



[WEBINAR]

Implementing the McKinney-Vento Act in the COVID-19 Era

Thursday, 9/3, 2020 | 3:00 – 4:30PM ET

About SchoolHouse Connection

SchoolHouse Connection works to overcome homelessness through education. We provide strategic advocacy and practical assistance in partnership with schools, early childhood programs, institutions of higher education, service providers, families, and youth.

- Website:
<http://www.schoolhouseconnection.org>
- Newsletter:
<https://www.schoolhouseconnection.org/sign-up/>
- Federal and state policy advocacy
- Q&A from our inbox
- Webinars and implementation tools
- Youth leadership and scholarships



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Housekeeping

HAVE A QUESTION?

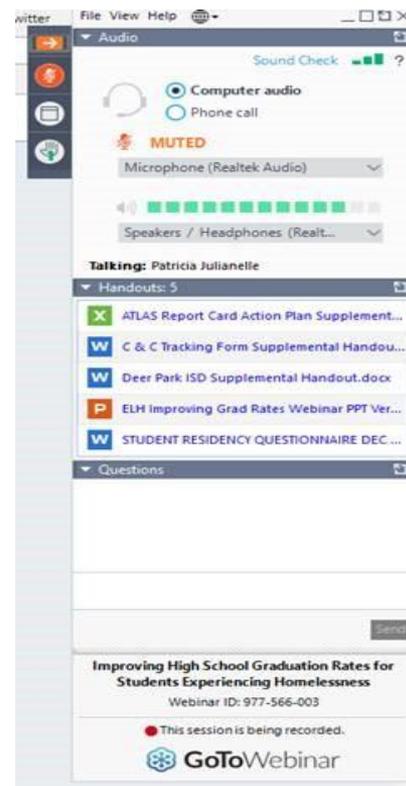
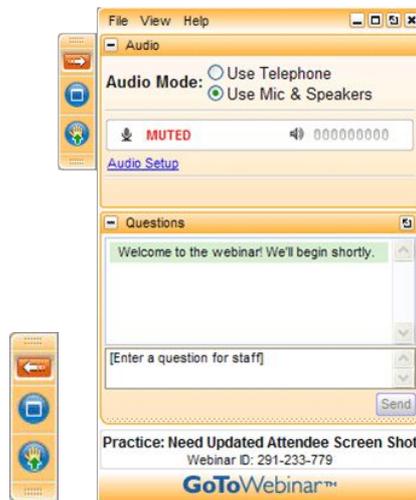
This webinar is for you. Enter your questions in the questions pane and click 'Send'.

RECORDING & HANDOUTS

An archive of this webinar and all materials will be posted [here](#).

This PowerPoint is available in your "Handouts" panel.

If you've signed up for this webinar, you will receive a link to the recording in an email after the webinar is over.



Today's Agenda:



- Where to Find SHC Resources
- Implementing McKinney-Vento in the COVID Era:
 - Definition of “homeless”
 - Liaison Duties, Identification
 - School of Origin
 - Transportation
 - Immediate Enrollment
 - Title I and Use of Funds

<http://bit.ly/SHC-covid19>

- Frequently Asked Questions
- Checklists, Guides, and Strategies
- Upcoming and Archived Webinars
- Guest Perspectives
- Policy Updates on COVID-19
- Homeless Education in the News: COVID-19 and Homelessness
- Resources from Federal Agencies and Partner Organizations



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Overcoming Homelessness Through Education

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Group by SchoolHouse Connection

Homelessness & Education - A SchoolHouse Connection Group

Private group · 735 members



+ Invite



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What's on your mind?



Photo/Video



Tag People



Feeling/Activity

Announcement · 1

[See All](#)

About

Welcome to the SchoolHouse Connection community!

This group is made up of McKinney-Vento liaisons, state coordinators, service providers, and ... [See More](#)

Private

www.facebook.com/groups/SchoolHouseConnection/

**Featured
Resource: Videos
from the Field**



<https://www.schoolhouseconnection.org/from-the-field-videos/>

Definition of “homeless”:

Who is eligible for McKinney-Vento services?

Children and youth who lack a fixed, regular, and adequate nighttime residence. 11434a(2)

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason.
[74% of identified MV students in 2017–18]
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
[Motels: 7% of identified MV students in 2017–18]

Definitions (cont.)

- Living in emergency or transitional shelters.
[12% of identified MV students in 2017–18]
- Living in a public or private place not designed for or regularly used as accommodations.
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings.

**What is substandard? Check utilities; infestations; mold; dangers
Guidance A3**



Homelessness has a lot of faces

- Parents pay for a motel when they have money
- Staying with a relative following an eviction
- Staying at a domestic violence shelter
- Rotating among many houses
- Stuck with an ex-boyfriend after losing her job
- Squeezed into a fifth-wheel

POLL

Public schools identified over 1.5 million students experiencing homelessness in the 2017-18 school year.

So far this year, have the numbers of children and youth experiencing homelessness in your school/district/community:

- Increased more than 20%
- Increased up to 20%
- Stayed about the same
- Decreased up to 20%
- Decreased more than 20%

Every local educational agency (LEA) must Designate a McKinney-Vento Liaison

The liaison must be able to carry out the ten duties outlined in the law, including:

- **Identify** McKinney-Vento students
- Post **public notice** of McKinney-Vento rights to parents and youth
- Provide **professional development** and support on McKinney-Vento to school staff

Identification

CHALLENGES

- Increased homelessness
- Identifying families and youth who become homeless after schools closed.
- Understanding the definition and nature of homelessness

STRATEGIES

- As a first step, reach out to families and youth identified as homeless last school year.
- Embed [questions](#) and [information](#) about homelessness in all school enrollment documents and outreach efforts.
- Engage all your community partners: food banks, laundromats, legal services, faith communities, motels, campgrounds, shelters, Boys and Girls clubs, LGBTQ youth organizations, culturally-specific organizations, eviction courts, law enforcement, local TV and radio.
- [Identifying Students Experiencing Homelessness During School Building Closures](#)

CONOZCA SUS DERECHOS



- ¿SE ESTÁ QUEDANDO EN UN HOGAR QUE NO ES SUYO, TEMPORALMENTE?
- ¿QUIERE QUE SUS NIÑOS SE MANTENGAN EN LA MISMA ESCUELA?
- ¿ESTÁ ENFRENTANDO PROBLEMAS AL INSCRIBIR A SUS NIÑOS EN LA ESCUELA, O CON EL TRANSPORTE A LA ESCUELA?

La ayuda podría estar a su disposición.



1. Si se está quedando temporalmente con otras personas porque tuvo que dejar su casa, o si está durmiendo en un motel, campamento, refugio, o cualquier lugar no bajo techo ni adecuado para su familia, usted y sus niños tienen derechos especiales en la escuela.
2. Los derechos incluyen que los estudiantes puedan:
 - Mantenerse en la misma escuela aunque se cambien de casa o barrio, y recibir transporte gratis a la escuela, siempre y cuando sea del interés del estudiante
 - Inscribirse y participar en la escuela de inmediato, aunque no se presenten los documentos requeridos
 - Recibir comida en la escuela gratis
 - Recibir ayuda con los implementos escolares y otras necesidades
 - Recibir más apoyo cuando el estudiante no esté acompañado de sus padres
 - Recibir ayuda para que los niños pequeños se inscriban en programas preescolares
3. Pida hablar con la persona de su distrito escolar que maneja el programa "~~McKinney-Vento~~" que determinará cómo ese programa les puede ayudar a Uds. y a sus niños.
4. Si no logra comunicarse con el distrito escolar, o si tiene más preguntas, contáctese con la persona que maneja el programa "~~McKinney-Vento~~" del estado: <https://nche.ed.gov/wp-content/uploads/2019/08/SC-Contact-list.pdf>.

Where are you posting public notice these days?

- Laundromats
- Post office
- Health care providers
- Law enforcement and eviction courts

SIGNS OF POTENTIAL HOMELESSNESS IN A VIRTUAL LEARNING WORLD



Frequent changes in the background of where the student is working; the student appears to be changing location frequently



Many different people in the background, beyond just the student's immediate family



Background in a motel/hotel, outdoors, or public areas



Student/parent unreachable for periods of time



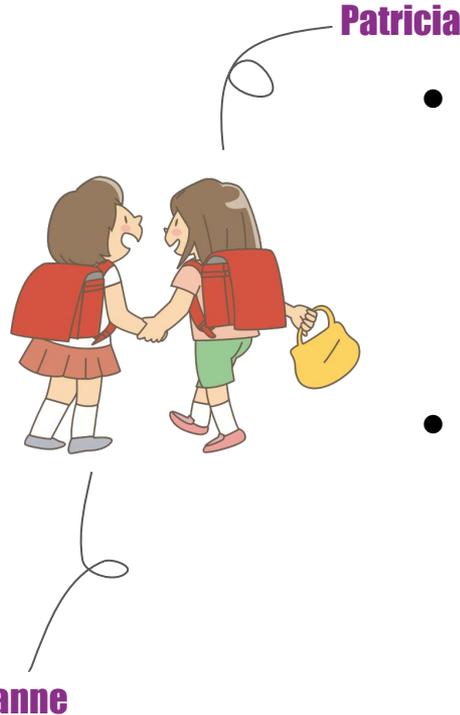
Unwilling to turn on camera; inconsistent internet.

Professional development:
Engaging and training teachers is more important than ever.

- [Back-to-School Training Kit](#)
- [Short videos](#) for school staff

Let's talk about Patricia and Alleanne

- They started the school year last month in 3rd grade and preschool at McKinney Elementary School.
- Their family was evicted on September 1, when the eviction moratorium ended. They are staying with a grandparent for now, in a different school district 25 miles from McKinney.



- McKinney is open for in-person learning, but the local school is starting with distance learning only.
- Mom wants both girls to continue attending McKinney.

McKinney Elementary is the **school of origin**

- The school attended when permanently housed or the **school in which last enrolled**, including a preschool. 11432(g)(3)(I)
- What is a “preschool”?
 - Publicly-funded program for children 0-5 for which the LEA is a financial or administrative agent, or is accountable for providing early childhood education. Guidance N4; Fed. Data Guide
 - Help with school of origin and preschool:
www.schoolhouseconnection.org/early-childhood/

The right to remain in the school of origin

Each LEA shall, according to the child's or youth's best interest:

- Keep the student in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed; or
- Enroll the student in any public school that housed students living in the attendance area where the student is living are eligible to attend.

11432(g)(3)(A)



Determining best interest

In determining best interest, the LEA shall:

- Presume that keeping the student in the school of origin is in the student's best interest. 11432(g)(3)(B)(i)-(ii)
 - Unless contrary to the request of the parent, guardian, or unaccompanied youth.
- Consider student-centered factors, including the impact of mobility on achievement, **education**, health, & **safety**.
 - For preschool children, consider attachment to teachers; availability and quality of services in the new area; and travel time. Guidance N3
- Give **priority** to the request of the parent/guardian.
- Give **priority** to the request of an unaccompanied youth.

School of origin in the COVID era

The law remains in effect.

- What about health and safety concerns?



- What if McKinney Elementary is only allowing students from the local area to attend due to COVID?

- What about distance learning v. in-person learning?

POLL

Does the McKinney-Vento Act give Patricia and Alleanne the right to remain at McKinney Elementary?

- Yes
- No
- I'm not sure

Transportation to the school of origin

LEAs must provide transportation to and from the school of origin (including preschools), including until the end of the year when the student obtains permanent housing, at a parent's or guardian's request (or at the liaison's request for unaccompanied youth).

- If staying in the same LEA, that LEA must provide or arrange transportation to the school of origin.
- If crossing LEA lines, **both LEAs** must determine how to divide the responsibility and **share** the cost, or they must share the cost equally.

11432(g)(1)(J)(iii); Guidance J5



Transportation in the COVID era

The law remains in effect.

- What arrangement works best for both LEAs, while also providing safe and appropriate transportation for Patricia and Alleanne?



What if there is a disagreement?

Written notice - explain the decision and how to appeal, in a manner and form understandable to the parent, guardian, or youth.

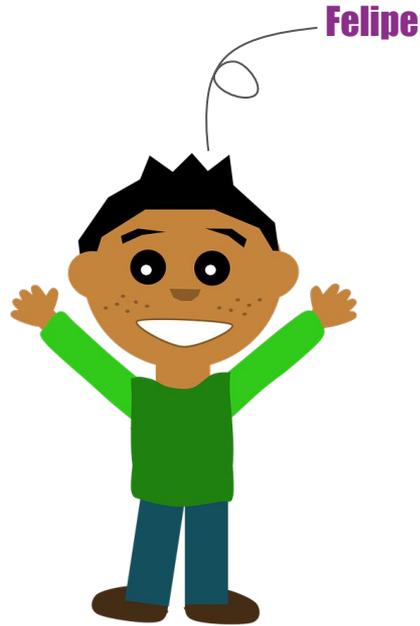
- The liaison must carry out the dispute process as expeditiously as possible.
- The student must be immediately enrolled in the school **in which enrollment is sought**. 11432(g)(3)(E); Guidance K2; 11432(g)(3)(B)(iii)

Questions?



Let's talk about Felipe

- He left home early this summer, after conflicts with his parents that he does not want to discuss.
- He missed a lot of school last spring (11th grade), when his high school switched to distance learning.



- He has been staying with different people, and now is with a friend's family in a new school district.
- He wants to enroll in his friend's high school, which is opening as a hybrid of distance and in-person learning.

Felipe has the right to enroll in school immediately

- McKinney-Vento students are **entitled to immediate enrollment in any public school** that students living in the same attendance area are eligible to attend, even without required documents, such as school records, records of immunization and other required health records, proof of residency, guardianship, or other documents. 11432(g)(3)(C)

“Enrollment” includes attending classes and participating fully in school activities. 11434a(1)

- Immediate enrollment applies even without parent or guardian.
11432(g)(1)(H)(iv)
 - Typically, unaccompanied youth enroll themselves.
- The liaison must assist in obtaining immunization and other health records or screenings.
11432(g)(3)(C)(iii)
- Enrolling schools must obtain school records from the previous school.
11432(g)(3)(C)(ii)





From the Field: San Antonio ISD, Texas

Making online enrollment work for MV families and students:

1. **Online videos** with step-by-step instructions on how to register via computer and cell phone, in English and Spanish.
2. **System notes** in several places that students without a permanent home do not have to supply all the documents usually needed for registration.
3. **Provide a number** to call for assistance and a link to an Enrollment Guide with information for homeless and foster students.

Removing Barriers

SEAs and LEAs **must develop, review, and revise policies to remove barriers** to the identification, enrollment and retention of McKinney-Vento students, including barriers due to outstanding fees or fines, or absences.

11432(g)(1)(I)

Removing barriers to Felipe's enrollment and retention

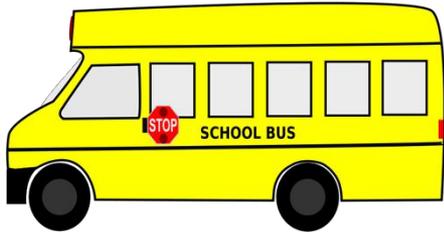
CHALLENGES

- Lack of internet, devices, electricity
- Lack of safe, stable environment conducive to learning
- Lack of transportation
- Lost credits in the spring

STRATEGIES

- Provide a pre-paid cellphone.
- Provide unlimited data and insurance on devices, and a charger.
- Check in with Felipe weekly (at least).
- Provide one-on-one academic support.
- Prioritize him for in-person options.
- Work with his previous school to provide partial credit for his work in the spring; Provide credit recovery options. 11432(g)(1)(F)(ii); 11432(g)(6)(A)(x); Guidance O2
- Connect him with extra-curricular activities.

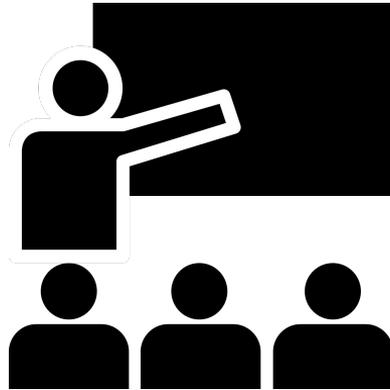
Transportation for Felipe



- LEAs must provide students in homeless situations with transportation services comparable to those provided to other students.
11432(g)(4)(A)
- But LEAs also must address transportation barriers to attending classes and participating fully in school, including extra-curricular.
Guidance J11

Immediate enrollment and removing barriers in the COVID era

- What if students are required to have COVID tests, wear masks, or take other safety precautions prior to attending school?



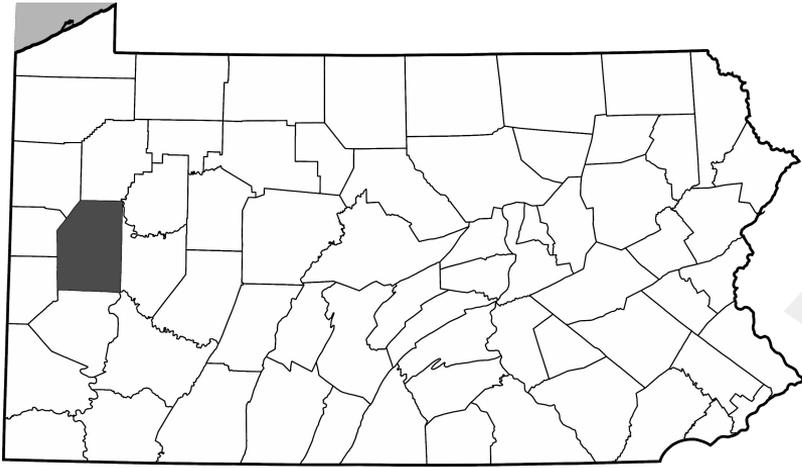
- What if deadlines have passed to enroll in-person academic support, credit recovery, or extra-curricular activities?

- What if enrollment is restricted only to local “residents”?

College transition for Felipe

- Keep him on track for graduation, to remove barriers to retention.
- Provide him with an unaccompanied youth [verification](#) to complete the FAFSA without his parents.
- College planning is more complex than usual this year, but we have some [tips](#).





From the Field: Lincoln IU, Pennsylvania

- Remind teachers that unaccompanied youth in particular struggle with connectivity, a safe place to work, and adult support with schoolwork.
- Support youth with mobile hotspots, academic support, and regular check-ins
- Make sure teachers are providing appropriate accommodations in their expectations and awarding partial credits when needed.



Funding to support Felipe, Patricia, and Alleanne

- McKinney-Vento subgrants
- CARES Act
 - [Governors Emergency Education Relief Fund](#)
 - [ESSERS](#)
- Title I, Part A funds

Title I, Part A funds

- McKinney-Vento students attending any school in the LEA are automatically eligible for Title IA services. 20 USC 6315(c)(2)(E); Guidance M1
- All LEAs that receive Title IA funds must set-aside the funds necessary to provide McKinney-Vento students with services comparable to services provided in Title IA schools. 20 USC 6313(c)(3)

Uses of Title I, Part A funds

Can be used for services not ordinarily provided to other students.

- Services must be reasonable and necessary to enable homeless students to take advantage of educational opportunities.
- Funds must be used as a last resort when services are not reasonably available from another source.

Guidance M4, M5

POLL

What funds are being used in your school/district/community to support children and youth experiencing homelessness? (check all that apply)

- McKinney-Vento
- Title I, Part A
- CARES Act
- Other
- I don't know



Questions?

Thank you!

Patricia Julianelle - patricia@schoolhouseconnection.org

Continue the conversation - <https://www.facebook.com/SchoolHouseConnection/groups/>