

McK-V 101 – Module 2

Slide 1

Welcome to the Nebraska Department of Education's Homeless Liaison training. You have selected the second Module, "McKinney-Vento 101". In this module liaisons will gain basic knowledge of the McKinney-Vento Act.

Slide 2-Make the definitions a part of Slide 2.

Title: Eligibility – Who is Eligible?

An important task of the district liaison is determining student eligibility for McKinney-Vento rights. So, let's talk about eligibility. McKinney-Vento students are children and youth who lack a fixed, regular, and adequate nighttime residence. Lacking any one of these conditions makes a student eligible. Determining if a student fits the definition of homeless is done on a case-by-case basis. To make a determination of homelessness: (A) see if the student's situation fits into one of the specific examples listed in the law or (B) consider if the student is in another situation that would fit the definition of homelessness by not meeting the fixed, regular, and adequate standard.

Even though the Federal law does not define fixed, regular, and adequate there are common definitions used. **First, let's take a look at fixed.**

(On this part I want it to work so that you have to click on fixed and then regular and then adequate in the text to get a fuller definition of each.

Fixed residence-one that is stationary, permanent, and not subject to change.

Now, let's take a look at a common definition for Regular.

On this page I want a picture of a house and a picture of a tent or a mobile home with an X through the tent or mobile home.

Regular residence-one that is used on a nightly basis. An example of a residence that is not regular would be the case of a teen living with their sister during the week. But when it came to the weekend the teen had to find a different place to live because the sister's boyfriend did not want them around.

Let's take a look at the definition for Adequate.

Picture of a teen in front of a closed door.

Adequate residence-One that is sufficient for meeting both the physical and psychological needs typically met in home environments.

These three definitions will be helpful in determining McKinney-Vento eligibility.

Picture of people in inadequate living conditions.

Slide 3

Use the bullets of Slide 2 in PP as spoken

Title: Eligibility – Who is Eligible?

So, who's eligible?

The McKinney-Vento definition includes:

sharing the housing of others due to loss of housing, economic hardship, or a similar reason.

Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.

Living in emergency or transitional shelters.

Slide 4

Use the bullets of Slide 3 in PP as spoken

Title: Eligibility

Also included in the McKinney-Vento definition of homeless are students...

Living in a public or private place not designed for or regularly used as **living** accommodations.

Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings. Examples of substandard housing could be housing that does not have working utilities, has rodent or insect infestations, mold, inadequate living space for the number of occupants, or puts the children in danger.

Migratory children who qualify because the children meet the McKinney-Vento definition of homeless.

I'm thinking for these two slides we use bullets that fade in as spoken w/ a picture that fits the context.

Slide 5

Bullets from Slide 4 on PP

Title: Determining Eligibility

McKinney-Vento eligibility is always made on a case-by-case determination. Cases that look identical on the surface may have different determinations. **As the liaison you will gather information with sensitivity and discretion without infringing on the families' privacy or the privacy of people they may be staying with.** Sometimes you will have to make the determination on a small amount of information. The school does have the right to ask for daytime contact information but the family does not have to give you that information.

VISUAL CHANGE in middle of slide 5: Where would you go if you couldn't stay there?

Then take out the last question.

Slide 6

Title: Important Eligibility Considerations

It can be easy to get bogged down in the details of how a family became homeless or why a student left home to live on the street. The beauty of McKinney-Vento is that you are not responsible for making a judgement about right or wrong, you just have to concentrate on fixed, regular, and adequate.

However, McKinney-Vento identification can be tricky. Some cases are obvious while others may require a discussion with the state liaison who can be reached at the Nebraska Department of Education.

Maybe an illustration could be two heads. One with ideas coming out of their head...are the parents abusive, is their drug abuse in the home, Mom says the kid didn't need to leave. This person could look like their head is going to explode. Then the other person is very calm and out of their head is coming, fixed, regular and adequate.

Slide 7

Create an infographic for the information on Slide 6 of PP

Title: Percent by Primary nighttime residence 2014-2015

The national **primary nighttime residence** percentages and Nebraska's are similar. It is common for families to cycle through more than one homeless situation. They may start out sharing housing with family members until they are forced to leave, then they may have to go into a shelter. But shelters are not permanent living situations. Most have a 30, 60 or 90 day limit. This may force the family to live in a car or on the street.

VISUAL CHANGE: Nighttime misspelled.

Slide 8

Use an image of people getting trained in a classroom?

Combined 7 & 8 from PP

Title: Awareness Strategies

An important part of your job as the liaison will be awareness training for staff, community agencies and the youth themselves.

Provide awareness activities so all school personnel and community agencies can be helpful in identifying students who are experiencing homelessness. When registering students avoid the use of the word homeless on forms and verbally. Families may not want to be identified as "homeless" due to embarrassment or fear that their children will be removed if

they are seen as “bad” parents for not being able to provide a home. Some districts use the term “family in transition”.

The district enrollment form can be an ideal way to get information about living situations in a nonintrusive manner. It is also a perfect time to inquire about siblings who are not school-aged.

VISUAL CHANGE – First Bullet: Personnel is misspelled.

VISUAL CHANGE -Third Bullet: Cathy will send an update for this.

Slide 9

The following questions will help you review the material presented so far in this module.

Slide 10

**Show parents on one side and children with Shelter on other.
Show kid (teen) going to shelter.**

Title: Unaccompanied Homeless Youth Definition

Now, let’s look at some definitions. First, Unaccompanied Homeless Youth.

An Unaccompanied Homeless Youth is a Child or youth who meets the McKinney-Vento definition of homeless and is not in the physical custody of a parent or guardian. Many youth become separated from parents due to lack of space in living

situations or shelter policies. Many flee physical or sexual abuse or family dysfunction.

Make bullets from these:

Roughly 1/3 of homeless youth identify as LGBTQ.

10% of currently homeless female teens are pregnant.

Many **unaccompanied homeless youth** are not enrolled in school. It's an important part of your job to get them enrolled and attending.

Note that a youth could be unaccompanied but not homeless.

VISUAL CHANGE: Many unaccompanied homeless youth are not enrolled in school.

Slide 11

I would suggest we combine Slide 10 & 11.

Title: School of Origin Definition

Another important definition is School of Origin. There are two possibilities for a school of origin. It can be the school the student attended when permanently housed or the school in which the student was last enrolled. ESSA made it clear that this includes a preschool. ~~There is information included about preschools that would qualify according to McKinney-Vento.~~

David, How about a picture of a classroom of preschool students.

Do we need to include the bullets? I assume you want all bullets in your PP to be included.

In ESSA the school of origin definition was expanded to include the designated receiving school at the next grade level if the district has a feeder school pattern. It does not have to be a written policy. If it is common practice that all the students from primary schools A, B, and C feed into middle school D then the McKinney-Vento student has a right to attend school D if the student becomes homeless or is homeless during this transition.

David, this would be a good one for one of your animated drawings. You could have students coming from schools A,B,C all walking from their schools to school D.

Exactly what I was thinking!

Slide 12 ADD Slide 17 to END OF THIS MODULE

Title: McKinney-Vento Rights

Are we using the bullets?

Now that you have some McKinney-Vento background and are familiar with McKinney-Vento definitions let's move into key rights that McKinney-Vento provides. Remember: the goal is keeping students in school helping to break the cycle of homelessness. Providing students with the supports needed to

graduate from high school are crucial to success in moving to postsecondary education or the workforce. This process does not start in high school but at the earliest level of education.

I'm thinking another animation of two students graduating. One moves over to a nearby University image and the other near a workplace image.

VISUAL CHANGE – Title: McKinney-Vento Rights

Slide 13 (combine 13 & 14?)

Title: School Stability

Homeless children and youth have a tremendous amount of instability in their lives. McKinney-Vento helps ensure that school is a stable place. Due to the McKinney-Vento Act it is the right of students to continue their education in the school of origin for the duration of homelessness.

David, maybe calendar pages could flip off showing a school year going by.

Homelessness can last for weeks, months or even years. The right to attend the school of origin lasts until the end of the academic year in which the student becomes permanently housed.

If the student cannot or chooses not to continue in the school of origin they have the right to enroll in any public school that housed students are eligible to attend.

What is the best placement for the student? You must start with the presumption that keeping the student in the school of origin is in their best interest. Look at a range of student-centered factors including the impact of mobility on achievement, education, health, and safety. Give priority to the parent's or guardian's request. In the case of an unaccompanied homeless youth give priority to the youth's request. For preschoolers, you can also consider attachment to teachers; availability and quality of services in the new area and even travel time.

David, For this one I am thinking an illustration of the liaison at a whiteboard writing these items and they could come in as you say them.

School of origin

Student-centered factors

Priority to the parent's/guardian's request

Priority to the unaccompanied youth's request

VISUAL CHANGE: Priority to unaccompanied homeless youth's request.

Title: Transportation to Maintain Stability

At the Parent's, guardian's or unaccompanied youth's request, the district must provide transportation to and from the school of origin, including until the end of the year when the student is permanently housed. Think outside the box, a school bus is not the only option. One district bought bicycles for the students to use for school transportation.

David, Kids riding bikes would work here or a bunch of bikes parked outside a school building.

Don't use bullets from PP

Slide 15 (Combine 16-18 of PP?)

Title: Immediate Enrollment

What if the student cannot or chooses not to stay in the school of origin? Then they have the right to immediate enrollment in any public school that students living in the same attendance area are eligible to attend even if they do not have required documents such as school records, records of immunization, proof of residency, guardianship, or other documents. To put it quite simply...when they come to your door, enroll them.

David, Illustration idea – a big stack of papers that is labeled – typical enrollment documents. Then no papers labeled – McKinney-Vento enrollment documents.

Bullets?

Immediate enrollment means immediate. The child or youth needs to be in school the day of enrollment or the next day. The school cannot delay entry because it is inconvenient. For example, a student may enroll during semester tests. Do not send them home to come back at the start of the next semester. Have a plan for how you will handle this type of situation. Also make sure the district transportation plan is flexible enough to change the route to facilitate transporting children back to the school of origin.

Enrollment includes participating fully in activities the school offers including after-school clubs, sports, music, speech, and others.

If the district has any policies that would be barriers for the immediate enrollment of homeless youth they need to be revised.

Maybe one of your moving illustrations. The youth is in the school office and enrolls and then it shows them walking right to a desk.

After immediate enrollment it is your job to contact the previous school or schools to locate the documents that are missing. While waiting for official school records, have informational conversations with parents and youths, as well as teachers and staff at the student's previous school to find out a little about the student so that academic services can be put in place immediately. Change graphic here>When a student disenrolls, have a folder with all their documents ready to send to the next school.

Maybe a picture of someone on the phone.

VISUAL CHANGE: Last image change to animation of student going to “school D” with documents going with him.

I’m thinking I can find images or illustrate a good bulk of this.

Slide 16

Title: Enrollment of Unaccompanied Homeless Youth

Remember that immediate enrollment applies for unaccompanied homeless youth even without a parent or guardian. As the liaison you will help them enroll and inform them of their rights under the McKinney-Vento Act.

Slide 17 MOVED TO END OF SLIDE 12

~~Title: Rights For All Homeless Students~~

All McKinney-Vento students are afforded certain rights under the McKinney-Vento Act. These include the right to enroll in school immediately including full participation in school activities.

The right to stay in and be transported to the school of origin.

Picture of a school bus or a picture of some extra-curricular activity.

McKinney-Vento students have the right to free school meals and access to any educational program for which they are eligible. This includes Head Start services, Title I, David, for

these two you say the letters IDEA, , ELL, migrant education vocational/technical education, gifted and talented to name a few.

Also the right to Counseling of unaccompanied homeless youth so they are aware that for the purposes of receiving federal financial aid for college they are considered independent students.

Picture of a college campus

Slide 18

Title: Support for Success: Title IA

Every district that does not receive a McKinney-Vento grant must set aside a minimum of \$100 on the Title I-Targeting step 4 tab of the consolidated grant. Districts that do receive McKinney-Vento grant money must match the amount with Title I money. Even if a school does not receive Title I money McKinney-Vento students are automatically eligible for Title I services.

Slide 19

The following questions will help you review the material presented in this module.

Slide 20

You have successfully completed the 2nd module, McKinney-Vento 101. Please close this window and select the third and final module “District Liaison Responsibilities”.

