeless with those in need of academic supports so that they can all receive classroom modifications when needed, it would be important not only to find those students who qualify for both, but also determine which ones just need intervention and not a full IEP. It is important then for administrators to make sure educators know that just because students who are homeless are behind academically, this does not mean they qualify for an IEP. Such imparting of knowledge is important

going forward for the school given the pressure there often is to provide students with IEPs.

Strengths of this Study

Utilizing a pre/post/delayed post-test design strengthened the overall design of the research study. This is because it allowed for a determination of the long-term effects of the presentation on education knowledge to be made. All of the statistically significant, or approaching statistical significance, variables were found to have that significance present between the pre-test and delayed post-test levels. While post-tests allow for immediate feedback and data collection, a delayed post-test can determine what participants have retained and the impact of the presentation on their own practice. While the sample was overall small and, like education as a whole, predominantly female, there were some male participants in the pre-test and post-test levels which gave some gender representation. Participants typically had 10 or more years of experience and therefore would have more experience working with students or families who are homeless in the past. Even if they may not have been aware of the full extent or nature of McK-V, they could still be more likely to have interacted with this group. Finally, the study successfully engaged a moderately sized elementary school community and even though not everyone who attended the professional development completed the surveys they were still exposed to the information. The surveys were also designed by the researcher in such a way as to be closely aligned with the content of the Act and the training they received.

Limitations and Future Recommendations

The study included a small sample size and had a large amount of attrition between the levels of the study. Thus, caution should be taken when making generalizations about the data. Because of the small sample size, it led to a skewing in the data by the delayed post-test whereby the participants who completed all three levels of the survey were likely the ones most motivated to do so and therefore the ones most likely to report increased familiarity. A way to control this in the future would be having more face-to-face interaction with participants so that they feel more willing to participate in the whole study. This could decrease both attrition as well as self-selection bias.

An additional limitation is because this was exclusively an elementary level building, it does not include teachers of youth who are homeless. Homeless youth often have different needs from younger students as well as more limited interactions with their teachers due to having more teachers. Therefore, it would be vital to present middle school and high school teachers with McK-V professional development as well so that they are better trained, aware of legal requirements, and what possible modifications and accommodations they could utilize to better help their students. This could include a follow-up presentation to all staff the following school year which could address accommodations. It could also provide staff with the opportunity to share their personal experiences working with students and families who are homeless. This has the potential to foster a greater sense of collaboration among staff as they share out their experiences. School staff and administrators could also be encouraged, with assistance, to reach out to

community agencies including churches, shelters, healthcare providers, social service providers, etc., to develop efforts to work collaboratively and address the needs of families in the community. Additionally, the sample did not include teachers of pre-school aged children which present a different set of issues and concerns when they experience homelessness. Further research could then be expanded to the primary/pre-school level and to the high school level. Finally, it would be useful to present information to all parents in the community, providing them with additional resources and contact information so that in the event they become homeless or know someone who is, they could help provide assistance.

APPENDIX A
PRE-TEST SURVEY

1. How familiar are you with the following provisions of the McKinney-Vento Homeless Assistance Act?
 - a. The right for families to stay in their school of origin.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - b. The right to enroll in any public school within attendance area.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - c. The right to receive transportation to and from school.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - d. The right to receive expedited evaluations for special education services.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - e. The right to immediate enrollment.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - f. The designation of a homeless liaison within the school or district.
 - i. Very Familiar

- ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
2. How familiar are you with the services students and families who are homeless are entitled to receive under the Act?
- a. School Uniforms
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - b. School Supplies
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - c. Backpacks
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - d. Waivers of Field Trip or Extracurricular Fees
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - e. Extended time to turn in Medical or Immunization Forms
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar

- iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
- f. Referrals to Community Agencies for additional supports and services
- i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
- g. Free and Reduced Price Lunch
- i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
3. Sometimes when parents choose educational stability it results in long travel times for students. Other times parents choose the closest school to where they are currently residing, resulting in shorter travel times with less educational stability. This can be a difficult decision for parents because they may have no experience making this kind of decision. Although it is difficult to generalize, as an educational professional, which arrangement do you feel is more likely to benefit students?
- a. LONGER travel time with school STABILITY
 - b. SHORTER travel time with school INSTABILITY
4. Have you provided any of the following suggested best practice recommendations for assisting students who are homeless in your classroom?
- a. Extended time for homework or project completion
 - b. Alternative homework or projects that take into account students' living conditions and/or materials in homeless shelters
 - c. Modified tardy/attendance policies for students with longer travel times
 - d. Alternative internet access, such as additional library/computer lab time, to allow students to complete homework or assignments in school
 - e. Allowing students who are hungry to eat outside of their scheduled lunch period
5. Do you know who the McKinney-Vento Liaison is for your school or district?
- a. Yes
 - i. If yes, who is the liaison?

- b. No
6. Have you referred students to your school or district's liaison?
 - a. Yes
 - i. If yes, what was the outcome?
 - b. No
 7. Beyond referring a student to your homeless liaison, have you ever offered any other personal assistance to a student who is homeless. If yes, what did you do?
 8. Have you received prior training or professional development on the McKinney-Vento Act and how to work with students and families who are homeless?
 9. You answered yes to the previous question, please briefly describe the training you received.
 10. What is your gender?
 - a. Female
 - b. Male
 - c. Prefer not to respond
 11. Length of Employment
 - a. How many years have you been employed by your current district?
 - b. How many years have you been employed as an educator?
 12. What is your primary teaching assignment?
 13. What suggestions or improvements, if any, could be implemented at your school to better serve students who are homeless and families?

APPENDIX B
POST-TEST SURVEY

1. How familiar are you with the following provisions of the McKinney-Vento Homeless Assistance Act?
 - a. The right for families to stay in their school of origin.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - b. The right to enroll in any public school within attendance area.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - c. The right to receive transportation to and from school.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - d. The right to receive expedited evaluations for special education services.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - e. The right to immediate enrollment.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - f. The designation of a homeless liaison within the school or district.
 - i. Very Familiar

- ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
2. How familiar are you with the services students and families who are homeless are entitled to receive under the Act?
- a. School Uniforms
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - b. School Supplies
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - c. Backpacks
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - d. Waivers of Field Trip or Extracurricular Fees
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - e. Extended time to turn in Medical or Immunization Forms
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar

- iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
- f. Referrals to Community Agencies for additional supports and services
- i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
- g. Free and Reduced Price Lunch
- i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
3. Sometimes when parents choose educational stability it results in long travel times for students. Other times parents choose the closest school to where they are currently residing, resulting in shorter travel times with less educational stability. This can be a difficult decision for parents because they may have no experience making this kind of decision. Although it is difficult to generalize, as an educational professional, which arrangement do you feel is more likely to benefit students?
- a. LONGER travel time with school STABILITY
 - b. SHORTER travel time with school INSTABILITY
4. Have you provided any of the following suggested best practice recommendations for assisting students who are homeless in your classroom?
- a. Extended time for homework or project completion
 - b. Alternative homework or projects that take into account students' living conditions and/or materials in homeless shelters
 - c. Modified tardy/attendance policies for students with longer travel times
 - d. Alternative internet access, such as additional library/computer lab time, to allow students to complete homework or assignments in school
 - e. Allowing students who are hungry to eat outside of their scheduled lunch period
5. Do you know who the McKinney-Vento Liaison is for your school or district?
- a. Yes
 - i. If yes, who is the liaison?

- b. No
6. Have you referred students to your school or district's liaison?
- a. Yes
 - i. If yes, what was the outcome?
 - b. No
7. Beyond referring a student to your homeless liaison, have you ever offered any other personal assistance to a student who is homeless. If yes, what did you do?
8. Have you received prior training or professional development on the McKinney-Vento Act and how to work with students and families who are homeless?
9. You responded that you HAVE received training or professional development on McKinney-Vento and how to work with students and families who are homeless. Please rate how much you agree with the following statements about the training
- a. The training explained aspects of the law in a clear, concise, and understandable manner.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree
 - b. The training explained who the homeless liaison is and their role within the school.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree
 - c. The training provided a clear definition of homelessness.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree

- d. The training explained ways in which a classroom teacher can provide accommodations for students who are homeless.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree

- e. The training provided resources to be used in school.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree

- f. The training provided resources to be used with the larger community.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree

- g. The presenter appeared knowledgeable about the topic.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree

- h. The training has made me more confident with meeting the needs of students who are homeless in my classroom.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree

- v. Somewhat Disagree
- vi. Disagree
- vii. Very Much Disagree

10. What is your gender?

- a. Female
- b. Male
- c. Prefer not to respond

11. Length of Employment

- a. How many years have you been employed by your current district?
- b. How many years have you been employed as an educator?

12. What is your primary teaching assignment?

13. What suggestions or improvements, if any, could be implemented at your school to better serve students and families who are homeless?

APPENDIX C
DELAYED POST-TEST SURVEY

1. How familiar are you with the following provisions of the McKinney-Vento Homeless Assistance Act?
 - a. The right for families to stay in their school of origin.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - b. The right to enroll in any public school within attendance area.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - c. The right to receive transportation to and from school.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - d. The right to receive expedited evaluations for special education services.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - e. The right to immediate enrollment.
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - f. The designation of a homeless liaison within the school or district.
 - i. Very Familiar

- ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
2. How familiar are you with the services students and families who are homeless are entitled to receive under the Act?
- a. School Uniforms
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - b. School Supplies
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - c. Backpacks
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - d. Waivers of Field Trip or Extracurricular Fees
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
 - e. Extended time to turn in Medical or Immunization Forms
 - i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar

- iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
- f. Referrals to Community Agencies for additional supports and services
- i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
- g. Free and Reduced Price Lunch
- i. Very Familiar
 - ii. Familiar
 - iii. Somewhat Familiar
 - iv. Somewhat Unfamiliar
 - v. Unfamiliar
 - vi. Very Unfamiliar
3. Sometimes when parents choose educational stability it results in long travel times for students. Other times parents choose the closest school to where they are currently residing, resulting in shorter travel times with less educational stability. This can be a difficult decision for parents because they may have no experience making this kind of decision. Although it is difficult to generalize, as an educational professional, which arrangement do you feel is more likely to benefit students?
- a. LONGER travel time with school STABILITY
 - b. SHORTER travel time with school INSTABILITY
4. Have you provided any of the following suggested best practice recommendations for assisting students who are homeless in your classroom?
- a. Extended time for homework or project completion
 - b. Alternative homework or projects that take into account students' living conditions and/or materials in homeless shelters
 - c. Modified tardy/attendance policies for students with longer travel times
 - d. Alternative internet access, such as additional library/computer lab time, to allow students to complete homework or assignments in school
 - e. Allowing students who are hungry to eat outside of their scheduled lunch period
5. Do you know who the McKinney-Vento Liaison is for your school or district?
- a. Yes
 - i. If yes, who is the liaison?

- b. No
- 6. In the last 6-8 weeks, have you referred students to your school or district's liaison?
 - a. Yes
 - i. If yes, what was the outcome?
 - b. No
- 7. Beyond referring a student to your homeless liaison, within the last 6-8 weeks, have you offered any other personal assistance to a student who is homeless? If yes, what did you do?
- 8. Since the initial training, have you done any other outside reading or research to further your knowledge of the topic?
 - a. Yes
 - i. If yes, what did you research/read?
 - ii. No
- 9. Since receiving training on McKinney-Vento I feel more confident in my ability to:
 - a. Explain the legal definition of homelessness to a friend or colleague.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree
 - b. Provide a student with necessary accommodations or services in the classroom.
 - i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree
 - c. Explain the necessary rights and services guaranteed under McKinney-Vento.
 - i. Very Much Agree
 - ii. Agree

- iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree
- d. Contact the homeless liaison when I suspect homelessness or need services for a student.
- i. Very Much Agree
 - ii. Agree
 - iii. Somewhat Agree
 - iv. Neither Agree nor Disagree
 - v. Somewhat Disagree
 - vi. Disagree
 - vii. Very Much Disagree
10. What is your gender?
- a. Female
 - b. Male
 - c. Prefer not to respond
11. Length of Employment
- a. How many years have you been employed by your current district?
 - b. How many years have you been employed as an educator?
12. What is your primary teaching assignment?
13. What suggestions or improvements, if any, could be implemented at your school to better serve students and families who are homeless?

APPENDIX D

PROFESSIONAL DEVELOPMENT PRESENTATION

Working Effectively With Homeless Students



Session Overview

1. Brief background on homelessness legislation
2. Discussion of key terms and provisions
3. Problems with implementation of homelessness law
4. Action plans for teachers
5. Resources
6. Concluding thoughts

The McKinney-Vento Act

- The first, and only, federal response to needs of homeless students.
- First passed in 1987, became part of NCLB in 2002.
- Main goal: promote stability.
- Individual state implementation.

Legal Definition



Children who are:

Living in hotels, motels, trailer parks, etc

In shelters

Sharing housing with more people than space was intended to house (doubled-up)

Awaiting foster care placement

Migrant families in substandard housing

Children/Youth whose primary nighttime residence is a public/private place not designed for sleeping (cars, bus stations, abandoned buildings)

Unaccompanied Youth



- Not in the physical custody of a parent or guardian
- Runaways (run away from home)
- Throwaways (not permitted to live at home)
- McK-V covers children aged 3-18, or up to 21 if they are receiving special education services.

Legal Comparisons

McKinney-Vento vs. IDEA

Legal Comparisons: IDEA

- Strong, defined regulations.
- Federally mandated safeguards and p
- Very large lobbying base.
- Child Find written into law.



Legal Comparisons: McKinney-Vento

- No implementing regulations.
- State and local districts decide implementation
- Small lobbying base.
- No Child Find.



Discussion

- What are your thoughts on the legal definition of homelessness?
- What further categories do you think should be explored?
- How do you think the law is implemented in practice?
- How should it be implemented?

Key Provisions

School Selection

Transportation

Fee Waivers

Uniforms and Supplies

Expedited Evaluations for Special Education

Modified Classroom and Homework Assignments

Placement of a Homeless Liaison

Proximity vs. Stability

- Survey of liaisons in Illinois found:
 - Administrators favored proximity in school choice
 - Teachers favored stability
- Focus groups with families and youth found that they overwhelmingly favored stability over proximity.
- Safety as a primary concern?
 - Crossing gang lines to get to school
 - Long hours on public transportation



Classroom Modifications

- Examples of how homeless students may be disadvantaged:
 - Asked to measure dimensions of a kitchen
 - Asked to research about the Civil War on the Internet
 - Asked to watch a video or access a website outside of school
 - Any others?
- Suggestions for modifications:
 - Allow student to measure dimension of cafeteria
 - Give student time to research during class
 - Allow them to access website/video during class or free period
 - Give them library time to access internet or books
 - Any others?

The Homeless Liaison:

Who are they?
What do they do?



Who are the liaisons?

- Usually administrators, office staff, or licensed personnel.
- In Illinois our survey found most liaisons were local or district administrators, with smaller numbers being social workers or counselors.

Liaison Responsibilities

- Ensure access to rights under McK-V.
- Help with enrollment, registration, Pre-School, evaluations
- Coordinate services with community agencies.
- Coordinate with educational professionals, family, main office

Limitations of the Liaison

Secondary position in the school NOT primary.

Liaisons surveyed indicated minimal evaluation of their job and services AND little desire for evaluation.

Not a publicized position, relies on self-identification and collaboration.

Difficulty: students/families may not feel comfortable.

Teacher may not be aware of who the liaison is.

Problems with Implementation

- Fear of self-identification
- Unaware of rights
 - No Child Find
- No federally mandated oversight/accountability
- Unaware they meet the legal definition for homelessness
 - “Doubled-up” families
- Inconsistent relationships with schools due to moving.
- Any others?

What Can Teachers do?

Scenarios, Action Plans, and Professional Development

Scenario #1

Erik, 14 is overheard by his math teacher telling another student that he has been sleeping on the floor of his aunt's 1 bedroom apartment with his two brothers and a cousin. After talking to Erik some more, his teacher discovers that 9 people are living in the apartment. Erik has been acting more tired lately, not turning in some assignments, and appears disheveled.



Things to Consider

What should Erik's math teacher do?

Things to consider:

Embarrassment

Unawareness

Other children in the apartment

Scenario #2

Mr. Garcia apologizes to office staff for his daughter, Maria's, tardiness. He discloses that they are travelling 3 hours a day roundtrip on the train to get her to school. Mr. Garcia and Maria's teacher want to keep Maria at her current school, but administrators are encouraging him to enroll her elsewhere. However, the school closest to their shelter would involve walking through unsafe neighborhoods.

Things to Consider



Things to consider:

Stability vs. Proximity
Transportation options
Attendance needs

The McKinney-Vento Act does not specify mileage or time limit for travel to the home school.

As long as attendance at the school of origin is feasible, costs are split between the districts.

Teacher's Role

First line of home-school communication.

Relationship with student and family.

Spend most time with the student:

- May observe changes in appearance, mood, eating habits, work habits

Able to refer student to see support staff (counselor, social worker) or administrator.

Can develop a classroom Action Plan

Recommendations

- School staff should use a nonjudgmental approach when informing families of their rights
- Maintain staff awareness of McK-V rights
- Provide information in school packets/handbooks
- Develop an easy to read McK-V pamphlet
- Respect family confidentiality
 - Don't discuss homeless status or services in public
 - Avoid negative assumptions about the family
- Refer families to local community resources.

Community Resources

- District 88 Homeless Liaison (available on ISBE):
Charlotte Larson
640 Eastern Avenue
Bellwood, IL 60104
Phone: 708-344-9344
Fax: 708-344-9416
Email: clarson@sd88.org
- Local homeless shelters/community agencies:
 - Housing Forward (operates throughout west Cook County: <http://www.housingforward.org/>)
 - Alliance to End Homelessness in Suburban Cook County: <http://www.suburbancook.org/>

Action Plan

Develop a parent pamphlet to provide to families explaining rights and resources available under Mck-V.

Raise awareness of Mck-V provisions and supports to school staff through professional development and collaboration.

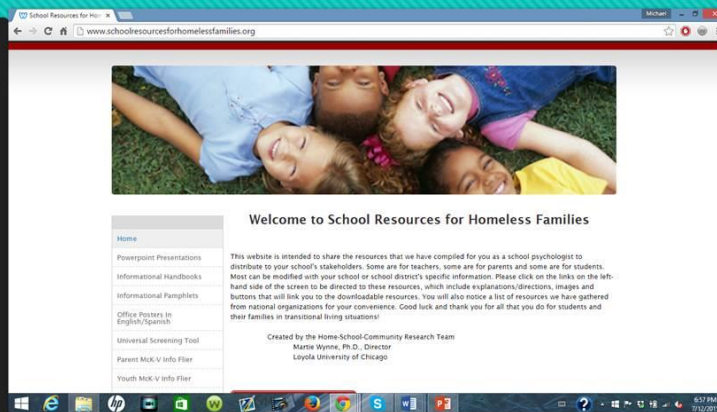
Download resources and toolkits from:

<http://www.schoolresourcesforhomelessfamilies.org/>

Use a Universal Screening Tool (families)

Conduct a Needs Assessments (school-level, district-level)

Resource Website



Universal Screener

- Available in English and Spanish
- Family and Youth versions available

English version (Family)

UNIVERSAL SCREENING MEASURE FOR MCKINNEY VENTO SERVICES

Name: _____

Contact info: _____

Number of children attending this school: _____

Number of preschool age children: _____

Please circle the answer that best fits your situation

1. Do you live in a residence where your name or your partner's name is on the lease?
YES NO
2. How many families do you live with?
Just mine One other Two others Three or more
3. Do you currently live in a motel, campground, or car?
YES NO
4. Do you currently receive services from a shelter?
YES NO
5. Do you find it hard to pay your mortgage or rent?
YES NO
6. Are you in foreclosure?
YES NO
7. Are you worried about eviction?
YES NO
8. Have you received a notice of eviction?
YES NO

If you answered yes to some of the above questions then you may be eligible for certain rights and services under a law called the McKinney Vento Act. If you have questions, please contact the school homeless liaison at _____.

Spanish version (Family)

MEDIDA DE PROTECCIÓN UNIVERSAL PARA SERVICIOS DE MCKINNEY VENTO

Nombre: _____

Información de contacto: _____

Número de niños atendiendo esta escuela: _____

Número de niños de edad preescolar: _____

Por favor dibuja un círculo en la respuesta que mas mejor queda en su situación

1. ¿Usted vive en una residencia dónde su nombre o nombre de su pareja esta en el contrato de arrendamiento?
SI NO
2. ¿Con cuántas familias vive usted?
Solo mí/a Uno otro Dos otros Tres o mas
3. ¿Usted en este momento vive en un motel, terreno de campamento, o coche?
SI NO
4. ¿Usted en este momento recibe servicios de un refugio sin hogar?
SI NO
5. ¿Usted lo encuentra duro para pagar su hipoteca o renta?
SI NO
6. ¿Usted está en juicio hipotecario?
SI NO
7. ¿Usted esta preocupado/a de desalojo?
SI NO
8. ¿Usted a recibido un aviso de desalojo?
SI NO

Si usted contesto sí a unas de las preguntas anteriores entonces usted puede tener los requisitos para algunos derechos según una ley que se llama la Acta de McKinney Vento. Si usted tiene preguntas, por favor contacta el oficial de intercomunicación de la escuela para los niños y jóvenes sin hogar. _____.

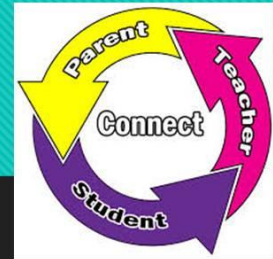
Needs Assessments

National Center for Homeless Education, 2010

http://center.serve.org/nche/downloads/needs_assess_eval.doc

- Can help address the following areas in the school building:
 1. Awareness: Of the law, of unique issues facing homeless children and youth, of professional development opportunities, and posters around school of available resources/services.
 2. Policies and Procedures: Liaison role within school, identification of barriers, existing services, how are parents/families need addressed.
 3. Identification/Enrollment: Provision of supplies, uniforms, registration materials, percentage of students receiving free/reduced lunch, out-reach efforts to community shelters and agencies.
 4. Student Success: Academic scores, attendance, after-school programming
 5. Collaboration: Community agencies, district/state agencies

What else?



Consult with:

- Social Worker
- Psychologist
- School Counselor
- Special Education staff

Be aware of community services

Maintain a positive and open communication with students and parents

Concluding Thoughts...

McKinney-Vento has few procedural safeguards and regulations, putting responsibility on schools to be aware of student needs.

Knowledgeable staff (YOU! ☺) are able to spread awareness and act as advocates for students.

Students who feel connected to school/classroom are more likely to be open about living situations.

Positive Behavior Supports really do help!

Any Questions?

Resources:

- National Center for Homeless Education:
<http://center.serve.org/nche/>
- The Loyola University Chicago HSC

Team website:

<http://www.schoolresourcesforhomelessfamilies.org/>

Thank You!!

Any further questions or comments please contact me!

Contact Information:

○ E-Mail: mcermak@paec803.org

○ Phone: (708) 449-3276

APPENDIX E
CONSENT FORM

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: The McKinney-Vento Act: Moving Beyond Aspirations to More Effective Implementation

Researcher(s): Michael Cermak

Faculty Sponsor: Dr. Martha Wynne

Introduction:

You are being asked to take part in a research study being conducted by Michael Cermak for a Doctoral Research Project under the supervision Dr. Martha Wynne in the Department of School Psychology in the School of Education at Loyola University of Chicago.

You are being asked to participate because you are a full-time equivalency educator at Grant Elementary School. There are 80 full-time equivalency educators currently employed at Grant Elementary and you have been invited to attend a professional development workshop on the McKinney-Vento Homeless Education Assistance Act. The workshop is being conducted as part of Michael Cermak's Doctoral Research Project. You have been invited to participate because as educators, you provide the most 1:1 adult contact with students outside of their families and therefore are positioned to 1) note the signs of homeless, 2) advocate for the rights of homeless students in your classroom, and 3) provide classroom accommodations for students who are homeless. As part of the study, you will attend the workshop on McKinney-Vento and be asked to complete three computerized surveys: one prior to the workshop, one immediately after the workshop, and one approximately 6-8 weeks following the workshop. Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to determine the impact a professional development workshop has on educator knowledge of the McKinney-Vento Act and its role in providing for educational access to students and families who are homeless. In addition, it will also look at educator attitudes and experiences with meeting the needs of students who are homeless.

Procedures:

If you agree to be in the study, you will be asked to:

- Complete a pre-test survey on your prior knowledge and experiences with the McKinney-Vento Act. This survey will take approximately 15-20 minutes to complete.
- Attend a half-day workshop which will discuss the McKinney-Vento Act from an educator's perspective. Topics will include: defining homelessness, the rights of

students and families who are homeless, and interventions/accommodations that can take place in the classroom to improve educational performance and school connectedness.

- Complete a post-test survey immediately following the presentation. This survey will take approximately 20-30 minutes to complete.
- Complete a delayed post-test survey approximately 6-8 weeks following the workshop. This survey will take approximately 20-30 minutes to complete.

Risks/Benefits:

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

Participants will gain a broader and more complete understanding of the McKinney-Vento Act, the services students who are homeless are entitled to, and possible accommodations and interventions they can utilize in the classroom to better assist students who are homeless.

Confidentiality:

The pre-test, post-test, and delayed post-test surveys will all be completed anonymously and confidentiality of responses will be maintained. All survey data will be collected and stored anonymously through Survey Monkey's servers. It will be password protected by the researcher and accessed only on private/personal laptop or computer in order to protect privacy. All results, including qualitative information from personal experiences, will be presented in such a way as to preserve respondent anonymity and confidentiality. Data will be coded in such a way as to further provide for anonymity by providing that no names appear on any sort of data tables.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Michael Cermak at (708) 449-3276 or mcermak@luc.edu. You may also contact the faculty sponsor, Dr. Martha Wynne at mwynne@luc.edu. If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

Participant's Signature Date

Researcher's Signature Date

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VITA

Michael Cermak is the son of James and Michele Cermak. He was born in Cleveland, Ohio on March 25, 1989 and currently resides in Oak Park, Illinois. He attended Walsh Jesuit High School in Cuyahoga Falls, Ohio. He graduated from the University of Dayton in Dayton, Ohio with Bachelor of Arts degrees in Psychology and History in May 2011. Michael continued on to graduate school at Loyola University Chicago and in 2012 received a Master of Education degree and in 2014 earned an Education Specialist degree in School Psychology.

Michael has worked as a school psychologist at Proviso Area for Exceptional Children (PAEC) since 2014. While at PAEC he has served in early childhood, elementary, middle, and transition levels. He has also consulted with high schools, alternative schools, and parochial schools. He is currently working at MacArthur Middle School, PAEC Elementary, and PAEC Center.

Michael's research interests has focused on homelessness and the McKinney-Vento Act. He served as a long-time member of the Home-School-Community Research Team at Loyola, led by Dr. Martie Wynne. As a member of the research team, he had the opportunity to present at NASP conferences in Seattle, Washington, DC, Orlando, New Orleans, and Chicago. Michael, having found that very little research existed specifically relating to homeless liaisons, originated and developed a survey for liaisons in Illinois. The purpose of the research was to better understand the roles and responsibilities of

McK-V liaisons. This survey was later expanded to include liaisons in an additional 20 states.

Michael has had the opportunity to be acquainted with a number of academic professionals who were accessible as role models and mentors. He is grateful for their support, mentorship, and guidance. He is also thankful for the encouragement he has received from family, friends, and colleagues. Obtaining this doctoral degree has been a life goal.

DOCTORAL RESEARCH PROJECT COMMITTEE

This doctoral research project submitted by Michael Cermak has been read and approved by the following committee:

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