

# Duluth Public Schools Families in Transition Program

The Mission of Duluth Schools Homeless Education Program is to prevent students who are experiencing homelessness from losing ground academically through the creation of choices that promote healthy attachments between kids, family, schools, and community. The program accomplishes this by facilitating enrollment, attendance and academic success of homeless school aged children. We also collaborate with the Duluth District Head Start program that assists homeless birth to age five children.

## July 2015–April 2016 student demographics:

**482** Children were identified as homeless in Duluth Public Schools under the McKinney-Vento definition of homeless during this time. This includes children as young as 0-2, preschool students, and youth working toward their GED.

## Of the 482 Children/Students:

- 253 (52%) were male students, 229 (48%) were female students
- 165 students (34%) were White, 178 students (37%) were African American, 116 students (24%) were Native American, 19 students were Hispanic and 4 students were Asian (5%)
- 60% of the students resided in a shelter or transitional program, 30% were doubled up with friends or family members, 5% stayed at a hotel, 1% were unsheltered and 4% were unaccompanied youth

## Students identified in Duluth as homeless:

- Preschool 82
- Kindergarten 29
- Grades 1-5 164
- Grades 6-8 84
- Grades 9-12 123

## Support Services the Program provides:

- Enrollment and expedited registration assistance
- Transportation to school appointments and after school meetings
- Coordination of transportation to the school of origin
- Assistance with school supplies, clothing referrals, and community referrals
- Connecting students to afterschool programs and activities
- Tutoring and academic support- A full time teacher at Myers Wilkins and Congdon Elementary to offer academic and parent support
- Professional Development to school staff
- Parenting education offered at a community housing site
- Social Worker to support parents, teachers and school administrators by developing successful strategies to deal with complex educational barriers