

**SILO PUBLIC SCHOOL  
HOMELESS OUTREACH PROGRAM**

Silo Public School is located in western Bryan County stretching from Lake Texoma to Highway 69/75 in southeastern Oklahoma. Our district covers approximately 121 square miles serving students from very diverse socio-economic backgrounds. Historically the western portion of our county is highly transient. A total of 1037 students were enrolled here at some point during the FY16 school year. While our FY 16 ADM number was 870.8 producing a 9% **mobility rate within our student body**, we identified 93 homeless students enrolled in our school district. Through collaboration with Big Five Community Action Agency and DHS we have begun a “Blue Backpack” program which sends food home with students on Fridays to supplement their nutrition on weekends and summers, to be expanded under this program. The Homeless Liaison will assist homeless students and families in different ways according to their needs.

If you or someone you know needs assistance please contact Katie Brister, Homeless Liaison for Silo Public School at 580-924-7003, [k.brister@siloisd.org](mailto:k.brister@siloisd.org) or Kate McDonald, Superintendent at [k.mcdonald@siloisd.org](mailto:k.mcdonald@siloisd.org)

Tutoring	Transportation	Food and Clothing
Psychometric Services for Special Education	Lunch/Breakfast/Snacks (incl. weekend backpacks)	Hygiene Supplies
Counseling	School Supplies	Social Services Assistance
Outreach	Pre-School Program	Coordination/Collaboration
	Community Partners	Supplementary Services

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**PROJECT NARRATIVE**

**A. GOAL STATEMENT:**

Silo Public Schools are located in western Bryan County stretching from Lake Texoma to Highway 69/75 in southeastern Oklahoma. Our district covers approximately 150 square miles serving students from very diverse socio-economic backgrounds. Historically the western portion of our county is highly transient. A total of 837 students were enrolled here at some point during the FY09 school year, while our ADM numbered only 691, producing a **22% mobility rate within our student body**. This is unacceptable. From student assessments, we have identified 93 homeless students enrolled in our school district, or 13% of our total enrollment, and an estimated 59 other students not currently enrolled, for a combined total of 152 students meeting both the First and Second Priorities!

Our goal is serve our homeless children, both currently enrolled and those identified through our Child Search, in various ways not restricted to academics. We strive to serve the whole child by providing not only educational needs, but also food, shelter, love, and guidance as well. This objective requires working with the students and their families to address at-risk behaviors that may prevent the child from receiving the very best education possible.

**B. GOALS AND OBJECTIVES:**

It is the expressed goal of Silo Public Schools to serve all of our students, regardless of their social or economic circumstances. We realize, as our superintendent, Bill Caruthers often says, “If they are *caught in our net*, we’ll serve them.” That is our purpose and our charge, to serve all our students to the best of our ability. However, to serve all of our

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students we must first know who and where they are. With this in mind our first objective must be to locate those students in need of our services and make an outreach to them offering our services such as tutoring, counseling, child nutrition, transportation, special education, parenting, social services referrals and others as needed. Once identified and enrolled, an effort will be made to utilize funding from the McKinney-Vento grant to augment and expand programs which we currently have in place and to address the extended needs of our homeless students. A second objective is to use funds to extend services to whole families to provide counseling and academic outreach services for themselves as well as the students by partnering with community mental health agencies. A final objective is to provide academic tracking services for at-risk student in an effort to maintain their study progress throughout their educational careers.

### **C. NEEDS ASSESSMENT:**

Coordination with local churches and social services agencies will mark our effort to identify homeless or displaced families. Also an in-service training for teachers and staff will be required to assist them in recognizing different identifiers of homeless students and families and procedures will be in place to refer these students confidentially so that they may receive required help. These “homeless identifiers” provide the clues that are needed to reach these students within our concerted public outreach program through local businesses, organizations, and media publicizing our services to the homeless and displaced. We plan to use bulk mailing as well as postings in local businesses to broaden our reach in tandem with our media program. Our district website as well as open “community nights” in our library is presently available to publicize our efforts. Our

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community partners, including the Silo First Baptist Church, DHS, local youth, homeless, and domestic violence shelters, and Big Five Community Action Agency along with our in-house counseling staff collaborated in assembling a list of 59 “un-enrolled” students currently residing in our district. Our in-house counseling staff utilized a needs assessment based on the sample document provided in the McKinney-Vento Homeless Grant Guidance and identified 93 homeless students currently enrolled in Silo Public Schools. This totals an identified 152 students in need of services. See appendix.

### **D. SERVICE PRIORITIES**

While service to those homeless students presently enrolled in our district is a priority, the truth is that we are already serving them through various efforts all year long. With the recent economic downturn and other pressures prevalent in our area, the likelihood that a similar number of homeless students exist that are presently not “under our umbrella of services” is truly distressing. Therefore, outreach must be our first priority. Reaching those qualified students who are “off the radar” is a difficult, but very necessary task if we are to make a significant impact serving *all our students*.

### **E. PROJECT SERVICES**

Silo Public Schools will conduct an in-service training for teachers and staff to recognize signs of homeless students and inform them of sensitive ways in which to address the issue. A community orientation and awareness forum will also be held to “kickoff” our program. The project coordinator and our school based social worker will be available to intervene and assist all stakeholders involved within a homeless or displaced student’s situation.

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Upon locating homeless student/families within our school district, our school-based social worker assists them in securing adequate housing through various means including but not limited to: the local housing authority; DHS; USDA; HUD; Big Five Community Action Agency; the local ministerial alliance; and various county and state assistance. The local food bank may be accessed as well as assistance in obtaining basic utilities. Flexibility and understanding is key, as we know each situation is different and must be handled accordingly. Naturally the full services available from Silo Public Schools are utilized to provide any special education services, tutoring, child nutrition, psychometric, student, family or group counseling and others as needed. See following table of available and proposed services:

Before/After School Program	Transportation	Food and Clothing
Tutoring	Lunch/Breakfast/Snacks (incl. weekend backpacks)	Social Services Assistance
Psychometric Services for Special Education	School Supplies	School-Based Social Worker
Counseling	Pre-School Program	Coordination/Collaboration
Outreach	Community Partners	Supplementary Services

**F. COLLABORATION**

Silo Public Schools has a long history of collaboration with federal, state, and local social service organizations. The following narrative provides examples of current collaboration and future plans within the realm of this grant proposal. We are implementing a before-and after-school program largely funded through a 21<sup>st</sup> Century grant and are pursuing an Even Start funded parenting program. These programs will dovetail nicely with our stated

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objectives in serving the needs of the homeless community. Silo Public Schools currently co-ops with a Head Start program through Big Five CAA, (housed on our campus) and the Choctaw Nation Inter-local Alternative Academy working with them to provide services directly to those in need. Our school-based social worker, provided through collaboration with OKDHS, and our district academic tracking coordinator work together in concert with these entities locating and serving at-risk students. We are currently gearing up to expand services to our district PK students and have had two student “round-ups” so far this summer. Qualified students identified in our homeless assessments will receive priority placement in these programs.

**G. SUPPLEMENTARY INSTRUCTIONAL MATERIALS/SUPPLIES/EQUIPMENT**

To best serve the homeless students (and families) targeted in this grant, the district will focus on specific programming for homeless as well as supplement other existing programs targeting at-risk students in general. With this in mind, in addition to costs associated with the activities listed under Item E. above, the district will purchase quality, researched-based materials for literacy, technology, specialty programming, and instruction. Selections may include but not be limited to:

**1) Acquiring literacy-based materials:**

- Fiction: Special focuses will be: early reading readiness, “Big Books”, gender-based, high interest, low vocabulary, early adolescent and cultural (Native American and Hispanic) interest;
- Non-fiction: Updated research books, biographies, short stories, and poetry;
- Special collections: Research, college and career information, Parenting, Native American, Hispanic, etc.;

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- Non-print: educational computer software, e-books, CDs, videotapes/DVD's, site licenses, satellite digital programming, mp3 and pod media, Playaway instructional games and models;
- Early Reading resources: CD's, read-alongs, e-books, music, DVD's, poetry, and web-based programming such as Renaissance Learning, Inspiration, Kidspiration, Star Early Literacy, Skills Test, Power Up, and Successful Reader programs, geared to reach all three tiers of the RTI model;
- Focus On Reading: program to address needs of Title I, Special Education, ELL, homeless, and other at-risk mainstreamed students by providing a comprehensive, computerized solution to reading improvement that provides scientifically-based instruction in critical elements of reading.
- English immersion programming: Leapfrog, Rosetta Stone, and other similar immersion programs will be employed to enhance transition from Spanish to English.
- Parent/Student Reading Mentor program in which parents encourage and support students in learning to read; therefore, reinforcing their own reading skills.  
Resources will include, but not limited to, reading resources suggested by the USDE (i.e. Put Reading First, Reading Tips for Parents, etc.).
- Families and Schools Together (FAST) is a planned collaborative effort between the school and local family services agencies targeting the entire families of all emerging readers. This effort included group meals, coordinated group and family activities, including student/family reading time.

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- Accelerated Reader books and quizzes will be purchased to enhance existing program. A companion program, STAR assessment, will measure the reading skills of the students.

**2) Acquiring and using advanced technology:** A major goal of this proposal is the establishment of well-equipped, technologically advanced media/remediation center for use by homeless students and families along with other targeted at-risk groups that may include but not limited to the following technology: instruction in the proper use and instructional application of: laptop computers, software, DVD's, reading and writing improvement devices, Smartboards, LCD projectors, sound field systems, Internet links, and various course-specific technology needs (i.e. A+, PassKey curriculum, Accelus, and/or Global Imagination software and hardware for geography and science), and other related items providing both stationary and portable collaborative tools for any teaching/learning environment.

Use of new technology will help students to develop effective search strategies for accessing information. This increased access to technology will “de-mystify” their use and help to supplement our other programs and efforts in this area. This facility will be the hub of family-time and remediation activities for participants in our homeless program.

**3) GED-Type instruction:** Adult education programming may include the Steck-Vaughn Adult Basic Education series supplemented by online and software-based programs as listed above.

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**H. COMMUNITY PARTICIPATION**

- Homeless Shelters
- Community Action Agencies
- Department of Health and Human Services (DHS) Emergency Youth Shelters
- County Health Department
- Domestic Violence Shelters
- Salvation Army
- Other (Vocational Rehabilitation; Silo First Baptist Church; and Tribal Agencies)

**I. TRAINING, INFORMATION DISSEMINATION, and OUTREACH**

Silo Public Schools is undertaking a professional development program beginning this summer to better equip our staff in recognizing homeless students and the right way to intervene on their behalf in referring them to proper channels of service and assistance. As stated earlier, "...an in-service training for teachers and staff will be required to assist them in recognizing different identifiers of homeless students and families and procedures will be in place to refer these students confidentially so that they may receive required help. These "homeless identifiers" provide the clues that are needed to reach these students within our concerted public outreach program through local businesses, organizations, and media publicizing our services to the homeless and displaced. We plan to use bulk mailing as well as postings in local businesses to broaden our reach in tandem with our media program. Our district website as well as open "community nights" in our media/remediation is presently available to publicize our efforts.

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**J. PROJECT EVALUATION**

In addition to the reporting mandated within the McKinney-Vento Program guidelines, the project coordinator will report quarterly to the district superintendent and school board to update issues and programs concerning this area of our student population. Periodic public news releases will also be disseminated throughout the school year outlining current progress and announcing available services. Further, partner agencies will complete an in-house rating form twice a year evaluating the program and providing input for modification to be used in adjusting program services.