

McKinney-Vento Webinar
Facilitator Guide

Topic: Introduction to the McKinney-Vento Homeless Assistance Act

Time	Slide#/Title	Information
	Title Slide Add your name and LEA to this slide.	<p>Say, <i>today's session is entitled, Introduction to the McKinney-Vento Homeless Assistance Act.</i></p> <p><i>This session is designed to support school personnel in understanding the key provisions of the McKinney-Vento Act and the benefits provided to students experiencing temporary housing.</i></p>
	Slide # 2 Presentation Disclaimer	<ul style="list-style-type: none"> • <i>This session was designed by NYS TEACHS and provided to school districts as an educational opportunity to learn about the McKinney-Vento federal law to support students experiencing temporary housing.</i> <p>About NYS-TEACHS: <i>New York State Technical and Education Assistance Center for Homeless Students is funded by the New York State Education Department and housed at Measurement Inc.</i></p> <p><i>NYS-TEACHS provides technical assistance on homeless education issues. Services include:</i></p> <ul style="list-style-type: none"> • <i>Hotline (800-388-2014)</i> • <i>Website (www.nysteachs.org)</i> • <i>Webinars, Annual Workshops, and On-Site Trainings</i> • <i>Outreach Materials https://www.nysteachs.org/order-brochures/brochures-posters</i> <p><i>Segue: Let's look at our outcomes for today's session</i></p>
	Slide #3, 4 Outcomes/ Agenda	<p>Outcomes: At the end of this webinar, participants will be able to:</p> <ul style="list-style-type: none"> • Define homelessness and possible causes. • Describe the key provisions of the McKinney-Vento Homeless Assistance Act. • Describe the importance of identifying students experiencing temporary housing, as required by the McKinney-Vento Homeless Act. <p>In order to accomplish these outcomes, here is our Agenda.</p> <p>Agenda</p> <ul style="list-style-type: none"> • Welcome • Causes/Impact of Homelessness • McKinney-Vento Act • Identification/Determining Eligibility • Summary/Resources

		<p><i>Segue: Let's get started w/ our agenda by thinking about the possible causes of homelessness.</i></p>
	Slide # 5	<p>What are the possible causes of homelessness?</p> <ul style="list-style-type: none"> • Lack of Affordable Housing • Insufficient Income • Mental/ • Physical illness • Natural Disasters • Domestic Violence • Family Rejection/ • Conflict <p>Ask participants: <i>What are other potential causes of homelessness? (possible responses – loss of job, accident, addiction, sudden illness, incarceration, family disfunction)</i></p> <p>Segue: There are many possible causes of homelessness and to mitigate the impact on our children, the McKinney-Vento law was established. Let's talk more about this federal law.</p>
	Slide # 6 McKinney-Vento Act MV Law	<p>The McKinney-Vento law is a federal law established in 1987. It was Reauthorized in 2015 as part of ESSA. It provides for School Access, School Stability and Academic Success.</p> <ul style="list-style-type: none"> ● School Access occurs through the provision of immediate enrollment. ● School Stability occurs through the provision of transportation to the school of origin. ● Academic Success occurs through Title 1 funding. (The purpose of Title 1, Part A is to provide all children with a fair, equitable, and high-quality education, and to close educational achievement gaps.) Title 1 funds provide supplemental educational supports such as tutoring and counseling. <p>Segue: Let's talk about students' rights under the law.</p>
	Slide # 7 McKinney-Vento Eligible Students' Rights	<p>Student rights include:</p> <ul style="list-style-type: none"> ● Free, appropriate public education ● Enroll in school immediately ● Enroll in school and attend classes ● Continue attending the school of origin ● Receive transportation to and from the school of origin ● Receive education services <p>Segue: As we continue w/ this presentation, please keep these rights in mind as we are required by law to ensure these rights.</p>

	<p>Slide # 8 McKinney-Vento Act Defines Homelessness</p> <ul style="list-style-type: none"> -Definition - Living Conditions -Eligibility Criteria 	<p>Say: We are developing knowledge of the MV law and the educational rights afforded to eligible students. Here is how the law defines homelessness.</p> <p><i>The definition of homelessness as defined by the McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless. Keep in mind the reason that there was a loss of housing, due to an economic hardship or similar reason.</i></p> <p>Fixed: <i>Fixed residence: one that is stationary, permanent, and not subject to change. Example: a tent is not “fixed,” but a house or an apartment are usually fixed to the ground.</i></p> <p>Regular: <i>A regular residence is a place that a student can return to consistently and count on, night after night. Example: If the family has a lease or they own their own home, the housing is usually “regular,” but if the students are staying in someone else’s home with the host’s permission, the housing may not be regular.</i></p> <p>Adequate: <i>Adequate residence: one that is sufficient for meeting both the physical and psychological needs that are typically met in home environments. For example: A home without heat, running water, or with an infestation may not be “adequate.”</i></p> <p>✓ If any one of these criteria is missing, the student is eligible for MV benefits. Remember that there is not a time limit for a student to receive MV benefits. As long as a student’s living situation is not fixed, regular or adequate, that student is eligible to receive benefits.</p> <p><i>Segue: Let’s look at who is covered under the law.</i></p>
	<p>Slide # 9 Who is covered under MV?</p>	<p>Children and youth living in these Living Conditions</p> <ul style="list-style-type: none"> ● Sharing the housing of others due to loss of housing, economic hardship or a similar reason ● Living in emergency or transitional shelters ● Living in motels, hotels, trailer parks, camping grounds due to the lack of alternative adequate accommodations ● Abandoned in hospitals ● Living a in public or private place not designed for sleeping ● Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, etc. ● Migratory children living in circumstances described above ● Unaccompanied youth living in circumstances described above <p>An unaccompanied youth is a child or youth not in the physical custody of (not living with) a parent or guardian. To be eligible for services</p>

		<p>under the McKinney-Vento Act, the youth must also meet the definition of homeless.</p> <p>Segue: Now we are going to look at the provisions of the McKinney-Vento law.</p>
	<p>Slide # 10 Provisions of the MV Act</p>	<p>The MV Act has different provisions that provide protections and benefits to MV eligible students. We are going to touch upon each of these areas but will not go into depth. NYS TEACHS has a separate webinar on each of these areas.</p> <ul style="list-style-type: none"> ● Role of the McKinney-Vento Liaison ● Enrollment ● School Selection ● Transportation ● Dispute Resolution <p>Segue: Let's start w/ looking at the role & responsibilities of the McKinney-Vento liaison.</p>
	<p>Slide #11 Role of Liaison</p>	<p>MV Requires a Liaison</p> <p>The McKinney-Vento Act requires school districts to designate an appropriate staff person, who also may be a coordinator for other Federal programs, as a local homeless education liaison.</p> <p>Point person for families and district staff to assist with the identification and enrollment of students experiencing temporary housing.</p>
	<p>Slide #12 Responsibilities of Liaison</p>	<p>According to the McKinney Vento Homeless Assistance act, there are 10 responsibilities. They include</p> <ol style="list-style-type: none"> 1. Identification of Students experiencing homelessness 2. Immediate enrollment of students in school 3. Referrals for early childhood 4. Referrals for health, housing and other needed services 5. Foster Parental Involvement 6. Posting Public Notice 7. Assist parents in the Dispute Resolution Process 8. Provide transportation to school 9. Provide trainings for colleagues 10. Meeting the Needs of unaccompanied Youth
	<p>Slide #13 Responsibilities of Liaison</p>	<ol style="list-style-type: none"> 1. Children and youths who are homeless are identified by school personnel through outreach and coordination activities with other entities and agencies; 2. Children and youths who are homeless are enrolled in, and have full and equal opportunity to succeed in, the school or schools of the LEA; 3. Families, children and youths who are homeless have access to and receive educational services for which such families, children, and

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		youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA , and other preschool programs administered by the LEA;
	Slide # 14 Responsibilities of Liaison	4. Families, children, and youths who are homeless receive referrals to health, dental, mental health, and substance abuse services, housing services , and other appropriate services; 5. Parents or guardians of children and youths who are homeless are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children; 6. Public notice of the educational rights of students who are homeless is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians and unaccompanied youths ;
	Slide #15	7. Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act; 8. Parents and guardians and unaccompanied youths are fully informed of all transportation services , including transportation to and from the school of origin and are assisted in accessing transportation services; 9. School personnel receive professional development and other support; 10. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youths, including identifying and removing barriers to receiving credit for full or partial coursework completed; are informed of their status as independent students for purposes of applying for federal financial aid for college; and receive verification of this status from the local liaison. Segue: Let's look at the first responsibility of a MV liaison - Identification
	Slide # 16 Identification	"Remember that under the McKinney-Vento Act, the local liaison is charged with ensuring that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies." 42 U.S.C. § 11432 (g)(6)(A)(i) Segue: Let's explore how school districts can identify students experiencing temporary housing.
	Slide #17 Identification through Outreach	The first step in identifying students in temporary housing is to do outreach. There are many key school personnel to assist w/ the identification. These members of the school community may have interactions with students and through those interactions it may be shared that there has been a change in students' living situations.

		<p>A bus driver may notice some changes during the pick-up and drop off times. A cafeteria staff member may notice a child is asking for more food or storing food in a backpack.</p> <p>Ask: What outreach efforts have you tried to identify students living in temporary housing? Ask for volunteers to share answers.</p> <p>NYS TEACHS has created some outreach materials for you to access and distribute. Let's look at them now.</p>
	<p>Slide #18 NYS TEACHS Outreach Materials</p>	<p>Outreach materials can be posted in all schools and other community spaces such as: motels, campgrounds, libraries, health centers, youth services centers, laundromats, soup kitchens and parks.</p> <p>Brochures are printed in English and Spanish. Order posters and brochures or view online PDFs here, free of charge</p> <ul style="list-style-type: none"> • Posters are available in 10 languages: English, Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, Urdu <p>Ask Where else might you post these Outreach materials in your communities?</p>
	<p>Slide # 19 Housing Questionnaire</p>	<p>Another way to identify our students experiencing temporary housing is through our Housing Questionnaire. During the enrollment process, families are provided this document to complete.</p> <p>A Housing Questionnaire is a:</p> <ul style="list-style-type: none"> - Screening tool required for all students. - Required at time of enrollment and change of address. (emphasize change of address! Some districts overlook this.) - It is completed by the student's parent, person in parental relation, or in the case of an unaccompanied youth by the student directly. <p>Segue: Let's explore the next provision – Immediate Enrollment</p>
	<p>Slide # 20 Immediate Enrollment</p>	<p>Selected school must immediately enroll, even if the child/youth:</p> <ul style="list-style-type: none"> • Does not have records normally needed for enrollment. • Has missed application or enrollment deadlines during any period of homelessness. <p>Enrolling school should contact the last school attended for records.</p> <p>Liaison must assist child/youth in obtaining any necessary immunizations or other required health records.</p> <p>Segue: Next provision is School Selection</p>

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	<p>Slide #21 School Selection</p>	<p>MV states: Local education agencies (LEAs or school districts) shall presume that keeping homeless children and youth in the school of origin, is in the child's or youth's best interest, to the extent feasible, except when doing so is contrary to the wishes of the parent or guardian (or in the case of an unaccompanied homeless youth, against the youth's wishes) 42 U.S.C. § 11432(g)(3)(B) (i), 2001</p> <p>Segue: The law presumes keeping students enrolled in the school of origin. Let's talk about the school of origin.</p>
	<p>Slide #22 School of Origin</p>	<p>School districts must keep children and youth experiencing homelessness in the school of origin, to the extent feasible, except when doing so is contrary to the wishes of the parent or guardian (or in the case of an unaccompanied homeless youth, against the youth's wishes) (42 U.S.C. § 11432(g)(3)(B) (i)).</p> <ul style="list-style-type: none"> ▪ School of origin is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled (42 U.S.C. § 11432(g)(3)(G)). ▪ Students can continue attending their school of origin the entire time they are homeless and until the end of any academic year in which they become permanently housed (42 U.S.C. § 11432(g)(3)(A)(i)(II)). ▪ If a student becomes homeless in between academic years, he or she can continue attending the school of origin for the following school year (42 U.S.C. § 11432(g)(3)(A)(i)(I)).
	<p>Slide #23 Choices for School Selection</p>	<p>Parents, guardians, or unaccompanied youth ("the designator") in temporary housing may have choices for school enrollment. They can choose:</p> <ul style="list-style-type: none"> ▪ The school attended or was entitled to attend when circumstances arose which caused the child or youth to become homeless. ▪ The school last enrolled, even if the student was temporarily housed during that time, or ▪ The local school where the student is currently temporarily housed. ▪ District participation in a <u>Regional Placement Plan (RPP)</u>.
	<p>Slide # 24 Transportation</p>	<p>The McKinney-Vento Act states that "(iii) The State and the local educational agencies in the State will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. 42 USC 11432(g)(1)(J)(iii).</p> <p>Ask participants: Why is transportation is addressed in the law?</p>

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Commented [CV8]: Ask participants why transportation is addressed in the law? (You included this question in the presentation notes and it's a good one to ask.)

	Slide # 25 Transportation	<p>Transportation Provisions</p> <ul style="list-style-type: none"> • Students experiencing homelessness, including preschoolers, are entitled to transportation to the school of origin. • Students who move into permanent housing are entitled to transportation throughout the remainder of the school year, and an additional year, if it is the child’s terminal grade in the school. • Students who enroll locally are entitled to transportation comparable to that which their permanently housed peers receive, and the elimination of barriers in order to enroll and attend school.
	Slide #26 Transportation Provisions	<ul style="list-style-type: none"> • Continued transportation to the same school for the rest of the academic year when the student moves into permanent housing, even if the new housing is located outside of the school district. • Transportation to extracurricular activities if the lack of transportation would be a barrier to the student participating. • The school district where the student is enrolled is responsible for transportation.
	Slide #27 Dispute Process	<p>The McKinney-Vento dispute resolution process is required to resolve any dispute that arises over eligibility, school selection, enrollment in a school, or transportation under the McKinney-Vento Act before a district interrupts services for the student.</p>
	Slide # 28 Dispute Resolution Process	<ul style="list-style-type: none"> ▪ Parents or unaccompanied youth can file a 310 Appeal to the New York State Commissioner of Education if there is a disagreement with a district’s decision about eligibility, enrollment, school selection, or transportation under the McKinney-Vento Act. <ul style="list-style-type: none"> ○ The child or youth must be immediately enrolled in their desired school and can maintain enrollment, transportation, and other services provided to students in the desired school district pending final resolution of the dispute, including all available appeals. ○ The Commissioner issues a decision on the appeal. ○ <p>TEACHS has several resources to assist district in filling an appeal. NYS Field Memo LEA Requirements for Implementing McKinney-Vento Homeless Student Dispute Resolution Process New Appeal Form of Petition Say, It is the liaison’s responsibility to assist the parent in completing the paperwork.</p>
	Slide # 29 Student Privacy Under FERPA	<p>The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that protects the privacy of student education records.</p> <p>The Act serves two primary purposes:</p> <ol style="list-style-type: none"> 1) Gives parents or eligible students more control of their educational records

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		<p>2) Prohibits educational institutions from disclosing “personally identifiable information in education records” without written consent</p> <p>Share slide info:</p> <ul style="list-style-type: none"> ▪ Strategies used by school districts to identify McKinney-Vento students should be grounded in sensitivity and demonstrate a commitment to protecting student confidentiality. ▪ According to the McKinney-Vento Act, information about the living situation of a child or youth experiencing homelessness is not deemed to be directory information; rather it considered to be part of a student education record and must be provided with the applicable confidentiality protections. [42 U.S.C. § 11432(g)(3)(G)]
	<p>Slide #30 Determining Eligibility</p>	<p>Here is the language of the law that says: The local liaison serves as the district’s lead homeless education contact and is required to fulfill the duties of the position as established in the Act [42 U.S.C. §11432(g)(6)(A)]. According to the Act [42 U.S.C. § 11432(g)(6)(A)], local liaisons must ensure that children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies.</p>
	<p>Slide # 31 Eligibility Determination</p>	<p>In order to determine eligibility, keep these 3 points in mind.</p> <ol style="list-style-type: none"> 1. Use the definition of homelessness. Homelessness = lacking a fixed, regular and adequate nighttime residence. 2. If any one of these criteria is missing, the student is eligible for McKinney-Vento benefits. 3. A student may be considered homeless for an unspecified length of time if housing is not fixed, regular and adequate. <p>Segue: Let’s look at some questions to ask families to determine if their housing is fixed, regular & adequate.</p>
	<p>Slide # 32 Questions to Determine Fixed, Regular</p>	<p>Fixed:</p> <ul style="list-style-type: none"> ▪ Is your current housing situation fixed to one place? (i.e., not in a vehicle, camper etc.) <p>Regular:</p> <ul style="list-style-type: none"> ▪ Is this a permanent arrangement? <ul style="list-style-type: none"> ▪ How long do you plan to stay at this address? ▪ What were the circumstances that caused you to leave your previous housing?
	<p>Slide #33 Questions to Determine Regular</p>	<ul style="list-style-type: none"> ▪ Do you have a key to the place you are living? ▪ Do you stay in the same place every night? ▪ Could your friends/relatives ask you to leave at any time?

		<ul style="list-style-type: none"> ▪ Are you sharing the home equally or are you more like guests in the home? ▪ Where would you go if you could not stay where you are currently living?
	Slide # 34 Questions to Determine Adequate	<ul style="list-style-type: none"> ▪ How many people are living in the home? How many are sharing a room? ▪ Are the child(ren)/youth sleeping in a bedroom or in a different space in the house? ▪ Is there heat, running water and electricity? ▪ Is there adequate space to meet the physical and psychological needs of the child(ren)/youth staying there?
	Slide # 35 Determining Eligibility of UHY	<ul style="list-style-type: none"> ▪ Why is the student living with someone who is not his/her parent/guardian? ▪ Is the student placed in this residence as a temporary plan for housing because the entire family became homeless? ▪ Did the student leave home because of severe family conflict? ▪ How long can the student continue living where he/she is? ▪ Does the student have his/her own space/bedroom in the residence? ▪ Can the student come and go as needed? ▪ Where would the student live if they are not able to live there?
	Slide # 36 Eligibility Scenario #1	<p>Tony, his two brothers, and his parents have been living with their uncle after a flood damaged their home last month. They were grateful that relatives were willing to take them in, but the house is not large enough for both families to live comfortably, creating a tense living situation. Tony and his brothers have nowhere to do their homework and sleep in the living room with sleeping bags.</p> <p>Would Tony and his two brothers be eligible for McKinney-Vento benefits?</p> <p>A. Yes B. No C. Not Sure</p> <p>Answer: A, Tony & his brothers lost their housing due to a flood and are now living doubled-up. Their housing is not fixed, regular & adequate.</p> <p>Segue: Let's look at another eligibility scenario.</p>
	Slide # 37 Eligibility Scenario #2	<p>Samantha is attending 5th grade in a New York school District. Her parents were in a tragic car accident. Her aunt and uncle moved into her house to care for her.</p> <p>Would Samantha be McKinney-Vento eligible?</p>

		<p>A. Yes B. No C. Not Sure</p> <p>Answer: B, she is not MV eligible because she has not lost her housing. She would be an unaccompanied youth but not considered homeless.</p>
Slide # 38 Eligibility # 3		<p>Due to an inability to pay rent, Sarah and her three children were evicted from their home. She moved into her mother’s one-bedroom home temporarily. Sarah and the kids are sleeping in the living room. Would Sarah’s children be eligible for McKinney-Vento benefits? A. Yes B. No C. Not Sure</p> <p>Answer: A, Sarah lost housing due to financial hardship which has caused her to live “doubled-up”. Her children are MV eligible.</p>
Slide # 39 Title I Part A Set Aside Funds		<p>The purpose of Title I, Part A of the Elementary and Secondary Education Act (ESEA; 20 U.S.C. § 6301 et seq.) is to provide all children with a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A also plays a significant role in supporting the academic achievement of students experiencing homelessness</p> <p>SchoolHouse Connection Resource Title I Part A: Law, Guidance, and Use of Funds SchoolHouse Connection</p>
Slide #40		<ul style="list-style-type: none"> ▪ All LEAs receiving Title I funds must reserve funding (called a Title I, Part A set-aside) to support students experiencing homelessness. Consult the Guidance on Allowable and Unallowable Uses of Title I Set-Aside Funding. ▪ Title I, set-aside funds can be used to provide services and supports beyond what may typically be offered to other students.
Slide # 41 Allowable Expenditures		<p>Say: School districts can support our students in temporary housing with the following supports:</p> <ul style="list-style-type: none"> ▪ Academic programs and educational support services ▪ Basic/emergency supplies ▪ Immunizations, mental and physical health services ▪ Extended library hours/after school programs ▪ Counseling services ▪ Parental involvement ▪ Intervention programs ▪ Outreach efforts to identify the students in temporary housing and assist them ▪ Data collection to assess the needs/progress of students in temporary housing ▪ The work of the liaison

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		<ul style="list-style-type: none"> ▪ Excess transportation costs
	Slide # 42 Key Takeaways	Ask, "What are some key ideas to remember about the McKinney-Vento Act ?" Allow participants to share ideas
	Slide # 43 Resources	McKinney-Vento Homeless Assistance Act Housing Questionnaire NCHE Brief: Identifying Children and Youth in Homeless Situations Enrolling Children and Youth Experiencing Homelessness in School NCHE Brief on School Selection NCHE Brief on Role of the McKinney-Vento Liaison

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