

MCKINNEY-VENTO HOMELESS EDUCATION ANNUAL STAFF TRAINING

Presented by:

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SHERRY BRECKENRIDGE MCKINNEY VENTO HOMELESS LIAISON

Greetings! I serve as the McKinney Vento Homeless Assistance Act Liaison for the Wynne School District as well as the Foster Liaison. One of my duties in serving as Liaison is to provide annual training to all staff on the McKinney Vento Homeless Assistance Act. The following power point presentation will provide basic training in working with students who may be experiencing the hardships brought on by homelessness. Please remember to use the word "homeless" very sparingly due to the stigma it creates; rather use terms like hardships or unexpected circumstances. In our part of the state homelessness often means families are living doubled up due to economic hardship and loss of housing. At times as staff you will be contacted by me as we work together to encourage homeless students in achieving academic success, so please become familiar with the McKinney Vento Act and remember above all that we are all bound by FERPA to protect these students' privacy under the law. Thank you for viewing the presentation and please feel free to contact me with any questions needing clarification. Each campus should have a sign in sheet for your signature once you have completed the training power point. Thank you.

HOMELESS STUDENTS NEED HOUSING, FOOD,
TRANSPORTATION AND EMOTIONAL SUPPORT
TO STAY IN AND SUCCEED IN SCHOOL.



#UNSEENSTUDENTS

Source: Hidden in Plain Sight: Homeless Students in America's Public Schools www.GradNation.org/Homeless



HOMELESS STUDENTS NEED SUPPORT, A KIND WORD,
A NONJUDGMENTAL EAR AND SOME ATTENTION.
THEY NEED TO KNOW THAT THERE IS A WORLD OUT
THERE FOR THEM IF THEY PERSEVERE.

#UNSEENSTUDENTS

Source: Hidden in Plain Sight: Homeless Students in America's Public Schools www.GradNation.org/Homeless

94% OF HOMELESS STUDENTS DON'T HAVE
A CONSISTENT PLACE TO CALL HOME.

50% HAVE SLEPT IN A CAR, PARK, ABANDONED
BUILDING, BUS STATION OR PUBLIC PLACE.

#UNSEENSTUDENTS



Source: Hidden in Plain Sight: Homeless Students in America's Public Schools www.GradNation.org/Homeless

HOW MANY STUDENTS EXPERIENCE HOMELESSNESS?

Public schools identified 1.3 million McKinney-Vento students in the 2013–14 school year.

7% increase nationally over previous year.

A 100% increase since 2007.

13% of all poor, school-age children and youth.

30% of all extremely poor, school-age children and youth.

11,180 in Arkansas in 2013-2014; 17 % increase over past three years



of formerly homeless students identify both tangible and intangible supports as equally important to their ability to stay in school and do well.

TANGIBLE + INTANGIBLE

SCHOOL SUPPLIES

SENSE OF STABILITY

TRANSPORTATION

FEELING SAFE

ACADEMIC SUPPORT

EMOTIONAL SUPPORT

Learn what matters. Get involved.

[GradNation.org/Homeless](https://gradnation.org/homeless)

HIDDEN IN PLAIN SIGHT

#UnseenStudents

HOMELESS STUDENTS IN AMERICA'S PUBLIC SCHOOLS



HIDDEN IN PLAIN SIGHT: YOUTH VOICES

- 42% say they dropped out of school at least once; 60% say it was hard to stay in school while they were homeless.
- 67% say they were uncomfortable talking with people at their school about their housing situation and related challenges.
- Half say they had to change schools during their homelessness, and many did so multiple times. 62% of them say the process was difficult to navigate.
- 61% say they were never connected with any outside organization while homeless; 87% of those who were connected found the help valuable.



**“STUDENTS CANNOT ATTEND TO
LEARNING WHEN THEY ARE WORRYING
ABOUT A MULTITUDE OF ISSUES THAT
COME WITH A LACK OF STABLE HOUSING.”**

– HOMELESS STUDENT LIASION

#UNSEENSTUDENTS

Source: *Hidden in Plain Sight: Homeless Students in America's Public Schools* www.GradNation.org/Homeless



YOUNG CHILDREN AND HOMELESSNESS

- 51% of all children in HUD homeless shelters are under the age of 6.
- The age at which a person is most likely to stay in a homeless shelter in the United States is infancy (under age 1).
- Nearly 50,000 homeless children ages 3-5 were enrolled in public Pre-K programs in 2013-2014; only 3.6% of all students identified as homeless by public schools.

THE EVERY STUDENT SUCCEEDS ACT (ESSA)

- Signed by the President on December 10, 2015.
- Amends McKinney-Vento, Title I, and other programs of the Elementary and Secondary Education Act.
- McKinney-Vento provisions take effect October 1, 2016.
 - “Awaiting foster care placement” is removed December 10, 2017 in AR, DE, and NV (2016 in other states)
- Title I foster care provisions take effect on December 10, 2016
- Title I homeless provisions take effect for the 2017-18 school year.
- U.S. Dept. of Education has the authority to issue regulations on some parts of ESSA, including Title I to interpret gray areas of the statute and fill gaps, but cannot conflict with the statute

MCKINNEY-VENTO

- **Addresses the education of children and youth experiencing homelessness.**
 - **Identification, School stability, School Enrollment, Support for academic success, child-centered, best interest decision making.**
- **Originally passed in 1987.**
- **Reauthorized in 2015 by the Every Student Succeeds Act (ESSA).**
Amendments take effect October 1, 2016.
- **Works hand-in-hand with Title IA and other federal education programs.**
- **\$85 million authorized funding to SEAs.**
 - **Largest percentage increase of all federal education programs.**

WHO IS HOMELESS????

The McKinney-Vento Act (Section 725) defines “homeless children and youth” (school-age and younger) as:

Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:

- **Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. (75% of identified MV students in 2013-14)**
- **Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.**
- **Living in emergency or transitional shelters. (Shelters do not exist in many areas and often are full where they do exist.)**
- **Abandoned in hospitals.**
- **Awaiting foster care placement. (until 12/10/17)**

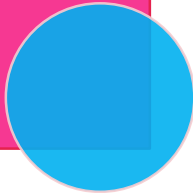
- ❖ Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- ❖ Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- ❖ Migratory children who qualify as homeless because they are living in circumstances described above.
- ❖ The term *unaccompanied youth* includes a youth not in the physical custody of a parent or guardian.
- ❖ This would include runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing; children and youth denied housing by their families (sometimes referred to “throwaway children and youth”); and school-age unwed mothers living in homes for unwed mothers because they have no other housing available.

In determining whether or not a child or youth is homeless, consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis.

Nighttime Residence

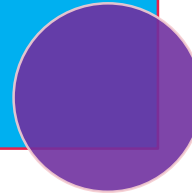
- Used on a predictable, routine, or consistent basis

Regular



- Stationary, permanent, and not subject to change.

Fixed



- Sufficient for meeting both the physical and psychological needs typically met in home environments.

Adequate



UNACCOMPANIED YOUTH

UNACCOMPANIED YOUTH ARE YOUNG PEOPLE WHO MEET THE DEFINITION OF HOMELESS AND ARE NOT IN THE PHYSICAL CUSTODY OF A PARENT OR GUARDIAN.

Liaisons must:

- Help unaccompanied youth choose and enroll in a school, after considering the youth's wishes, and inform the youth of his or her appeal rights.
- Train school personnel of the specific needs of runaway and homeless youth.
- Develop caretaker forms, self-enrollment forms for unaccompanied youth, and other forms to replace typical proof of guardianship; such forms should be crafted carefully so they do not create further barriers or delay enrollment.
- Coordinate with other agencies to ensure policies do not create educational barriers.
- Provide unaccompanied youth the opportunity to enroll in diversified learning opportunities, such as vocational education, credit-for-work programs, and flexible school hours.
- Provide a "safe place" and trained mentor at school for unaccompanied youth to access as needed.
- Permit exceptions to school policies on class schedules, tardiness, absences and credits to accommodate the needs of unaccompanied youth.
- Assist with credit accrual and recovery.

UNACCOMPANIED HOMELESS YOUTH

- Many youth become separated from parents due to lack of space in living situations or shelter policies.
- Many flee abuse: 20-50% sexual; 40-60% physical.
- Many flee family dysfunction: Over 2/3 Hotline callers report at least one parent abuses drugs or alcohol.
- Roughly 1/3 homeless youth identify as LGBTQ (compared to 3–5% of the overall population).
- 10% of currently homeless female teens are pregnant.

WHO SHOULD BE INVOLVED IN IDENTIFYING HOMELESS YOUTH

- **Parents and unaccompanied homeless youth**
- **School secretaries, registrars, and enrollment staff**
- **School Resource Officers (SROs) and attendance officers**
- **Program administrators (Special Ed, Child Nutrition, Title I, Migrant, Early Childhood)**
- **Principals and teachers**
- **Transportation directors and bus drivers**
- **Student services staff**
- **Shelter-based school liaisons**

HOMELESS LIAISON RESPONSIBILITIES

In 42 U.S.C. § 11432 (g)(6)(A), the McKinney-Vento Act lists the responsibilities of the local liaison. The law states local liaisons designated by the LEA must **be able to carry out his/her legal duties and will ensure that:**

- homeless children and youth are identified by school personnel and through **outreach and** coordination with other agencies;
- homeless children and youth enroll in, and have a full and equal opportunity to succeed in, school;
- homeless families, children, and youth receive educational services for which they are eligible, including Head Start programs and preschool programs administered by the LEA, as well as referrals to health care services, dental services, mental health services, and other appropriate services;

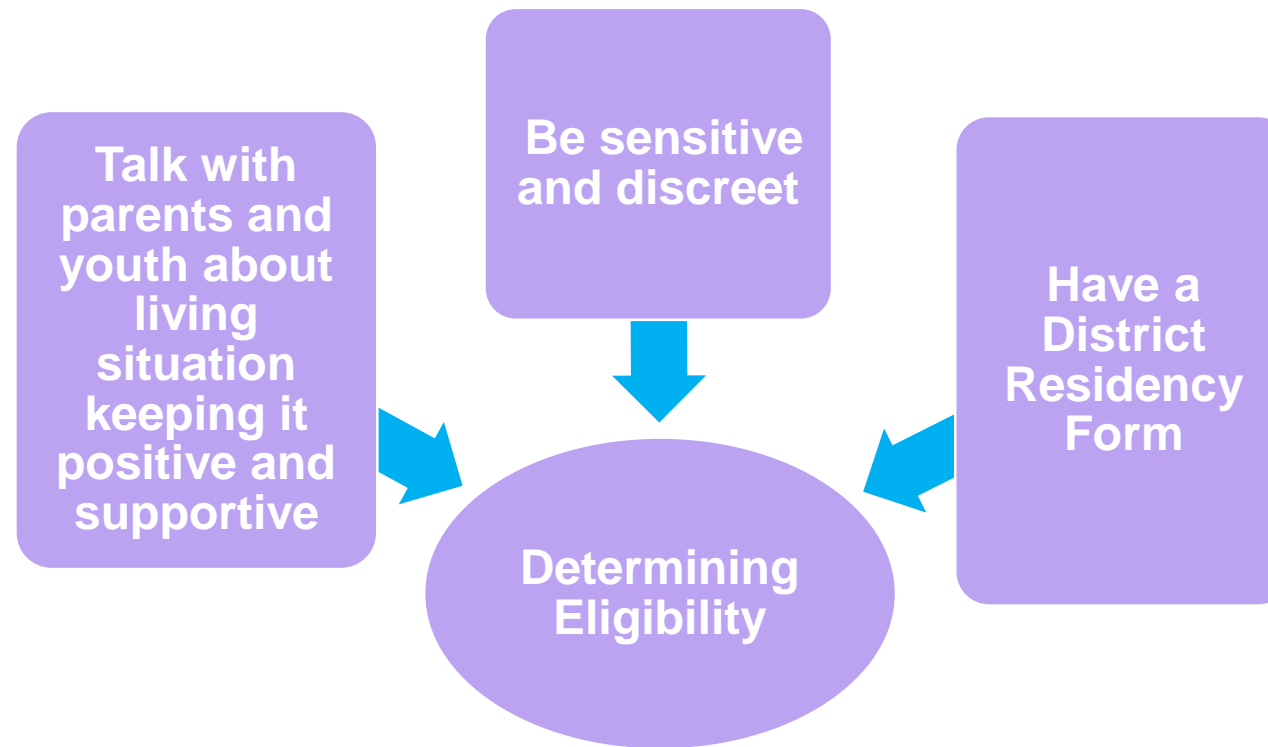
MCKINNEY-VENTO LIAISONS (CONT.)

- the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- public notice of the educational rights of homeless children and youth is disseminated where they receive services, such as schools, family shelters, and soup kitchens; **in locations frequented by parents, guardians, and unaccompanied youth, in a manner and form understandable to them.**
- enrollment disputes are mediated according to local, state, and federal policies; and
- the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin.
- **Unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.**
- **Liaisons must participate in professional development and technical assistance as determined appropriate by the State Coordinator.**

STRATEGIES TO FOLLOW: WHEN LEARNING ABOUT LIVING ARRANGEMENTS:

- Use a standard **enrollment form** that asks about the family's or youth's living situation to gather initial information. If the form indicates that the student may be homeless, ask additional questions as needed to get a better sense of the family's or youth's circumstances. Get as much information as possible with sensitivity and discretion.
- **Avoid** using the word "homeless," as the stigma associated with the word may lead parents or youth to insist they are not homeless even though their living situation would fit the McKinney-Vento definition.
- Explain that the purpose for asking questions about their living arrangement is to determine if they are eligible for some additional educational supports and request that the parent/guardian or youth provide you with the information needed to make a determination. Understand that families or youth may be hesitant to answer questions for various reasons that include a desire for privacy, concerns related to domestic violence, or fear of losing their housing or custody of their children; however, in most cases you will have enough information to make a determination.

- Do not contact persons or agencies outside the school system to obtain information about the student's living situation; this likely would violate the family's or youth's privacy and dignity as well as the Family Education Rights and Privacy Act (FERPA). For example, do not contact landlords, public housing agencies, or law enforcement to verify living situations.
- Respect the family's or youth's privacy by talking to them in a private space where other students and faculty members cannot overhear the conversation.



REQUIREMENTS FOR SCHOOLS: SCHOOL STABILITY, ENROLLMENT, AND SUPPORT FOR ACADEMIC SUCCESS

- **The McKinney-Vento Act provides certain rights for homeless students including preschool. They include waiving certain requirements such as proof of residency when students are enrolling and allowing categorical eligibility for certain services, such as free textbooks. The Act also states:**
 - **Homeless students may attend their school of origin or the school where they are temporarily residing; (best interest of child)**
 - **Homeless students must be provided a written statement of their rights when they enroll and at least two times per year;**
 - **School personnel must be made aware of the specific needs of runaway and homeless youth**
- **Homeless students may enroll without school, medical, or similar records (Liaison will assist in obtaining)**
- **Homeless students have a right to transportation to school;**
- **Students must be provided a statement explaining why they are denied any service or enrollment;**
- **Students must receive services, such as transportation, while disputes are being settled;**
- **Students are automatically eligible for Title I services;**
- **Students have missed application or enrollment deadlines during any period of homelessness (full participation in school activities)**
- **School districts must reserve a portion of Title IA funds to serve homeless students;**
- **School districts must review and revise policies that provide barriers to homeless students; eliminate barriers to identification, enrollment, and retention of homeless students (fees, fines, absences)**
- **Schools must post information in the community regarding the rights of homeless students, in schools and other places that homeless families may frequent; and**
- **School districts must identify a McKinney-Vento Liaison to assist students; this is often case-by-case determination**

SUPPORT FOR ACADEMIC SUCCESS: PARTICIPATION AND CREDIT ACCRUAL TRANSITIONING TO HIGHER EDUCATION

- States must have procedures to eliminate barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs. 11432(g)(1)(F)(iii)
- States must have procedures to identify and remove barriers that prevent youth from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.
11432(g)(1)(F)(ii)
- All McKinney-Vento youth must be able to receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college. 11432(g)(1)(K)
- Liaisons must ensure unaccompanied youth are informed of their status as independent students and may obtain assistance from the liaison to receive verification of that status.
11432(g)(6)(A)(x)(III)

HIGHER EDUCATION ACT: THE FAFSA AND HOMELESS STUDENTS

- Youth who meet the definition of “independent student” can complete the FAFSA without parental income information or signature.
- Unaccompanied youth are automatically considered independent students.
 - Must be determined to be unaccompanied and homeless after July 1 of the prior year.
- Youth who are unaccompanied, at risk of homelessness, and self-supporting are also automatically considered independent students.
- Determination must be made by:
 - a McKinney-Vento Act school district liaison,
 - a HUD homeless assistance program director or their designee,
 - a Runaway and Homeless Youth Act program director or their designee, or
 - a financial aid administrator.
- Youth who have been in foster care at any time after age 13 are also automatically independent.
- More info and sample letters are available at: <http://www.naehcy.org/educational-resources/higher-ed>

SUPPORT FOR ACADEMIC SUCCESS: COORDINATION WITH OTHER LAWS/PROGRAMS (NATIONAL SCHOOL LUNCH ACT)

- LEAs must coordinate McKinney-Vento and special education services within the LEA, and with other involved LEAs. 11432(g)(5)(D)
- Information about a McKinney-Vento student's living situation is a student education record subject to FERPA. 11432(g)(3)(G)
- Local liaisons are authorized to affirm that students meet the Department of Housing and Urban Development (HUD) definition of homelessness, to qualify them for HUD homeless assistance programs. 11432(g)(6)(D)
- McKinney-Vento students are automatically eligible for free school meals.
- USDA policy permits liaisons and shelter directors to obtain free school meals for students immediately by providing a list of names of students experiencing homelessness with effective dates.



BARRIERS TO EDUCATION FOR HOMELESS CHILDREN AND YOUTH

- **Poor health, fatigue, hunger**
- **Emotional trauma, depression, anxiety**
- **Stereotypes and lack of awareness**
- **Under-identification**
- **High mobility resulting in lack of school stability and educational continuity.**
- **Enrollment requirements (school records, health records, proof of residence, guardianship)**
- **Lack of transportation**
- **Lack of school supplies, clothing, etc.**

CAUSES AND IMPACT OF HOMELESSNESS

- Lack of Affordable Housing
- Chronic Poverty
- Health Problems
 - Addiction, Mental Health
- Domestic Violence
- Natural and other disasters
- Abuse/Neglect/family dysfunction (unaccompanied youth)
- Increase in low v. middle wage employment

- High incidences of acute and chronic illnesses, depression and anxiety.
- Homelessness in early childhood is associated with poor classroom engagement and poor social skills in early elementary school.
- The achievement gaps between homeless and low-income elementary students tend to persist, and may even worsen over time.
- A youth who experiences homelessness is 87% more likely to drop out of school.

COMMON SIGNS OF HOMELESSNESS

NOTE: WHILE THESE ARE CONSIDERED COMMON SIGNS, PLEASE RECOGNIZE THAT THEY ONLY OFFER GENERAL GUIDANCE. THERE IS SIGNIFICANT VARIABILITY WITHIN THE SCHOOL-AGE HOMELESS POPULATION. INDIVIDUAL STUDENTS MAY DIFFER SIGNIFICANTLY FROM THE FOLLOWING GENERAL CHARACTERISTICS

Lack of Continuity in Education

- Attendance at many different schools
- Lack of records needed to enroll
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills

Poor Health/Nutrition

- Lack of immunizations and/or immunization records
- Unmet medical and dental needs
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)

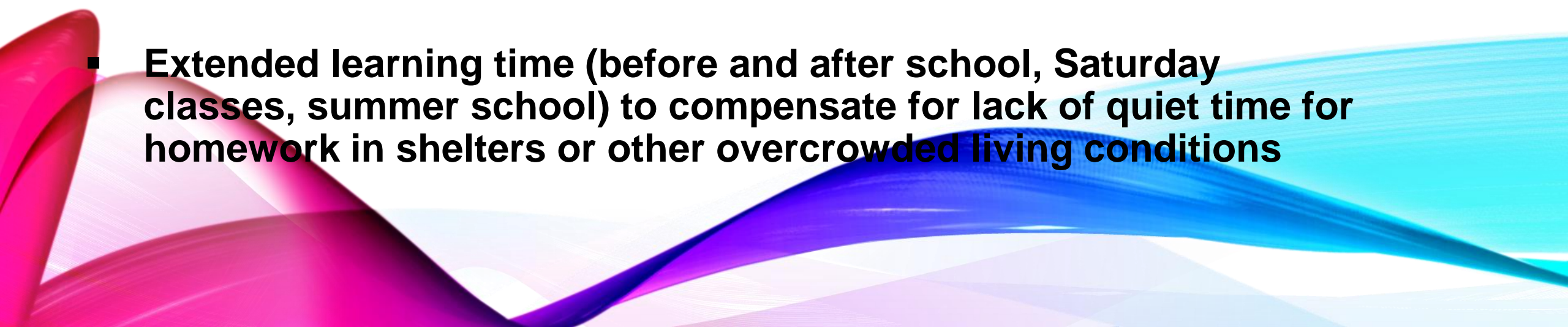
COMMON SIGNS OF HOMELESSNESS CON'T.

- **Transportation and Attendance Problems**
- **Erratic attendance and tardiness**
- **Numerous absences**
- **Lack of participation in after-school activities**
- **Lack of participation in field trips**
- **Inability to contact parents**

- **Poor Hygiene**
- **Lack of shower facilities/washers, etc.**
- **Wearing same clothes for several days**
- **Inconsistent grooming**

TITLE I SET-ASIDE ALLOWABLE EXPENSES

- **Items of clothing, particularly if necessary to meet a school's dress or uniform requirement**
- **Clothing and shoes necessary to participate in physical education classes**
- **Student fees that are necessary to participate in the general education program like club fees or cap and gown**
- **Personal school supplies such as backpacks and notebooks**
- **Birth certificates necessary to enroll in school**
- **Immunizations**

- **Medical and dental services**
 - **Eyeglasses and hearing aids**
 - **Counseling services to address anxiety related to homelessness that is impeding learning**
 - **Outreach services to students living in shelters, motels, and other temporary residences**
 - **Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions**
- 

- **Tutoring services, especially in shelters or other locations where homeless students live**
- **Parental involvement specifically oriented to reaching out to parents of homeless students**
- **Fees for AP and IB testing**
- **Fees for SAT/ACT testing**



RESOURCES

- NCHE homeless education awareness information http://center.serve.org/nche/ibt/aw_homeless_ed.php
- National Association for the Education of Homeless Children and Youth (NAEHCY) <http://www.naehcy.org/>
- *Local Homeless Education Liaison Toolkit* http://center.serve.org/nche/pr/liaison_toolkit.php

Being homeless doesn't just mean living in shelters...



of formerly homeless students surveyed say homelessness was something they experienced more than once.



say they were homeless both with a parent or guardian and alone.



stayed with other people rather than in one consistent place they called home.



slept in a car, park, abandoned building, bus station or other public place.

Learn what matters. Get involved.
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HOMELESS STUDENTS IN AMERICA'S PUBLIC SCHOOLS

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