



# Students in Housing Transition:

McKinney-Vento  
All Staff

Margaret Lewis  
McKinney-Vento Coordinator

# Outcomes

By the end of our time today the hope is that you will be equipped with an understanding of:

- McKinney-Vento
  - What?
  - Why?
  - How?
- The importance of identifying McKinney-Vento eligible youth



**WHAT?**

A Legislative Response  
to Children  
Experiencing  
Homelessness

# The McKinney-Vento Act

The McKinney-Vento Act is  
over 36 years old



Reauthorized under “The  
Every Student Succeeds  
Act of 2015” in effect  
**October 1st 2016**



## The Act -

- Establishes the definition of *homeless* as used by schools
- Ensures that children and youth experiencing homelessness have immediate and equal access to public education, including preschool
- Is needed to address the unique barriers faced by many homeless students

# Is Homelessness a new concern?

When did the modern era of homelessness begin in the United States?

“Modern” homelessness began in the early 1980s, when the number of renters with low incomes started to greatly outpace the number of available affordable housing units

# FEDERAL EDUCATION DEFINITION

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a **fixed, regular, and adequate** nighttime residence.

# DEFINITION CONT....

Children and youth who are:

**sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (referred to as doubled-up);**

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

# DEFINITION CONT....

- living in emergency or transitional shelters; abandoned in hospitals; or
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and



# DEFINITION CONT....

- Migratory children who qualify as homeless because they are living in circumstances described above.
- **“Unaccompanied Youth” child or youth who meets the McKinney-Vento definition and is not in the physical custody of a parent or guardian. 11434a(6)**

# “FIXED, REGULAR, AND ADEQUATE”



## Fixed

A fixed residence is one that is stationary, permanent, and not subject to change.

Is the location on wheels?



## Regular

A regular residence is one which is used on a regular basis (i.e. nightly) .

Does the family have a key?

Does the family move frequently?

Can they come and go freely? (senior residence). If they couldn't stay here, where would they go?



## Adequate

An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

How many people reside at the location? Running water, electricity, heat?







**WHY?**

**One Step in Breaking the  
Cycle Homelessness**

**(and the trauma which proceeds and  
accompanies the experience)**

# Student Educational Outcomes for California, 2018-2019



**Suspension Rates**

3%

Non-homeless

6%

Homeless



**Chronic Absenteeism**

12%

Non-homeless

25%

Homeless



**Graduation Rates**

86%

Non-homeless

70%

Homeless



**UC/CSU Readiness**

52%

Non-homeless

29%

Homeless

*State of Crisis*

**Dismantling Student Homelessness in California**

# SUCCEEDING IN SCHOOL = BEING IN SCHOOL

- Chronic absenteeism = 10% or more of school days missed
  - In most districts 10% = 18 days per year
- By 6<sup>th</sup> grade chronic absenteeism is a leading indicator that a child will drop out of high school
- Homeless children are already at significant disadvantage for not graduating high school
- Lack of diploma or GED increases risk of homelessness by 400%











# **MCKINNEY-VENTO AND CPJAGES**



# THE ACES STUDY

- A joint study between US Center for Disease Control (CDC) and Kaiser Permanente
- Completed in 1997
- 17,000 participants
- Making it one of the largest investigations into child abuse, neglect and challenges as associated with long term affects on well-being

# “Trauma proceeds and accompanies homelessness”

~Mark Dyken

Divorce/Family Issues	PTSD/Depression	Loss of Job	Poverty
Lack of Affordable Housing	Foreclosure	Serious Illness/ Disability	Loss of a Loved One
Domestic Violence	Natural Disaster	Addiction	Eviction

# Experiences of Homelessness Children and Youth

50% of homeless youth have depression/anxiety

1 in 5 homeless preschoolers require professional care for these concerns

25% have witnessed violence

Witnessing violence and experiencing hunger both negatively effects physical, social, emotional and cognitive health and development

97% have moved at least once annually

Disruption in school impact academic achievement

2x more likely to have learning disabilities and grade repetition

22% are separated from their families

More likely to grapple with mental health and SUD

Twice as likely to experience hunger

[American Psychological Association. Effects of Poverty, Hunger and Homelessness on Children and Youth](https://www.apa.org/pi/families/poverty#:~:text=Homelessness%20is%20linked%20to%20poor,to%20medical%20and%20dental%20care,2009)  
<https://www.apa.org/pi/families/poverty#:~:text=Homelessness%20is%20linked%20to%20poor,to%20medical%20and%20dental%20care,2009>

# MY ACE\* score is 4

Without intervention, I am  
**32 times** more likely to  
have learning and behavior  
issues than my friends  
with a score of zero

\*Adverse Childhood Experiences



**DON'T LOSE  
HOPE!**

**THERE IS GOOD  
NEWS**





## The Four Building Blocks of HOPE

are composed of key positive childhood experiences (PCEs)—and the sources of those experiences and opportunities—that help children grow into healthy, resilient adults.



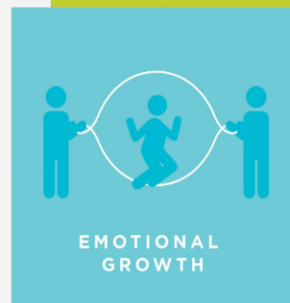
**Relationships** within the family and with other children and adults through interpersonal activities.



**Safe, equitable, stable environments** for living, playing, learning at home and in school.



**Social and civic engagement** to develop a sense of belonging and connectedness.



**Emotional growth** through playing and interacting with peers for self awareness and self-regulation.

# AN ACE SCORE IS NOT A DESTINY.

# (P)ACES

# (P)ACEs – Early Positive AND Adverse Experiences

**EARLY POSITIVE CHILDHOOD EXPERIENCES MAY BUFFER AGAINST HEALTH EFFECTS OF ADVERSE ONES**

*Strong relationships with family, friends, or trusted adults*

*Safe spaces*

*Equitable experiences*

*Stable environments for living, learning and playing*

*Belonging*

*Connectedness*

*Emotional growth and awareness*





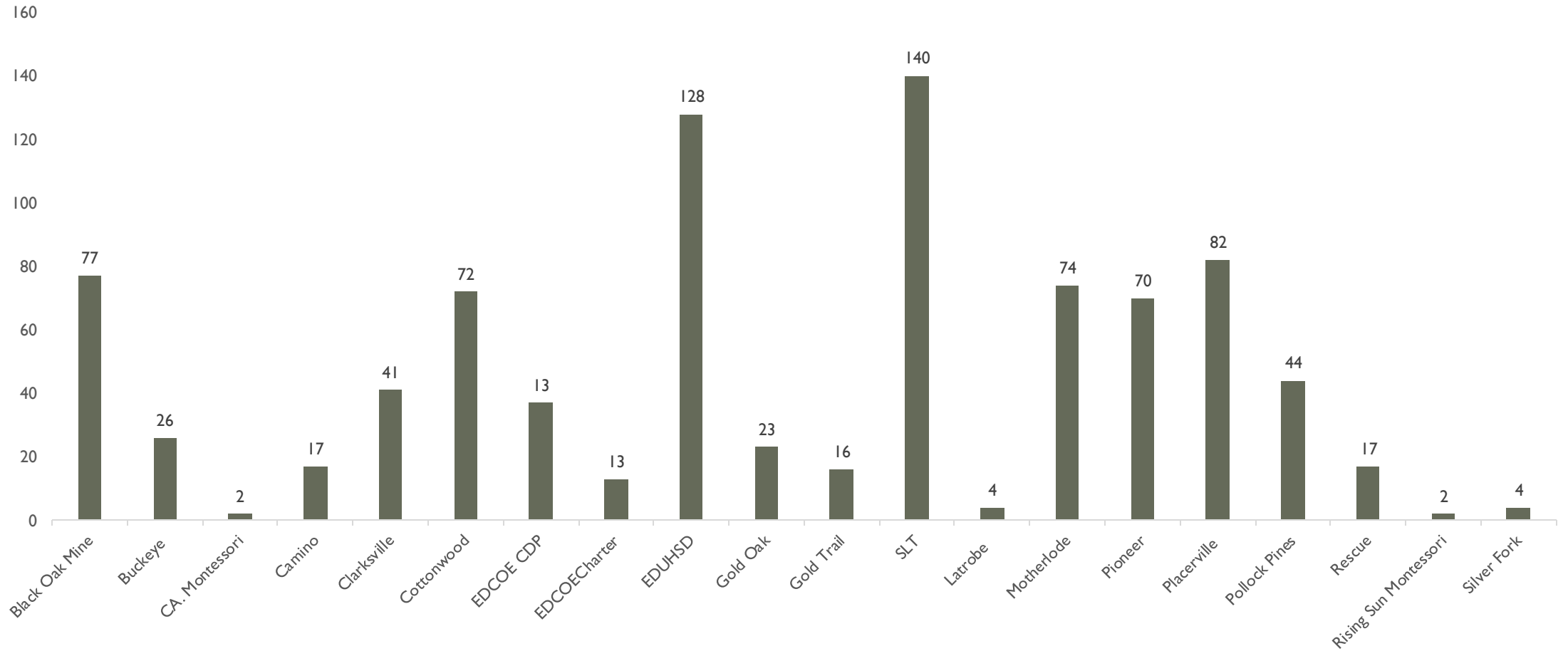




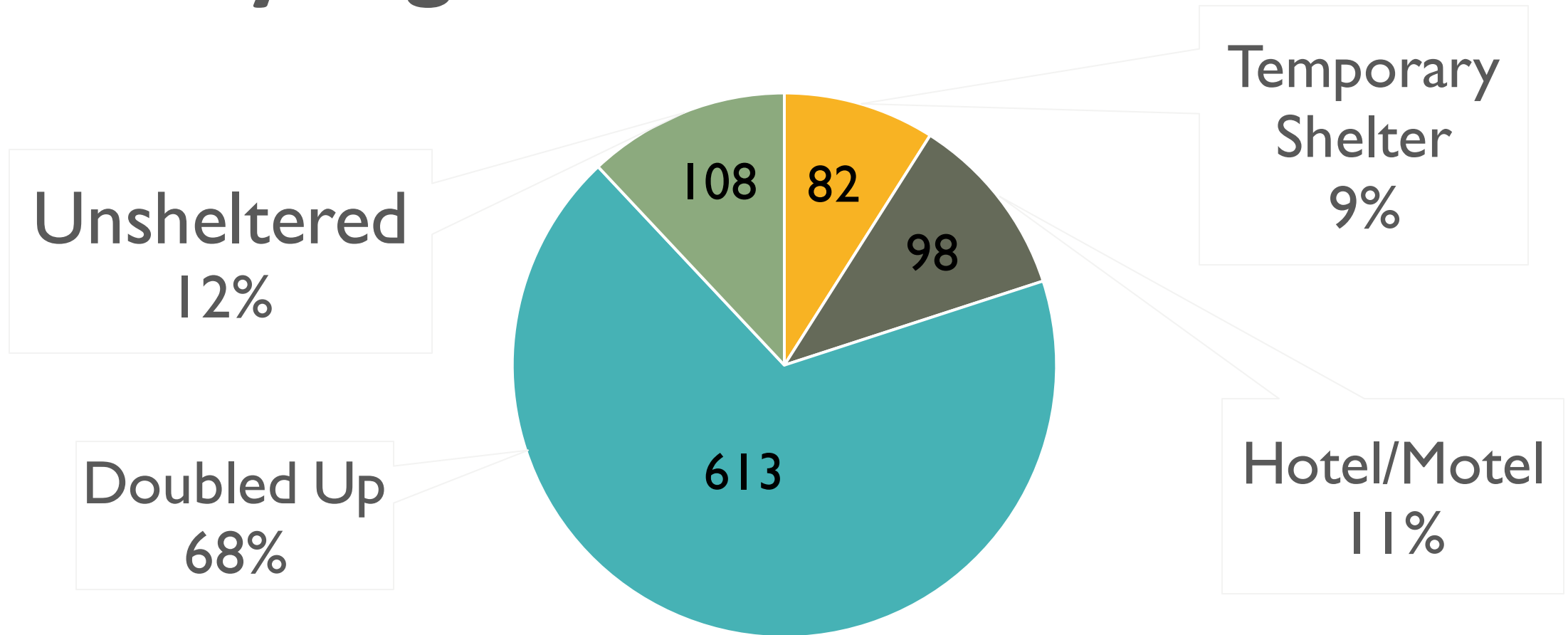
# HOW?

Knowing the Act;  
Identifying and Serving  
the Children and Youth

# School Year 2022 - 2023



# By Nighttime Residence



# WHY IS IDENTIFICATION IMPORTANT?



- First and foremost, we cannot serve children if we don't know who they are
- It is the law for all Local Educational Agencies to provide services for students who meet the criteria of the Act

# CHILDREN IN HOUSING TRANSITION HAVE THE RIGHT TO...

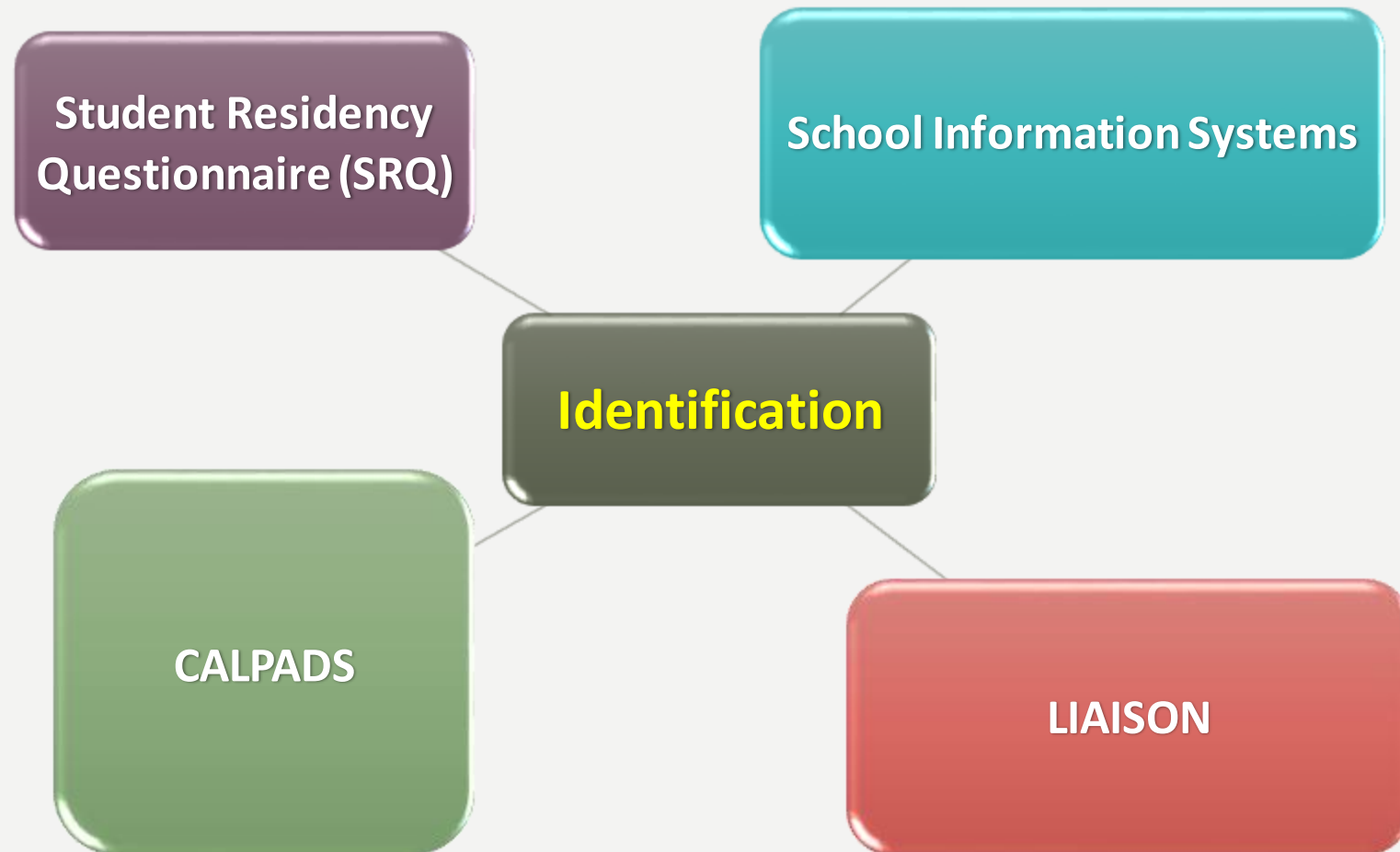
- Stay at their **school of origin**; even if they have to move out of their district, **IF** the parents, student and school agree that it is in the child's best interest
- **Enroll** in school **immediately**; even if they don't have all the correct documentation (school, immunization, etc.)



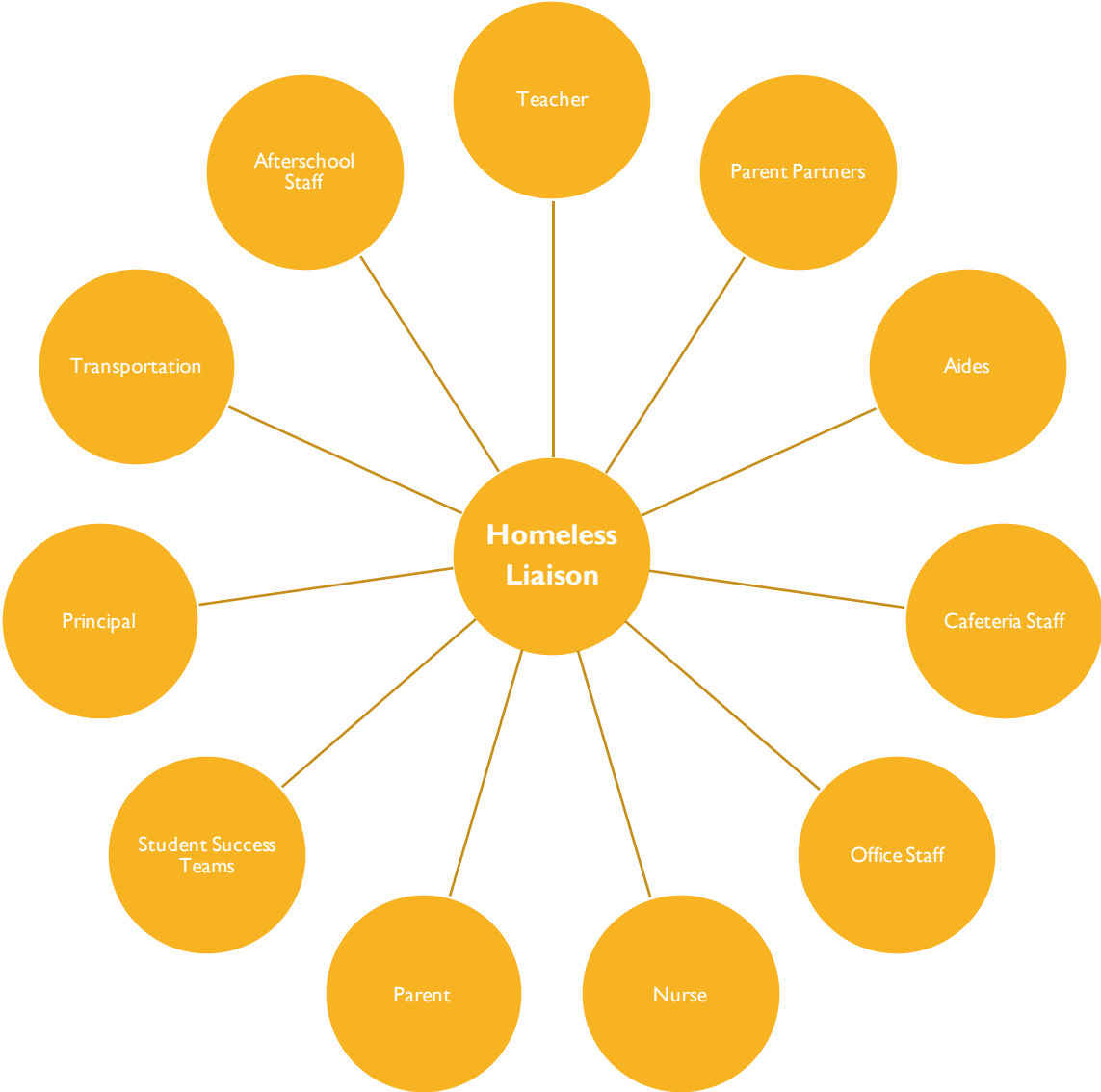
# RIGHTS CONTINUED...

- **Free transportation** to and from school (even out of district),
- **Enrollment** in school-based lunch / breakfast programs
- Assistance with the **removal of any barriers**, which may keep them from attending, fully participating in, and/or succeeding in school
  - Including credit recovery in many instances
- A district **liaison** who will help to ensure these services are in place

# HOW DO WE KNOW IF A STUDENT IS ELIGIBLE?



# HOMELESS LIAISON NETWORK





# HOW YOU CAN HELP...

**As a school employee in any role, you can:**

- Know the laws and student rights
- Know the signs
- Maintain an open line of communication with students and families in your life
- **Advise your school or district liaison of information that leads you to believe your student may be eligible for McKinney-Vento even when there is no immediate need for specific services**

# KNOW THE SIGNS



## Common Signs of Homelessness

*Note: While these are considered common signs, please recognize that they only offer general guidance. There is significant variability within the school-age homeless population. Individual students may differ significantly from the following general characteristics.*

### *Lack of Educational Continuity*

- Attendance at many different schools
- Missing records needed to enroll
- Inability to pay fees
- Gaps in skill development
- Mistaken assessment of abilities
- Poor organizational skills
- Poor ability to conceptualize

### *Poor Health/Nutrition*

- Missing immunizations & medical records
- Unmet medical & dental needs
- Respiratory problems
- Skin rashes
- Chronic hunger or food hoarding
- Fatigue (may fall asleep in class)

### *Transportation & Attendance Problems*

- Erratic attendance and tardiness
- Numerous absences
- Lack of participation in afterschool activities
- Lack of participation in field trips
- Inability to contact parents

### *Poor Hygiene*

- Lacking shower facilities/washers, etc.
- Wearing clothes several days
- Inconsistent grooming

### *Lack of Personal Space After School*

- Consistent lack of preparation for school
- Incomplete or missing homework

- Unable to complete special projects
- Lacking basic school supplies
- Loss of books and supplies on regular basis
- Elevated concern for safety of belongings

### *Social and Behavioral Concerns*

- A marked change in behavior
- Poor/short attention span
- Poor self-esteem
- Extreme shyness
- Unwilling to form relationships with peers & teachers
- Difficulty socializing at recess or lunch periods
- Difficulty trusting people
- Aggression
- "Old" beyond years
- Overly protective of parents
- Clinging behavior
- Developmental delays
- Fear of abandonment
- School phobia (afraid to leave parent)
- Anxiety, especially late in the school day

### *Reactions or Statements by Parents, Guardians, or Students*

- Exhibiting anger or embarrassment when asked about current address
- Avoidance of questions related to current address
- Statements about staying with grandparents, other relatives, friends, or in motels & campgrounds
- Statements such as:
  - "I don't remember the name of the last school."
  - "We've been moving around a lot."
  - "Our address is new; I can't remember it."
  - "We're staying with relatives until we get settled."
  - "We're going through a bad time right now."

*Adapted from flyers developed by the Illinois & Pennsylvania Departments of Education. For more information on homeless education, visit the National Center for Homeless Education website at: <http://www.serve.org/nche>*





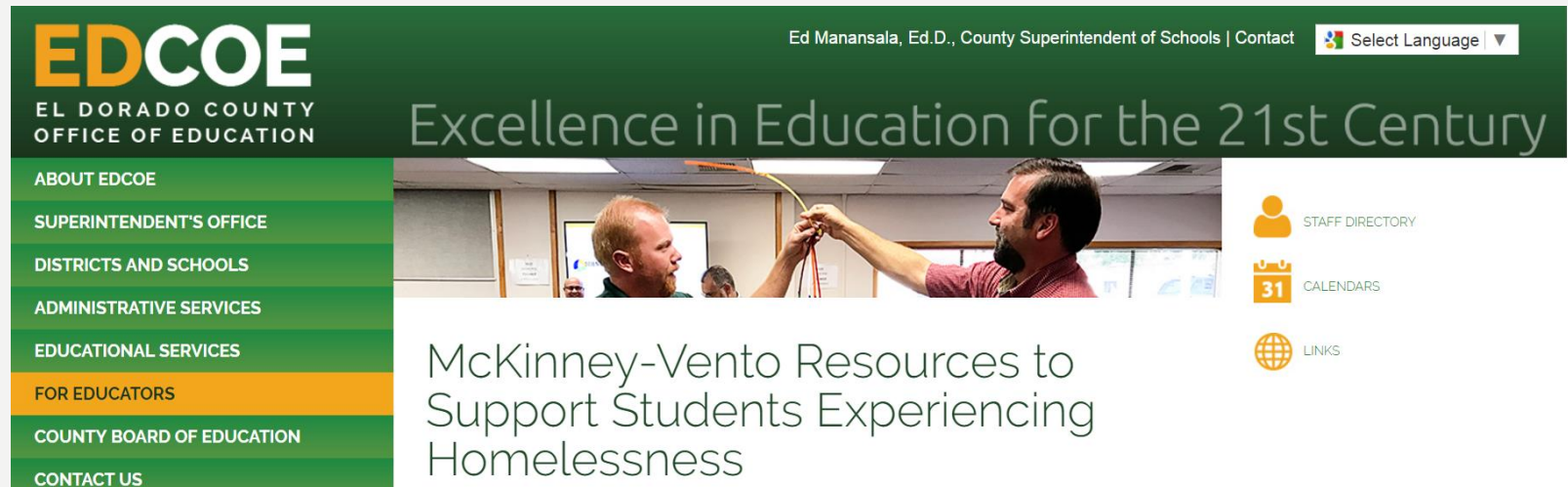


# OTHER SERVICES THAT YOU'D LIKE TO SHARE OR REVIEW FURTHER?

<http://edcoe.org/educational-services/support-services/mckinney-vento-resources-to-support-students-experiencing-homelessness/resources-for-parents>

<https://www.edcgov.us/Pages/Caldor-Fire-Recovery.aspx>

# CONNECTING TO RESOURCES



The screenshot shows the top portion of the EdCOE website. The header is dark green with the EdCOE logo on the left, which includes the text 'EDCOE' in large white letters and 'EL DORADO COUNTY OFFICE OF EDUCATION' below it. To the right of the logo, the text 'Ed Manansala, Ed.D., County Superintendent of Schools | Contact' is visible, followed by a 'Select Language' dropdown menu. Below the header is a white navigation bar with a green background. On the left side of this bar is a vertical menu with the following items: 'ABOUT EDCOE', 'SUPERINTENDENT'S OFFICE', 'DISTRICTS AND SCHOOLS', 'ADMINISTRATIVE SERVICES', 'EDUCATIONAL SERVICES', 'FOR EDUCATORS' (highlighted in orange), 'COUNTY BOARD OF EDUCATION', and 'CONTACT US'. In the center of the navigation bar is a photograph of two men in a classroom setting, one holding a yellow object. On the right side of the navigation bar are three icons with labels: a person icon for 'STAFF DIRECTORY', a calendar icon for 'CALENDARS', and a globe icon for 'LINKS'. Below the navigation bar, the main content area features the title 'McKinney-Vento Resources to Support Students Experiencing Homelessness' in a large, dark font.

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Office of Education

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# LET'S ~~TALK~~ LISTEN

## ACTIVE COMMUNICATION



“The biggest communication problem is **we do not listen to understand**. We listen to reply,” Stephen Covey.

# ACTIVE COMMUNICATION

- Active Listening
- Non-Verbal Cues
- Asking Questions
- Being Clear and Succinct
- Clarifying / Summarizing
- Empathy
- Feedback
- Trust / Rapport
- Presence



It isn't all about the talking



AND



it isn't just listening.

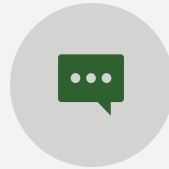
# CHECK YOURSELF



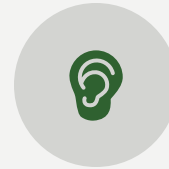
Have you clarified, for yourself, the purpose of further conversation?



Is this to be a conversation or an interview?



Do you have time for this conversation right now?



Can you offer your full attention?



Have you checked your bias?



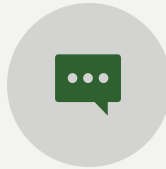
# CHECK-IN



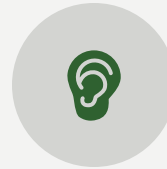
Have you clarified with the person you are hoping to speak with, the purpose of further conversation?



Have you asked their permission?



Can you articulate why the conversation would be helpful?



Is this the right time and/or place to have the conversation?



Have you checked your bias?