



THE
NATIONAL TECHNICAL
ASSISTANCE CENTER

FOR

THE EDUCATION OF
NEGLECTED OR DELINQUENT
CHILDREN & YOUTH



Supporting Youth at the Intersection of Homelessness, Foster Care, and Juvenile Justice

Leveraging Federal Education Programs

November 12, 2025, 10 – 11am ET

11/15/2025

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Agenda

- Welcome
- Introductions
- Multisystem Involvement and Cross-Cutting Challenges
- Pennsylvania Act 1 of 2022
- Understanding the Three Federal Programs
- Collaboration Strategies
- Q&A



Webinar Objectives

At the end of this webinar, participants will be able to:

- ✓ Describe the overlapping challenges faced by youth experiencing homelessness, involvement in child welfare, and juvenile justice systems.
- ✓ Explore key resources and strategies for fostering collaboration across federal programs to better serve vulnerable youth.
- ✓ Engage in discussions to share promising practices and actionable strategies to improve educational outcomes for students who are neglected, delinquent, at-risk, homeless, or in foster care.



Presenters



Obioma Okogbue
Co-Director/ Co-TA Lead
NDTAC



Matthew Butensky
Youth Development Project Manager
Center for Schools and Communities



Kristine Chan
Research Lead
NDTAC



Karen Rice
Senior Manager, Education Initiatives
Schoolhouse Connection



July 2024
Washington, D.C.

Voices From the Field

Program Feature on the Intersection of Title I, Part D;
McKinney-Vento Act; and Title I, Part A Foster Care

Prepared by the National Evaluation and Technical
Assistance Center for the Education of Children and
Youth Who are Neglected, Delinquent, or At-Risk
(NDTAC)

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Chan, K., & Okogbue, O. (2024). Program Feature on the Intersection of Title I, Part D; McKinney-Vento Act; and Title I, Part A Foster Care. Washington, D.C.: National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC).





Multisystem Involvement and Cross-Cutting Challenges



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Multisystem Involvement

Key Finding

A significant percentage of youth have been involved with two or more of these systems

Students connected to a single system are more likely to experience other systems if early prevention services are not provided.

For example: Children and youth who experience homelessness are more likely to have been involved with the foster care and/or juvenile justice systems



Cross-cutting Educational Challenges

Homeless, Foster Care, Neglected, Delinquent or At-Risk

- **Chronic Absenteeism:** Frequent housing and placement changes disrupt consistent school attendance
- **Learning Disruptions:** Gaps in education due to transitions between systems and schools
- **School Mobility:** Multiple school transfers leading to loss of academic progress
- **High Identification for Special Education Services:** 2–3 times higher than peers
- **Disproportionate Exclusionary Discipline:** 3–4 times higher than peers
- **Significantly Lower Graduation Rates**



...and Sometimes the Same Students

- Lack of coordination among systems
- Delays in transferring or loss of school records
- Absence of transition coordinators
- Complications translating course credits across schools/states
- Heightened risk of homelessness after leaving out-of-home placements



Pennsylvania



Background of Act 1 of 2022

- Act 1 is designed to disrupt the negative outcomes associated with education instability.

Common Causes of Education Instability

- Housing instability or insecurity.
- Foster care placement.
- Juvenile justice involvement or alternative school placements.



Signed into law:
January 26, 2022

Effective: Beginning of the
2021-2022 school year



Purpose of Act 1 of 2022



Key Objectives

- Ensure on-time graduation.
- Provide equal access to academic and extracurricular activities.
- Remove systemic barriers for students who have experienced educational instability.



Identification and Eligibility – Overview

- A student experiences **education instability** if they have one or more changes in school entity enrollment during a single school year.
- Students qualify for support through Act 1 of 2022 when they have experienced education instability **AND** are identified as any of the following:
 - Homelessness (per the McKinney-Vento Homeless Assistance Act).
 - Foster care placement (dependency adjudication).
 - Juvenile court involved youth (adjudication of delinquency).
 - Court-ordered services under voluntary placement or custody agreements.

Consider cross- and dual-population students (e.g., migrant children experiencing homelessness).





Understanding the Three Federal Programs



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Poll

Which federal program(s) are you associated with?

- Title I, Part D
- McKinney-Vento Act
- Title I, Part A Foster Care
- Other



Federal Programs

Title I, Part D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

McKinney-Vento Act

Education for Homeless Children and Youth (EHCY) - establishes educational rights and protections

Title I, Part A Foster Care

Provisions to minimize school placement changes and promote educational stability for students in foster care



What is Title I, Part D?

- The Title I, Part D, program (also called *The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk*) was most recently reauthorized under the Elementary and Secondary Education Act (ESEA), as amended in 2015.
- The goals of Title I, Part D, are to:
 - Improve educational services for these children so they have opportunities to meet challenging State academic content and achievement standards;
 - Provide them with services to successfully transition from institutionalization to further schooling or employment; and
 - Prevent youth who are at-risk from dropping out of school and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education. [Sec. 1401 (a)]



Title I, Part D

Who are neglected, delinquent, or at-risk students?

- **Neglected:** Youth in public or private residential facilities due to abandonment, neglect, or death of parents/guardians
- **Delinquent:** Youth in residential facilities who have been adjudicated as delinquent or in need of supervision
- **At-Risk:** School-aged individuals at risk of academic failure, dependency or delinquency adjudication, with substance issues, pregnant/parenting, 1+ years behind grade level, English learners, gang involvement, dropout history, or high absenteeism



Title I, Part D Subpart 1 & 2

- Title I, Part D is broken down into two parts
 - **Subpart 1**
 - State agencies that are “responsible for providing free public education for children and youth—
 1. in institutions for neglected or delinquent children and youth;
 2. attending community day programs for neglected or delinquent children and youth; or
 3. in adult correctional institutions” [Sec. 1411]
 - **Subpart 2**
 - Local Education Agencies (LEA) with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs. [Sec. 1422 (a)]



Title I, Part D Educational Services

- Activities supported under Title, I Part D
 - **Transition**
 - Subpart 1, 15-30% required
 - Subpart 2, transition services recommended
 - **Educational Services**
 - Supplemental education services to improve the overall educational program
 - Examples: computers, tutoring, supplemental instructional materials, career counseling, etc.
 - **At-risk Programming**
 - Eligible LEAs can utilize this to support students in their school system who are at-risk of failing or dropping out



McKinney-Vento Act: Understanding the Definition of Homelessness

- Children and youth who lack a fixed, regular, and adequate nighttime residence.

[42 U.S.C. §11434a(2)]

- Can the student go to the same place (fixed), every night (regular), to sleep in a safe and sufficient space (adequate)?

[NCHE Brief: Determining Eligibility for McKinney-Vento Rights and Services](#)

Fixed:

- Stationary, permanent, not subject to change

Regular:

- Used on a predictable, routine, consistent basis
- Consider the relative permanence

Adequate:

- Lawfully and reasonably sufficient
- Sufficient for meeting the physical and psychological needs typically met in a home environment



Definition of Homelessness

Children and youth who lack a fixed, regular, and adequate nighttime residence. [42 U.S.C. §11434a(2)]

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason.
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 - What is substandard? Check utilities; infestations; mold; dangers. [U.S. Department of Education Guidance, 2018, Question A3](#)



Definition: Unaccompanied Homeless Youth

A homeless child or youth not in the physical custody of a parent or guardian.” [42 U.S.C. 11434a(6). 42 USC §11434a(6)].

- In order to be eligible for the specific policies in the McKinney-Vento Act pertaining to unaccompanied youth, a student must meet the definition of homeless and unaccompanied.
- The definition of unaccompanied youth includes the word “child;” this means an unaccompanied youth may be a child or youth of any age.
- Building trust is a key factor when working with unaccompanied homeless youth.
- Homelessness is not a reason to report unaccompanied youth to child protective services.



Basic Protections Under McKinney-Vento

The McKinney-Vento Act grants students experiencing homelessness specific educational rights to support their school stability and academic success, including:

- Immediate enrollment
- School of Origin
- Transportation
- Removal of Barriers
- Free meals and Title I, Part A supports
- Referrals
- Partial credits and postsecondary support
- Early childhood



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[SchoolHouse Connection: Know Your Rights Flyer](#)

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Title I, Part A Reservation Opportunity

LEAs shall reserve Title I, Part A funds to provide comparable services to

- Homeless children and youth, including educationally related support services to children in shelters and other locations
- Children in local institutions for neglected children
- If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs

Sec. 1113(c)(3)(A)(i-iii)



Title I, Part A Foster Care

Who Are Students in Foster Care?

- Following the definition of “foster care” established by the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act):

Foster Care means

24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency (CWA) or Tribal agency has placement and care responsibility

Includes placements in

Foster family homes, kinship providers, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes





Collaboration Strategies



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Poll

How often do you collaborate across federal programs to support youth experiencing homelessness, foster care, or juvenile justice involvement?

- Never
- Rarely
- Sometimes
- All the time



Within the State

Implement Policies to Minimize Educational Disruption

Ensure immediate enrollment for students returning from N&D facilities who qualify under Foster Care or McKinney-Vento

Build Networks and Relationships

Regular meetings across programs, joint trainings, interagency workgroups, appropriate data sharing

Braid Funds with Other Resources

Bring together multiple funding streams (Title I, Part D; McKinney-Vento, Title IV, Part A; Title III, Part A; 21st Century) for holistic support



Within the LEA

Educational Stability Supports

Transportation services, best interest determinations, immediate enrollment provisions

Develop Transportation Plans and MOUs

Improve enrollment and records transfer, close service gaps, reduce duplication, share data

Leverage Community Partners

Community-based organizations, Tribal organizations, nonprofits, faith-based organizations for culturally responsive wraparound services



Action Planning

Consider taking these actions

- ✓ Connect with and schedule a meeting between local homeless liaison, foster care point of contact, and Title I, Part D contacts at the State Agency or LEA
- ✓ Review and update transportation MOUs and related policies
- ✓ Identify opportunities to braid funding streams
- ✓ Assess current practices for immediate enrollment and records transfer
- ✓ Connect with community-based organizations serving vulnerable youth
- ✓ Explore how Title I, Part A reservation can support these populations





Q & A



Discussion and Sharing

Let's Learn from Each Other

1. What current collaborations exist between homeless liaisons and foster care points of contact in your LEA?
2. What barriers have you encountered in coordinating services across these programs?
3. What promising practices have you implemented that could benefit other LEAs?
4. What resources or support would help strengthen your work with multisystem-involved youth?



Contact Us

Title I, Part D State Coordinator

Trish Crow
(pcrow@pa.gov)

General questions about Title I, Part D, contact NDTAC:
(ndtac@longevityconsulting.com)

McKinney-Vento Act

Matthew Butensky
(MButensky@csc.csiu.org)

Karen Rice
Schoolhouse Connection
(karen@schoolhouseconnection.org)

Title I, Part A Foster Care

Matthew Butensky
(MButensky@csc.csiu.org)



Additional Resources

- [PDE's School District Re-entry Plans: Resource Guide](#)
- [PDE's Act 1 of 2022 Graduation Plan Toolkit](#)
- [Unlocking Title I Dollars: A Guide for Supporting Students Experiencing Homelessness](#)
- [Determining McKinney-Vento Eligibility: Guiding Questions for Liaisons](#)
- [Essential Tools and Support for New Homeless Education Liaisons](#)
- [SchoolHouse Connection Q&A From The Field](#)
- [SchoolHouse Connection Webinars](#)
- [NDTAC](#)

