

McKinney-Vento Homeless Assistance Act



Review of McKinney Vento Basics

State Coordinator Webinar Series

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Kansas State Department of Education

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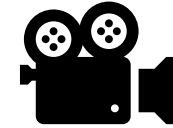
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Discussion Today:

- Terminology and Definitions
- District Responsibilities
- Examples will be intermixed



<https://youtube/nLDy844PiSQ>



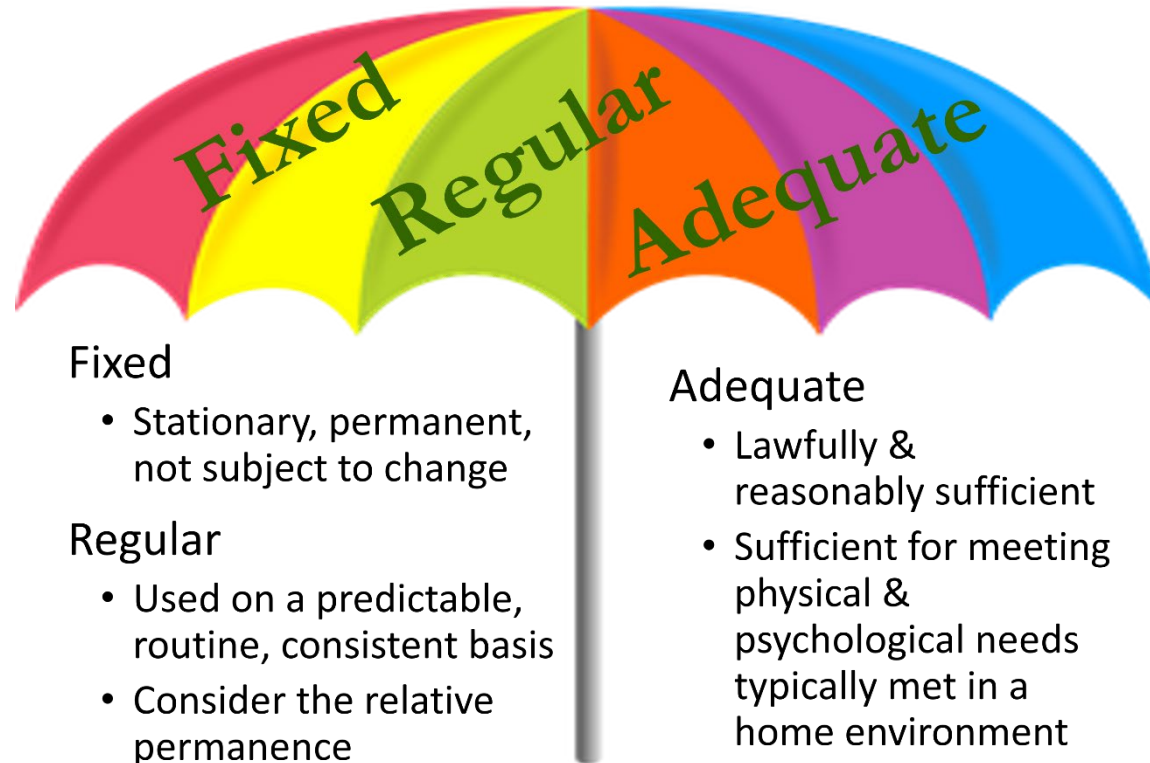
McKinney-Vento Assistance Act:

“In any State where the compulsory residency requirements or other requirements, in laws, regulations, practices, or policies, may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, homeless children and youths, the State educational agency and local educational agencies in the State will review and undertake steps to revise such laws, regulations, practices, or policies, to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.” [42 U.S.C. § 11431(2)]



McKinney Vento Definition

Children or youth who lack a fixed, regular, and adequate nighttime residence.



[42 U.S.C. § 11434a(2)]



The Two Sub-categories of Homeless Children and Youth:

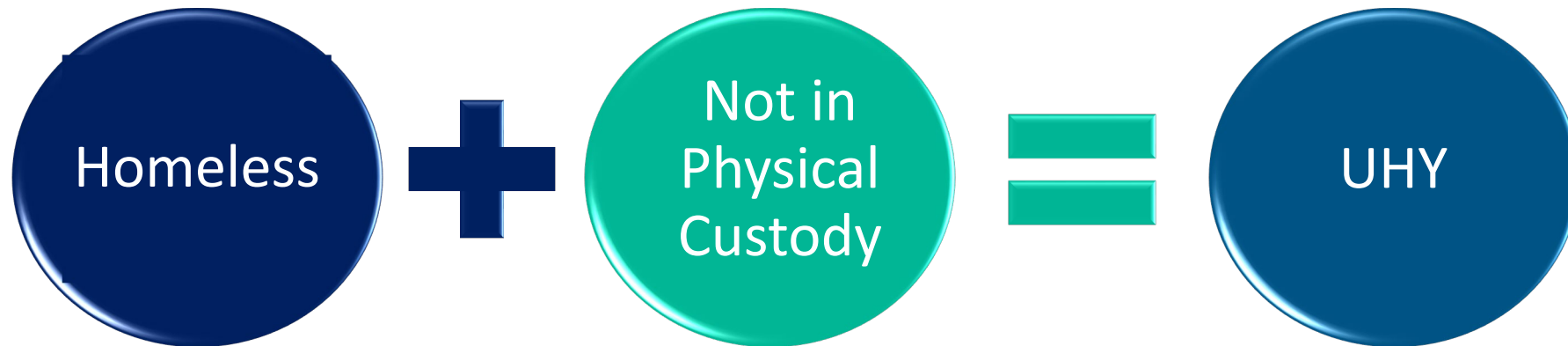
- ACCOMPANIED = at least one parent or full legal guardian is present
- UN-ACCOMPANIED = no parent or guardian is present

The term *unaccompanied youth* includes a homeless child or youth not in the physical custody of a parent or guardian [42 U.S.C. § 11434a(6)].



Unaccompanied Homeless Youth (UHY) Definition

1. Student's living arrangement must **meet the definition of homeless**, AND
2. Student must be considered **unaccompanied**, defined as "not in the physical custody of a parent or guardian"



[42 U.S.C. § 11434a(6)]



About Unaccompanied Youth:

- Not limited to older teenagers
- May enroll themselves in school without an adult or caregiver present
- May participate in meetings on their own behalf regarding school of attendance decisions (IEP meetings are an exception)

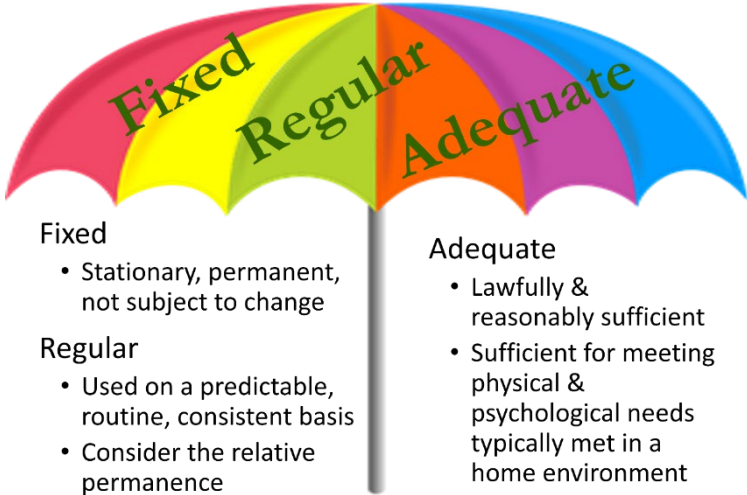
For a thorough overview of legal rights and services specific to unaccompanied youth, see: [Supporting the Education of Unaccompanied Youth Experiencing Homelessness](#)





Homeless Situations:

- Doubled up: accompanied or “unaccompanied”
- Hotel/Motel: accompanied or “unaccompanied”
- Shelters/Transitional Housing: accompanied or “unaccompanied”
- Unsheltered: accompanied or “unaccompanied”





Reporting Homeless Students

Homeless Students are reported through the Kansas Individual Data on Students (KIDS) in field D35:

0 = Not a homeless student

1 = Accompanied homeless student doubled up (relatives or living with another family)

2 = Accompanied Homeless student stayed in hotel/motel

4 = Accompanied homeless student stayed in shelters, transitional housing

5 = Accompanied homeless student unsheltered (car, parks, campgrounds, or abandoned buildings)

6 = Unaccompanied homeless student doubled up (relatives or living with another family)

7 = Unaccompanied homeless student stayed in hotel/motel

8 = Unaccompanied homeless student stayed in shelters, transitional housing

9 = Unaccompanied homeless student unsheltered (car, parks, campgrounds, or abandoned buildings)

[McKinney Vento Fact Sheet](#)





Goals for EHCY Program

School Stability & Removing Barriers for Full Participation

- Attendance
- School of Origin
- Academic success
- Graduation
- Postsecondary participation and completion

HOPE for a better future!





10 Duties of a Liaison

[National Center for Homeless Education \(NCHE\): Understanding the Role of the Liaison](#)

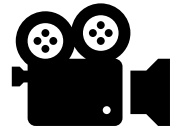
The McKinney-Vento (MV) Act includes a “job description” for the local liaison in the form of a list of duties. [\[42 U.S.C. § 11432\(g\)\(6\)\(A\)\]](#)

1. Identification
2. Enrollment
3. Referral for Early Childhood
4. Referrals for Health, Housing and Other Services
5. Parental Involvement
6. Public Awareness
7. Facilitate the Dispute Process
8. Services & Transportation
9. Training & Professional Development
10. Meeting the Needs Unaccompanied Youth

[Homeless Liaison Toolkit – National Center for Homeless Education](#)



Duties of a McKinney Vento Liaison



#1 – Identification

#2 – Enrollment & Full Participation

#6 – Public Awareness

#7 – Facilitate the Dispute Process

#9 – Give & Receive Training and Professional Development

Things to consider:

How can fulfilling the liaison duties help support families experiencing homelessness?



https://www.youtube.com/watch?v=0dI_N-wrHWI



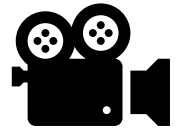


Discussion Questions

- How could a local liaison fulfill their duties of identification, enrollment support, and increased public awareness to benefit these families?
- What processes/procedures are in place to “throw the net wide” multiple times per year?
- Do staff know the signs of homelessness and whom to contact if they suspect someone is experiencing unstable housing?
- Have partnerships been established so that if a family seeks services from a community-based organization or agency, they are referred to the liaison for assistance in enrolling their children in school?



Duties of a McKinney Vento Liaison



#3 – Referral for Early Childhood Interventions

#4 – Referrals for Health, Housing, and Other Services

#5 – Inform and Involve Parents

#8 – Services & Transportation

Things to consider:

How can fulfilling the liaison duties help support families experiencing homelessness?



<https://www.youtube.com/watch?v=SUqjefUNpoc>



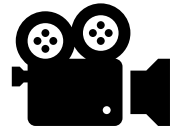


Discussion Questions

- What basic needs are the family lacking? How do you determine what they need? Can we provide this within the school system, or is this something that a community partner would be better able to address?
- How could schools provide academic support or help students graduate?
- How do schools support those “intangible” needs – emotional support, hope, etc.?



Duties of a McKinney Vento Liaison



#10 – Support Unaccompanied Youth



<https://www.youtube.com/watch?v=RyXz9BeH5gU>

https://www.youtube.com/watch?v=5rd__r7JWfQ

Things to consider:

How can fulfilling the liaison duties help support families experiencing homelessness?





Discussion Questions

- How would addressing awarding of partial-credit policies impact highly mobile youth?
- What types of support would be helpful for unaccompanied youth?
- How could college and career counseling help set up unaccompanied youth for a better future?
- How would helping an unaccompanied youth complete the FAFSA help with future planning?
- What types of documents does an unaccompanied youth need to be able to “adult”? How could the liaison assist the student in acquiring these?



Unstable Housing Impacts Education

High mobility and its trickle-down effects

- Higher than average rates of:
 - Emotional, behavioral, and health problems;
 - Developmental delays and school problems;
 - Hunger and food insecurity; and
 - Witnessing violence.
- Correlation between adverse childhood experiences and experiencing homelessness as an adult
- Higher chance of dropping out of school





Homeless Indicators

- Erratic school attendance
- Chronic hunger or fatigue
- Stress/concern about family or where they will go after school
- * Reluctance to part with belongings at school
- Changes in behavior patterns
- Poor grooming
- Clothing that is dirty or not appropriate to weather conditions



True or False?

True or False: The living situation of a student experiencing homelessness is protected under FERPA.

True. Section **722(g)(3)(G)** of the McKinney-Vento Homeless Assistance Act, as amended, provides that information about a homeless child's or youth's living situation must be treated as a student education record and must not be deemed directory information under FERPA [**20 U.S.C § 1232g**].

Consider this: If a McKinney Vento student is suspended or expelled from school, where are they going to spend their day? On the street? Will they have access to food?



Quick Look at Data

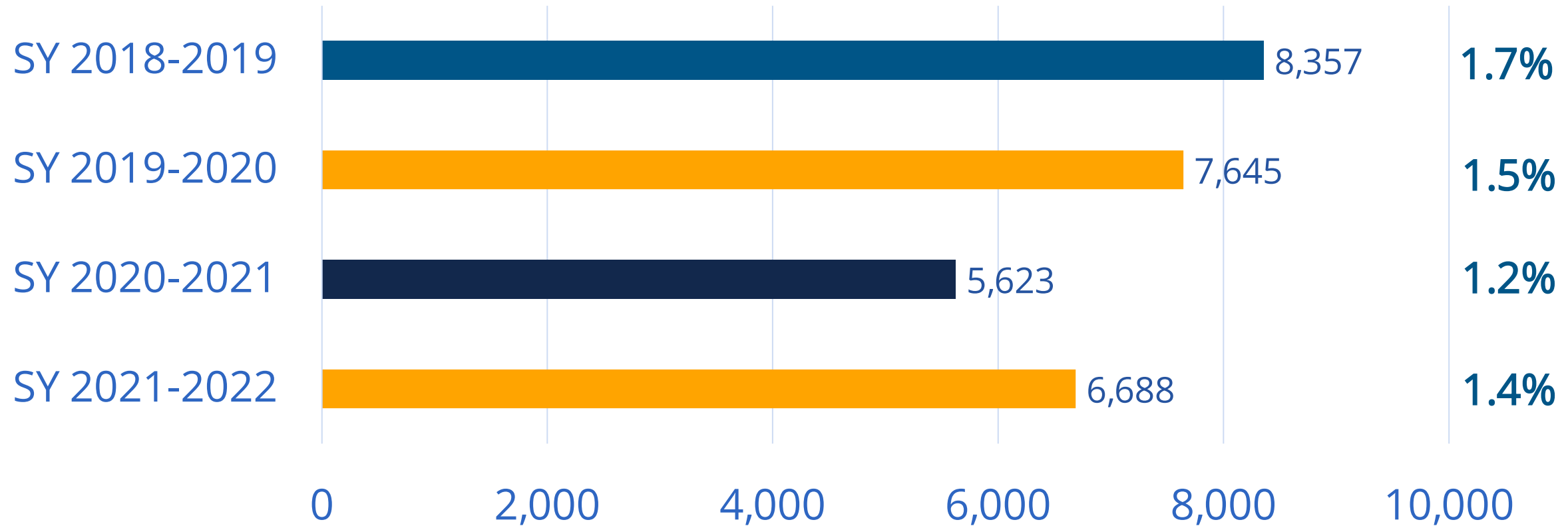


- What do we hope to learn?
- What patterns come to light?
- How will this information guide our path?
- Who do we need to connect with to achieve our goals?
- If we change our actions, how will it impact students?
- What would success look like?
- I wonder why?





Historical HCY Enrollment



Sources: U.S. Department of Education's ED*Facts* Initiative & KS *Consolidated State Program Report* data , 2021-22





Academic Proficiency: SY 2021-22

Grade	McKinney Vento		Economically disadvantaged		All students	
	% proficient RLA	% proficient Mathematics	% proficient RLA	% proficient Mathematics	% proficient RLA	% proficient Mathematics
ALL Grades	14.15	10.65	19	15.73	32.09	29.35
3 rd	13.96	19.48	21.56	31.12	36.7	48.11
4 th	19.13	14.54	26.31	18.98	41.92	34.73
5 th	22.59	12.2	19.29	15.95	39.23	29.89
6 th	25.23	8.61	18.48	14.04	32.35	28
7 th	13.86	7.96	17.64	11.88	30.55	25.67
8 th	8.07	5.49	10.75	9.5	20.19	20.31
High School	10.13	4.63	13.7	8.5	24.83	19.98

Sources: Kansas State Report Card





Adjusted Cohort Graduation Rate Trends

School year	All students	Economically disadvantaged students	Students with disabilities	Students who experienced homelessness	Students in foster care
2021-22	89.3%	82.2%	83%	71.5%	59.3%
2020-21	88.1%	81.0%	81.1%	68.8%	61.2%

Sources: Kansas State Report Card



National vs. State Comparison: SY2021-22

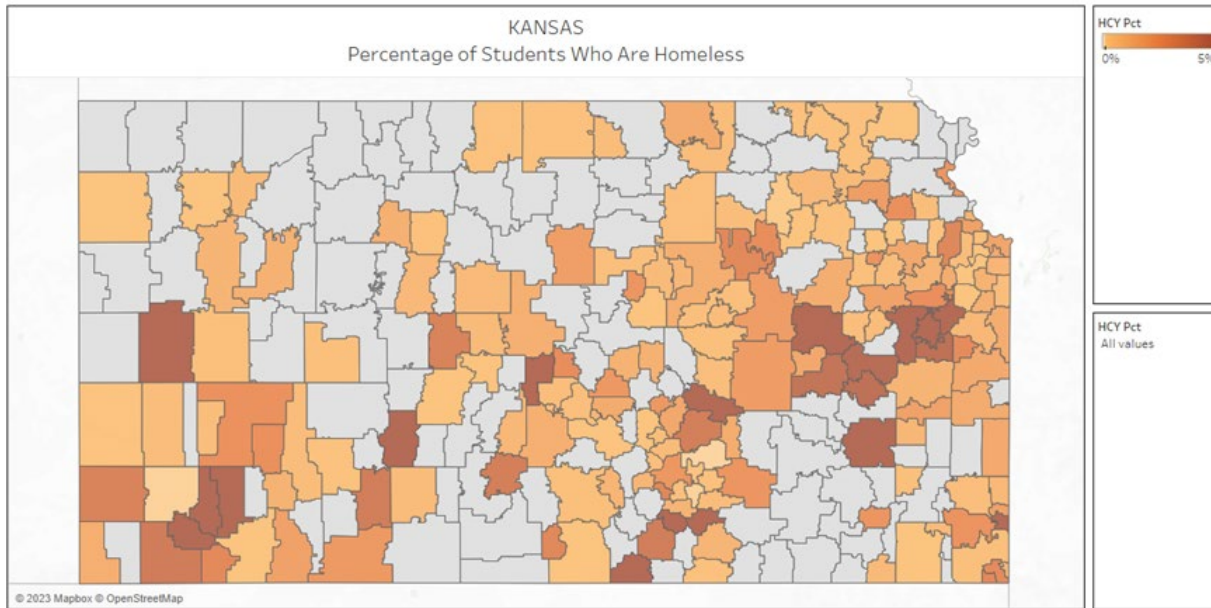
Student Group	United States	Kansas
Homeless Children & Youth (HCY)	2.4% = 1,205,259	1.4% = 6,688
Unaccompanied Homeless Youth (UHY)	9.2% = 110,664	13.3% = 891

Sources: U.S. Department of Education's ED*Facts* Initiative & KS *Consolidated State Program Report* data , 2021-22



Identification Trends in Kansas

Homeless Student Population, School Year 2020-21



School Year 2021-22

178 LEAs identified HCY = 62.2%

108 LEAs did not report or identify HCY = 37.8%

LEAs at or above the state rate of 1.4% HCY: 74

LEAs at or above the U.S. rate of 2.4% HCY: 51

Sources: U.S. Department of Education's ED*Facts* Initiative & KS *Consolidated State Program Report* data, 2021-22



Resources: National Organizations

- National Association for the Education of Homeless Children & Youth (NAEHCY): Annual National Conference, legislative updates <https://naehcy.org/>
- National Center for Homeless Education (NCHE): works closely with the US Department of Education, prime resource for SEA's and LEA's <https://nche.ed.gov/>
- School House Connection <https://www.schoolhouseconnection.org/>
- National Homelessness Law Center <https://homelesslaw.org/>
- US Interagency Council on Homelessness <https://www.usich.gov/>



Resources: National Center for Homeless Education

NCHE operates the U.S. Department of Education's homeless education technical assistance & information center for the federal Education for Homeless Children and Youth (EHCY) Program.

- Website: <http://nche.ed.gov>
- Helpline: 800-308-2145 or homeless@serve.org
- Products: <https://nchehelpline.org/>
- Briefs: <https://nche.ed.gov/resources/>
- Webinars: <https://nche.ed.gov/group-training/>
- Twitter: [@NCHEducation](https://twitter.com/NCHEducation)
- Listserv: <https://nche.ed.gov/resources/> (click *Listserv* tab)



Required Annual Training and Information Submission

Please drop your name and district number into the chat to document your attendance in this McKinney-Vento 101 Training

Qualtrics Survey - Now Available on the [KSDE Website](#)

This survey will be utilized to document that Local Liaisons have completed training requirements pursuant to the McKinney-Vento Act for the 2023 - 2024 school year (you may include training(s) attended over the summer).

TRAINING

Each Kansas school district McKinney-Vento Liaison is required to complete annual training. The district liaison must also provide McKinney-Vento professional development to district staff and administration

[Required Annual Training and Information Submission \(Qualtrics Survey\)](#)



Questions?

Special Thanks and Acknowledgement:

National Center for Homeless Education

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Cause I Ain't Got a Pencil

by Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got a pencil.



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