McKinney-Vento and The Texas Education Code: Schools and Service Providers Working Together

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Tracking Training: Sign-in Please

- http://www.region10.org/mvhpd/
The following screen will display:

### McKinney-Vento Training Log

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
</tr>
<tr>
<td>Are you a homeless Liaison?</td>
<td>Options: YES, NO</td>
</tr>
<tr>
<td>Entity Type</td>
<td>Options: -- Select --</td>
</tr>
<tr>
<td>District / Charter / ESC</td>
<td>Options: -- Select --</td>
</tr>
<tr>
<td>Course Location</td>
<td></td>
</tr>
<tr>
<td>Course Completion Date</td>
<td></td>
</tr>
</tbody>
</table>

* Required
Texas Data

Total students enrollment in public schools: 5,232,065

Total students economically disadvantaged: 3,068,820

Rate economically disadvantaged students: 58.8% (per TEA)

Total homeless students enrolled: 113,294
How many students experience homelessness in Texas?

• Public schools in Texas identified for 2014-2015: 113,294
  – Shelter: 12,098
  – Doubled Up: 89,807
  – Unsheltered: 3,869
  – Motel or Hotel: 7,250
  – Unaccompanied homeless youth: 15,889

• Public schools in Texas identified for 2013-2014: 111,918
  – Shelter: 15,505
  – Doubled Up: 87,044
  – Unsheltered: 3,299
  – Motel or Hotel: 6,070

• Public schools in Texas identified for 2012-2013: 101,226
  – Shelter: 11,467
  – Doubled Up: 81,439
  – Unsheltered: 2,828
  – Motel or Hotel: 5,492
Impact of Homelessness

• Higher rates of acute and chronic illness, depression and anxiety; experiences of trauma and loss
• Lack of consistent advocacy, as parents and guardians are focused on survival
• For unaccompanied youth, lack of support from any caring adult
• Unaccompanied youth are frequently victimized. As many as half have been assaulted or robbed; are vulnerable to trafficking
• High mobility = difficulty with attendance & academics
• Poor grades and perform lower on academic assessments
• 50% of homeless youth, 75% of unaccompanied homeless youth & 49% of foster youth do not graduate
• LGBTQ youth comprise 5% of the youth population, but 40% of the homeless youth population
Barriers to Education

- Lack of affordable housing
- Lack of access to health care/mental health care
- Lack of needed documentation
- Lack of access to needed services
- Lack of helpful community relationships
- Lack of information regarding rights/services
- Lack of advocacy
Barriers to Enrollment & Attendance

Lack of school records/birth certificates
Lack of immunizations/immunization records
Lack of transportation
Lack of information regarding rights
Lack of proof of residency
Lack of school supplies
Lack school clothing
Barriers to Attendance & Success

• Frequent school changes - sets child back academically 4-6 months with each change

• Misses school due to:
  - extreme mobility
  - lack of transportation
  - poor health - due to crowded living and lack of access to preventive health care
    system requirements = hours to access

• Lack of consistent advocacy for educational needs
More Barriers to School Success

Place to do homework

Ability to concentrate

Resources to do extracurricular and enrichment activities
Unaccompanied Youth face additional barriers:

- Lack of parent or guardian’s signature
- Attendance policies
- Credit accrual policies
Understanding what services schools must provide
The McKinney-Vento Homeless Assistance Act defines and protects the rights of homeless students to enroll in, attend, and succeed in our public schools. Services last the duration of the school year even if the student becomes permanently housed.
What Schools Must Do:

Appoint a Homeless Liaison

Outreach and identification - SRQ

Immediate Enrollment – without records, proof of residency, immunizations, parent or guardian signature

Assistance with school choice – School of origin or residency zone (Texas’ third choice)

Provide services: placement, academic supports, nutrition, transportation, school uniforms, supplies, tutoring, extracurricular access, emergency services

Connect students to community services

Assist with post-secondary plans
Key Provisions of MV-ESSA

Homeless Liaison
Outreach and Identification
Immediate Enrollment
School Choice
Services: transportation, nutrition, Title I
Homeless Liaison

• Every school district must appoint a homeless liaison
• The HL must have the capacity to do their job
• The HL must ensure the students in homeless situations are identified, enrolled in, attending and have the access to services needed to succeed in school including:
Outreach and identification

- Posters and brochures on each campus where students enroll
- School personnel trained to identify
- Outreach into the community – contact service providers – places where homeless families stay or frequent
The McKinney-Vento Act requires public notice of educational rights of children and youth experiencing homelessness disseminated in every school district at every campus—and wherever services are accessed.
SRQ

"X" all boxes below that best describe where the student sleeps at night, leave those blank that do not apply:

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a home that the student's parent or legal guardian owns or rents</td>
<td>C189=0</td>
</tr>
<tr>
<td>In a place that does not have windows, doors, running water, heat, electricity, or is overcrowded</td>
<td>C189=3</td>
</tr>
<tr>
<td>Staying with a friend or relative because of loss of housing, economic hardship, or a similar reason</td>
<td>C189=2</td>
</tr>
<tr>
<td>(Examples: eviction, foreclosure, fire, flood, lost job, divorce, domestic violence, kicked out by parents, ran away from home)</td>
<td></td>
</tr>
<tr>
<td>In a shelter</td>
<td>C189=1</td>
</tr>
<tr>
<td>(Examples: living in a family shelter, domestic violence shelter, children/youth shelter, FEMA housing)</td>
<td></td>
</tr>
<tr>
<td>In an unsheltered location, such as:</td>
<td></td>
</tr>
<tr>
<td>• a tent</td>
<td></td>
</tr>
<tr>
<td>• a car or truck</td>
<td></td>
</tr>
<tr>
<td>• a van</td>
<td></td>
</tr>
<tr>
<td>• an abandoned building</td>
<td></td>
</tr>
<tr>
<td>• on the streets</td>
<td></td>
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<tr>
<td>• at a campground</td>
<td></td>
</tr>
<tr>
<td>• in the park</td>
<td></td>
</tr>
<tr>
<td>• in a bus or train station</td>
<td></td>
</tr>
<tr>
<td>• other similar place</td>
<td></td>
</tr>
<tr>
<td>(C189=3)</td>
<td></td>
</tr>
<tr>
<td>In a hotel or motel because of loss of housing or economic hardship</td>
<td>C189=4</td>
</tr>
<tr>
<td>(Examples: eviction, foreclosure, cannot get deposits for permanent home, flood, fire, hurricane)</td>
<td></td>
</tr>
<tr>
<td>In a transitional housing program</td>
<td>C189=1</td>
</tr>
<tr>
<td>(Housing that is available as part of a program for a specific length of time only and is partly or completely paid for by a church, a nonprofit organization, governmental agency, or another organization)</td>
<td></td>
</tr>
</tbody>
</table>

The student lives here because of a natural disaster. "X" the type of disaster below and provide the requested information:

- Hurricane--Name of hurricane: ______________________________
- Flood
- Tornado
- Wildfire
- Other—Please describe: ______________________________________

Date the natural disaster took place: ______________________________
Where the natural disaster took place, including county:____________________________

The student does not sleep in any of the places described above. Tell below where the student does sleep:
Identification: Signs of Homelessness

- Tired, sleeping in class, lack of energy
- Poor hygiene
- Wear the same clothes day after day
- Inability to concentrate
- Doesn’t turn in homework assignments
- Doesn’t complete special projects
- Is frequently tardy or absent
- Comes to class “unprepared”
- Change in behavior
- Is angry, hostile, anxious
- Is secretive, afraid to share information
- Moves around a lot
- Grades fall off, gaps in learning
Issues with under-identification

• Identification triggers services
• Identification = $
• Identification = numbers reported to TEA & USDE
• It’s the law = district compliance
• Under identification happens with both accompanied and unaccompanied youth:
  • Families/youth don’t know/think they are homeless – don’t know the definitions
  • Families/youth want to hide the fact they are homeless due to embarrassment or fear of authorities
Key Provisions of the law address: Immediate Enrollment

Enroll homeless students immediately

even if they have no records

Contact previous school for records

Sometimes there are no records

10 days to send records

30 days to receive immunization records or start the process
Immediate Enrollment

Unaccompanied Youth
Enroll homeless students even if they have no legal guardian

Enroll homeless students even if they have no proof of residency

Homeless families/youth cannot be required to complete or sign a dual residency affidavit
Key Provisions of The law address: Choice of Schools

School of origin:
1. school in which student was enrolled when he/she became homeless
2. school where student was last enrolled
3. includes Pre-K and feeder schools
Choice of Schools

Homeless students may remain at school of origin or may attend school to which they are zoned.
Choice of Schools: who Decides

The law addresses “best interest” and child-centered determinations

The law prioritizes the decision of the parent or unaccompanied youth
Dispute Resolution

Enroll students if **possibly** homeless

Gather information, then make determination of status

Notify parent/caregiver/youth

*in writing* of decision with appeal information – Homeless Liaison assists

During appeal, student remains enrolled
Services

Transportation

Title I, Special Ed, Gifted and Talented and other programs

Nutrition

Extra-Curricular Activities
Services:

Transportation is **mandated** to and from school of origin for duration of homelessness or duration of the school year if become permanently housed.

And for Comparable services

Transportation **may** be provided for:

Supplemental services:
- tutoring
- enrichment/field trips
- summer school
- extra-curricular activities
Services: Title I: Examples of Eligible Uses

- Clothing and school uniforms
- School supplies
- Birth certificates
- Immunizations
- Food
- Medical and dental services
- Glasses and hearing aids
- Counseling services

- Outreach services
- Extended learning time before and after school
- Tutoring services
- Fees for GED testing
- Fees for AP & IB testing
- Fees for SAT & ACT testing
- Student fees
- Homeless liaison salary
- Excess cost of school of origin transportation
Services: Nutrition Programs

- Categorical eligibility for homeless, runaway, and migrant children and youth; foster children are eligible
- Immediate access
- Homeless documentation can be used to document eligibility for nutrition programs
- Income documentation is not required if child/youth is homeless
- Homeless children residing with another household are eligible
- Other children in the household may also be eligible
- Duration of eligibility for the entire school year even if housing is secured or duration of homelessness
Services: Unaccompanied Youth Programs: What are district policies for:

- Lack of parental signature for field trips, playing sports, other activities?
- Who goes on the contact form?
- Who receives school notices?
- Who gets called in case of illness, a behavior issue, or an emergency?
- Who is held accountable for poor attendance?
- Who instigates and attends an ARD?
Understanding Collaborative Practices that work
Causes of Family Homelessness

- Lack of affordable housing
- Poverty - mean income of homeless families is 46% of poverty line
- Health problems (including mental illness, addiction disorders)
- Domestic violence
- Natural and other disasters (foreclosure crisis)
- Under employment: 67% of homeless families have at least one adult full time worker
- Loss of housing due to a hardship
- Unaccompanied Homeless Youth/LGBTQ Youth
Collaborative Partnerships and Initiatives

• What works?
  Collaboration with local agencies/providers

• What doesn’t work?
  Doing everything in isolation
Schools & Service Providers

Know the Law
Know what services schools are required to provide
Advocate for the student
Build relationships
Learn about each other’s systems’ requirements/issues/needs
Create compatible systems for access and referral
Share a holistic view and like goals
Work mutually compatible service plans
Identify and share resources
Identify service gaps
Attend the local Homeless Coalition meetings
Build Relationships

- District Administrator Support
- Campus Administrators
- Homeless Liaisons
- Community Agencies
- Advocates

- Services in the community
Relationships

• Student engagement
  – One on one involvement
  – Tracking attendance, grades, work
  – Extracurricular activities
  – Mentoring
  – Community connections

• Parent Involvement
  – With their student
  – With the school
  – With the community
Identify and Address Service Gaps

- Housing
- Transportation
- Emergency Shelter
- Health care
- Unaccompanied youth resources
- Higher education
Unaccompanied Youth

- District policy and procedure
- Needs Identification
- Accessing district services
- Mentoring/relationships
- Community services identified
- Community services access
- SNAP, SSI, Driver’s license, birth certificates, SS cards
- Service gaps
  - in district
  - in the community
  - state and federal
- Advocacy opportunities
- Policy input
Importance of the Local Homeless Coalition

- Collaboration with your local Homeless Coalition is key to the district
- Identify needs to determine available resources in the community
- Identification of gaps
- Organizing to address gaps/get funding
- An education voice at the table
THEO’S Role

- Guidance to Texas’ school districts/ESCs for compliance, and service provision
- Training to districts and community
- Technical Assistance and complaints hotline
- Dispute resolution assistance
- Input on policy at the federal and state level
- Advocacy for students and families
- Three year grant cycle

Web resources: www.theotx.org
Contact Us:

- Hotline: 1-800-446-3142
- Jeanne Stamp: 512-475-6898
  jeannestamp@austin.utexas.edu
  www.theotx.org
- Tim Stahlke: 512-475-9709
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- Janie Phillips: 512-475-9702