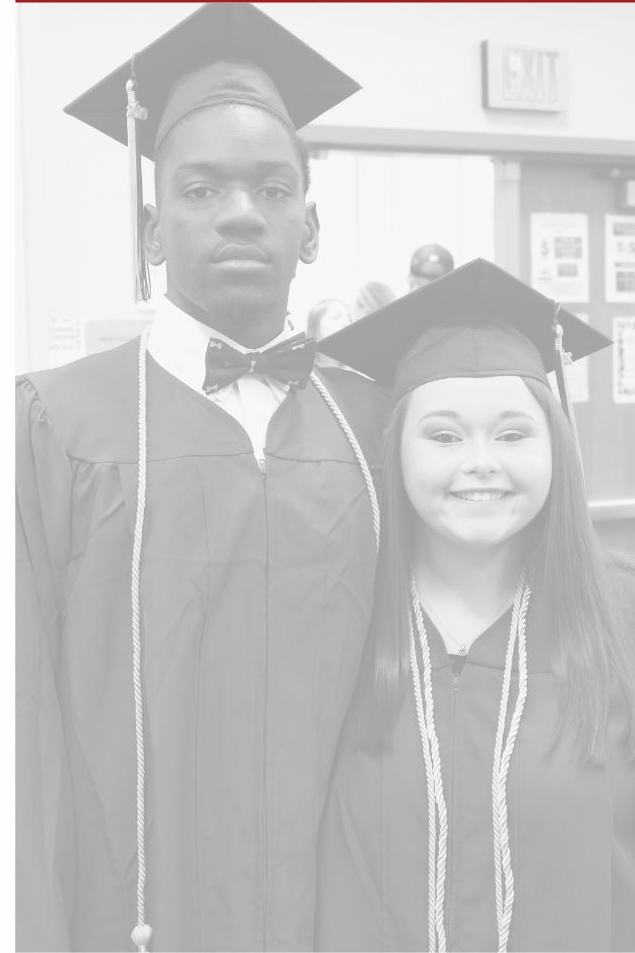
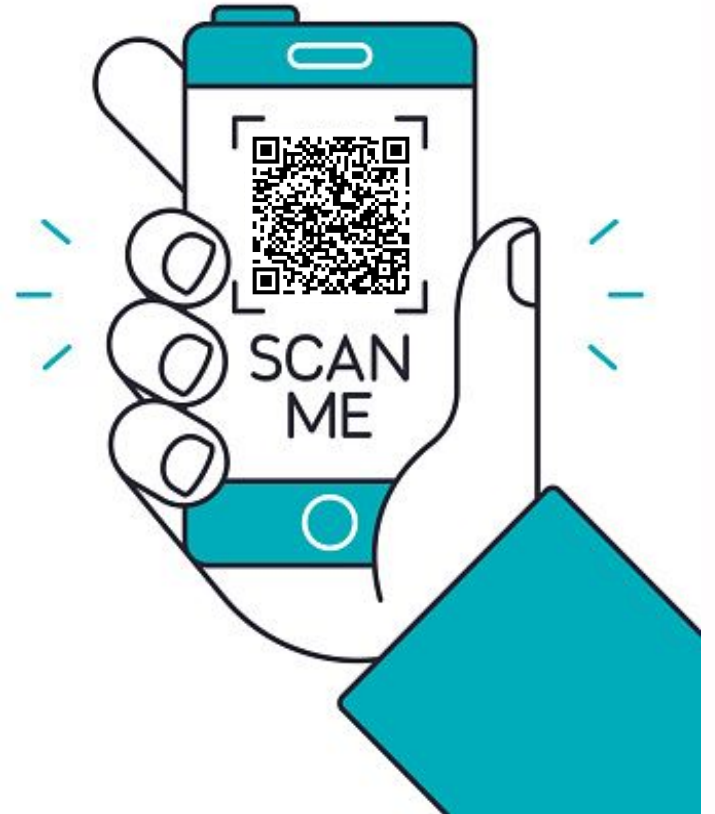


THE CHARTER INSTITUTE AT
ERSKINE

McKinney-Vento Training
February 2, 2023



SIGN-IN SHEET



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HOUSEKEEPING

To reduce distractions during the presentation, we ask that participants:

- Mute your computer and/or phones during the presentation.
- Type questions in the chat box.

This presentation is being recorded.

TRAINING AGENDA

1. Introductions
2. What is McKinney-Vento?
3. Identification and Eligibility
4. Coding
5. McKinney-Vento and Charter Schools
6. Funding
7. McKinney-Vento Scenarios
8. Resources
9. Questions and Answers



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WHAT IS MCKINNEY-VENTO?



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BACKGROUND

- Title VII-B of the McKinney-Vento Homeless Assistance Act passed in 1985
- Reauthorized in 2015 by ESSA
- MV Program designed to address problems homeless children and youth face
- Rights to free, appropriate public education
- [Full text of the Title IX, Part A of ESSA](#)

BACKGROUND

→ Main themes in the act:

- ◆ Identification
- ◆ School stability
- ◆ School enrollment
- ◆ Support for academic success
- ◆ Child-centered, best interest decision making
- ◆ Every school and district MUST have a MV Liaison

IDENTIFICATION AND ELIGIBILITY



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HOW MIGHT I IDENTIFY A STUDENT AS MCKINNEY-VENTO?

- Enrollment survey
- Chronic absenteeism (>50% of day for 10% or more of enrollment)
- Lack of continuity in education
- Poor health or nutrition
- Transportation and attendance problems
- Poor hygiene
- Lack of privacy/personal space after school
- Social and behavioral concerns
- Reaction/statements by parent, guardian, or child

IDENTIFICATION STRATEGIES

- Awareness activities and training for staff
 - ◆ SCDE is providing training platform for 22-23 & 23-24 school year
(McKinneyVento.org)
- [Post outreach materials and posters](#)
- Special efforts to identify preschool children, including asking about siblings who might be of school age
- Use enrollment and withdrawal forms to inquire about living situations

ELIGIBILITY

→ Children and youth who lack fixed, regular, and adequate nighttime residence. This includes children and youths who:

- ◆ share the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
- ◆ live in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- ◆ live in emergency or transitional shelters;
- ◆ are abandoned in hospitals;
- ◆ 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;
- ◆ live in cars, parks, public spaces, abandoned buildings, substandard housing (e.g., housing that lacks any one of the fundamental utilities, does not have working a kitchen or plumbing, is overcrowded, or infested), bus or train stations, or similar settings; and
- ◆ Migratory children who qualify as homeless because they are living in circumstances described above.
- ◆ Unaccompanied youth who qualify as homeless because they are living in circumstances described above.

What is fixed?

- Securely placed or fastened; not subject to change or fluctuation. (Merriam-Webster's Collegiate Dictionary, 1993.) A fixed residence is one that is stationary, permanent, and not subject to change.

What is regular?

- Normal, standard; constituted, conducted, or done in conformity with established or prescribed usages, rules, or discipline; recurring, attending, or functioning at fixed or uniform intervals. (Merriam-Webster's Collegiate Dictionary, 1993.) Consistent. (Ballentine's Law Dictionary, 1969.) A regular residence is one which is used on a regular (i.e., nightly) basis.

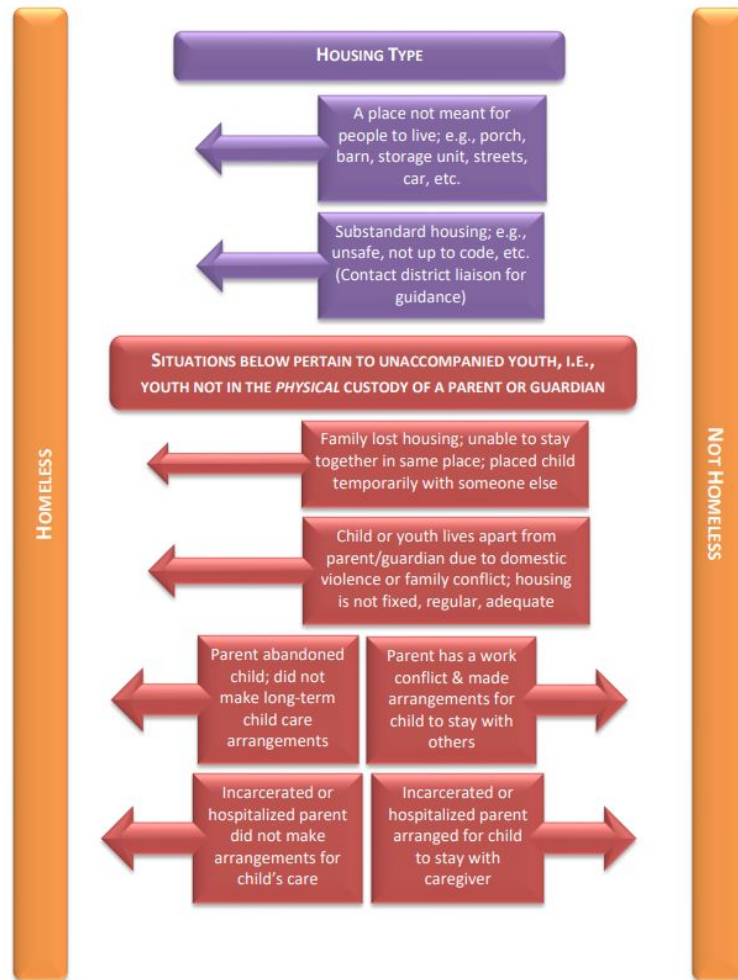
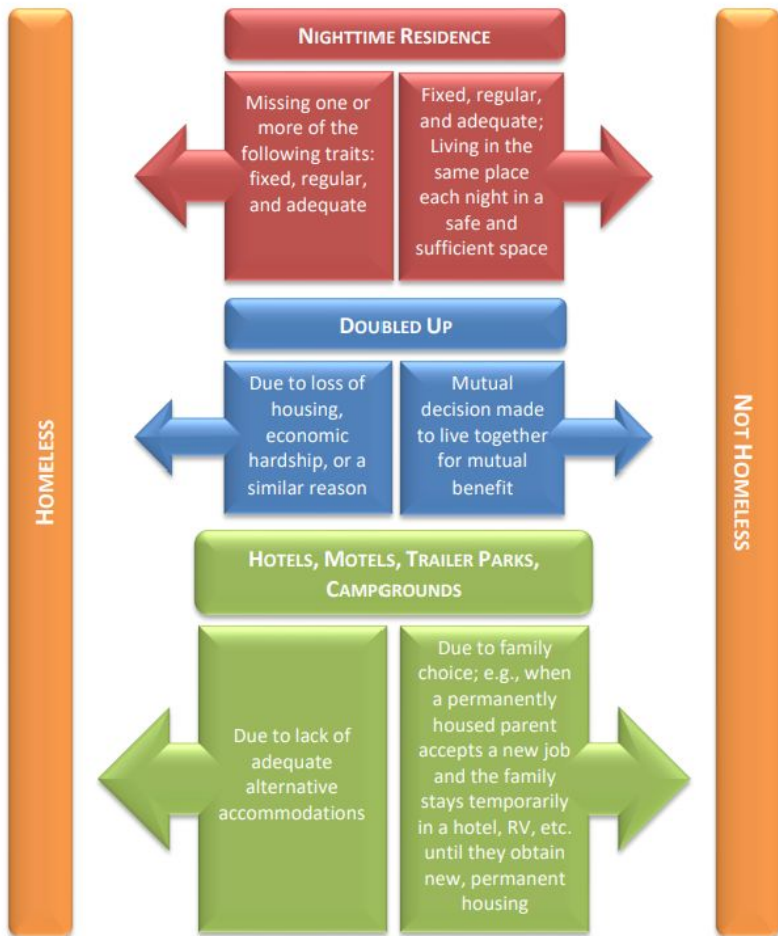
What is adequate?

- Sufficient for a specific requirement; lawfully and reasonably sufficient. (Merriam-Webster's Collegiate Dictionary, 1993.) Fully sufficient; equal to what is required; lawfully and reasonably sufficient. (Ballentine's Law Dictionary, 1969.) An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

ELIGIBILITY

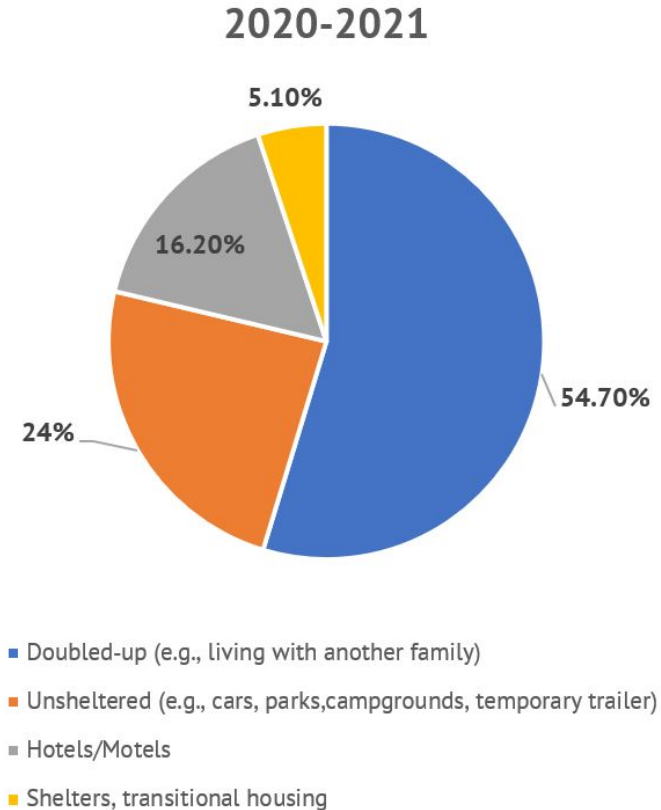
- Case-by-case determination
- Foster care does not equate to McKinney-Vento determination
- Get as much information as possible with sensitivity and discretion
- Considerations for families/youth who are staying with other people:
 - ◆ Where would you go if you couldn't stay here?
 - ◆ What led you to move into this situation?

[Determining Eligibility for McKinney-Vento Rights and Services](#) - NCHE Brief



McKINNEY-VENTO IN SC

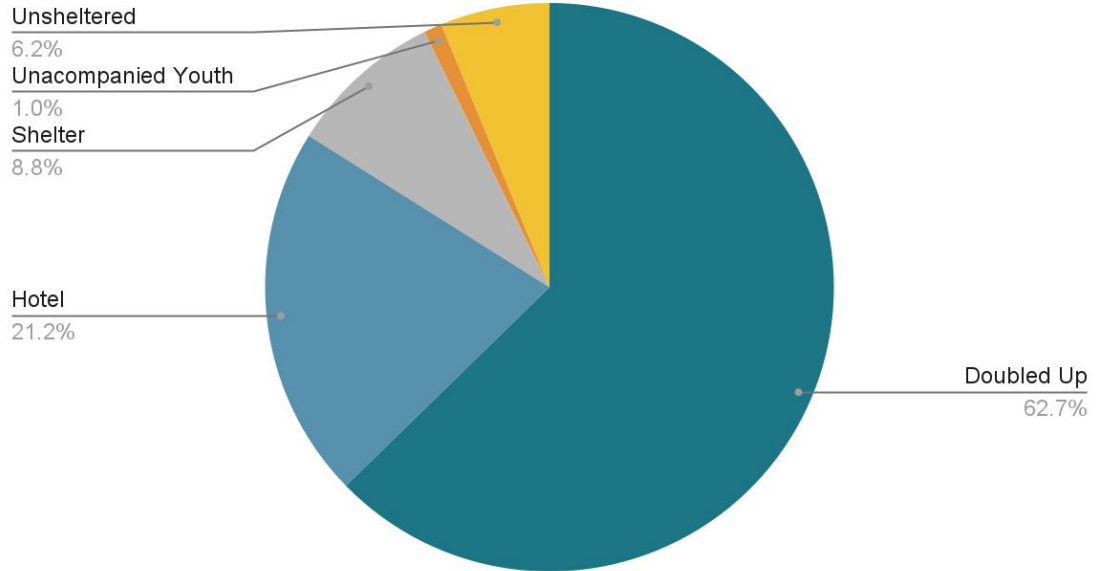
- SC identified 11,986 McKinney-Vento students in 2020-21 school year
- SC under-identifies



McKINNEY-VENTO IN CIE

- 191 total MV students in CIE
- .83% of students are identified as McKinney-Vento

McKinney-Vento Students



McKINNEY-VENTO BY SCHOOL

School	Doubled Up	Hotel	Sheltered	Unsheltered	Grand Total
Cyber Academy of SC	72	24	5	5	106
Mevers School of Excellence				2	2
Midlands STEM Institute	1				1
Odyssey Online Learning	2	1	6	1	10
Royal Live Oaks	5	2			7
SC Connections Academy	31	9		3	43
SC Virtual Charter School	9	5	6	1	21
Grand Total	120	41	17	12	190

Source: PowerSchool 1/18/2023



CODING

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Enrollment Survey: Section I

Section I: This portion of the Enrollment Survey (ES) must be completed for *all* students upon **first-time enrollment** in South Carolina public schools **and** at registration each year.

Information collected within the ES is strictly for educational and program purposes. A local educational agency (LEA) must comply with Family Educational Rights and Privacy Act (FERPA) guidelines. Under federal law, all children, regardless of their citizenship or residency status, are entitled to equal access to free public education.

Student Name: _____

Date of Birth: _____

Today's Date: _____

Right to Translation and Interpretation Services

All families have the right to information about their student's education in a language they understand. An interpreter and translated documents **must** be provided by the district, free of charge when needed.

In what language(s) would your family prefer to communicate with the school?

Oral Communication Language(s): _____

Written Communication Language(s): _____

Title I, Part C: Education of Migratory Children & Youth

The Education of Migratory Children/Youth (MEP) is authorized by Title I, Part C of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015. The MEP provides various educational services to families who work in agriculture and their children between the ages (0-21). This program is **free** to all eligible families and may include tutoring, free lunch eligibility, summer programs, parental involvement activities, and referrals to other services as needed.

In the last three (3) years, has anyone in your family moved from another school district, state, city, or country? Yes No

In the past six (6) years, has anyone in your family worked in any of the following occupations? This includes work related to logging, timber planting/growing, harvesting, food processing plant (such as poultry, pork, beef, or vegetable), packing houses (fruits and vegetables), dairy farms, or other general farm work not listed. Yes No



McKinney-Vento

This survey complies with the McKinney-Vento Act, U.S.C. 42 11431 *et seq.* Your answers will help determine if the student meets eligibility requirements for **free** services and educational rights provided under the McKinney-Vento Act, including immediate school enrollment, even if lacking required documents. Based on the residency option selected, this survey will be submitted to the district McKinney-Vento Liaison to determine eligibility.

What best describes where you live now?

- Single-family house/apartment/trailer
- Transitional Housing
- Living with others due to loss of housing or economic hardship
- Moving from place to place/couch surfing
- Car, park, or similar location
- Motel
- Camping grounds

- In a residence with inadequate facilities (no water, no heat, no electricity, no plumbing, overcrowded, infested, etc.)
- Agricultural camp
- Shelter
- Displaced by a natural disaster (hurricane, flood, etc.)
- Disaster: _____
- Displaced due to COVID-19 _____
- Other: _____



Enrollment Survey: Section II

Section II: This portion of the Enrollment Survey must be completed for *all* students upon **first-time enrollment** in South Carolina public schools and is **not** completed annually at registration.

Title III, Part A: Multilingual Learner Program (MLP) and Immigrant Children and Youth

The MLP program complies with Title III, Part A of the ESEA, as amended by ESSA. The MLP program provides various educational services to multilingual learners (MLs) and immigrant children and youth who may speak languages other than English. This program is **free** to all eligible students and provides support for language acquisition.

Home Language Survey (HLS)

School districts and charter schools are required to determine the language(s) spoken in each student's home to identify their specific language needs. The purpose of the HLS is to determine the primary or home language of the student and is given to all students one time at initial enrollment in a South Carolina public school district or charter school and should remain in the student's permanent record.

Information about the student's language helps to identify students who qualify for **free** support to develop the English language skills necessary for success. English language proficiency (ELP) testing may be necessary to determine if the student is eligible for language supports if a language other than English is recorded for any of the three HLS questions below. If the student qualifies, they will be entitled to services as an ML and will be assessed annually to determine their English language proficiency.

Families must fully understand the purpose and intent of the HLS and MLP program. **If you have any questions, you may contact your district's Title III/MLP Coordinator before completing the HLS.**

1. What is the language(s) that the **student** first acquired? _____
2. What language(s) is spoken most often by the **student**? _____
3. What is the **primary language(s) used in the home**, regardless of the language(s) spoken by the student? _____

Prior Education

In accordance with *Plyler v. Doe*, this form does not inquire about the immigration status of the student or family. The purpose of this form is to collect information about your student's prior education and pre-existing knowledge and skills.

Has the **student** received English language development support in a previous school? Yes No Don't Know

In what country was the **student** born? _____

If born outside of the United States, District of Columbia, or the Commonwealth of Puerto Rico, when did the **student** first attend a school in the United States? _____

Month _____ Day _____ Year _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Your signature certifies you have read the Title III, Part A information above and completed it to the best of your knowledge.

McKinney-Vento (Section I of ES)

McKinney-Vento

This survey complies with the McKinney-Vento Act, U.S.C. 42 11431 *et seq.* Your answers will help determine if the student meets eligibility requirements for **free** services and educational rights provided under the McKinney-Vento Act, including immediate school enrollment, even if lacking required documents. Based on the residency option selected, this survey will be submitted to the district McKinney-Vento Liaison to determine eligibility.

What best describes where you live now?

- | | |
|---|--|
| <input type="checkbox"/> Single-family house/apartment/trailer | <input type="checkbox"/> In a residence with inadequate facilities (no water, no heat, no electricity, no plumbing, overcrowded, infested, etc.) |
| <input type="checkbox"/> Transitional Housing | <input type="checkbox"/> Agricultural camp |
| <input type="checkbox"/> Living with others due to loss of housing or economic hardship | <input type="checkbox"/> Shelter |
| <input type="checkbox"/> Moving from place to place/couch surfing | <input type="checkbox"/> Displaced by a natural disaster (hurricane, flood, etc.) |
| <input type="checkbox"/> Car, park, or similar location | Disaster: _____ |
| <input type="checkbox"/> Motel | <input type="checkbox"/> Displaced due to COVID-19 |
| <input type="checkbox"/> Camping grounds | <input type="checkbox"/> Other: _____ |

English/December 2021

Page 1 of 2



McKinney-Vento PowerSchool Crosswalk

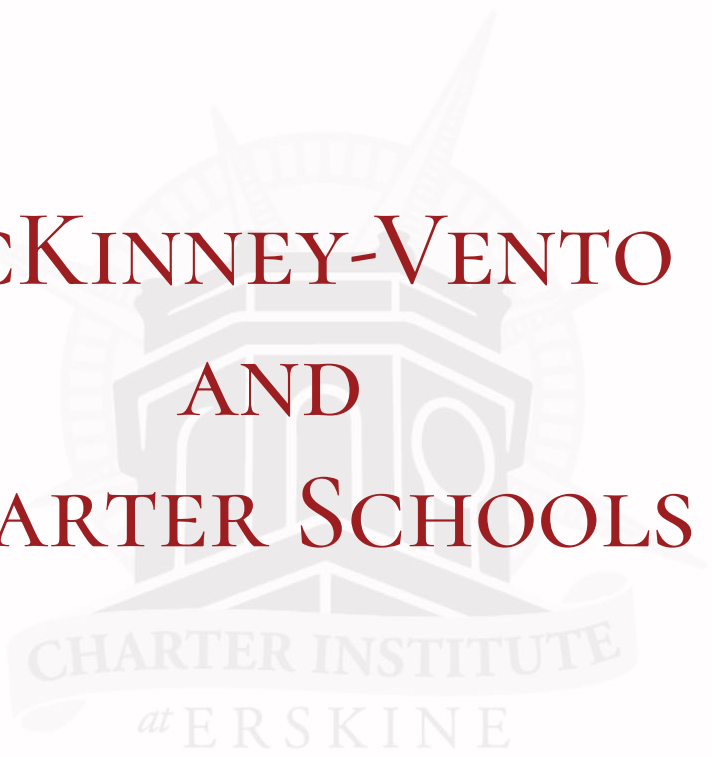
- See [DIA ES Guidelines, Page 13](#)

Housing Status	Select-One
Instructional Setting	(blank) - Regular Ed - Full Yr
Universal Screener	
Medicaid No	
Ninth Grade Code	
Diploma Ordered	
Diploma Earned	
Diploma Pathways Seals of Distinction	
Diploma Order Number	
Graduation Date	

Select-One

- Select-One
- SFH – Single Family Home
- TRH – Transitional Housing
- LWO – Living with Others
- COS – Couch-Surfing
- UNS - Unsheltered
- HOM – Hotel/Motel
- UCP – Camping
- UIF – Inadequate Facilities
- ALC – Agricultural Camp
- SHL – Shelter
- DIS – Displaced by Disaster
- DCVD – Displaced due to COVID-19
- OTH – Other





MCKINNEY-VENTO
AND
CHARTER SCHOOLS

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CHARTER SCHOOLS AND MV

Charter schools that are LEAs or schools within LEAs must implement the requirements of the McKinney-Vento Act just as any other LEA or school to ensure that homeless students have access to and can succeed in their education.

- NCHE, “Serving Homeless Children and Youth in Charter Schools”

CHARTER SCHOOLS AND MV

- School of Origin: 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)]
- Right of students who become homeless to remain in their school of origin
- Transportation?
- Be prepared to offer dispute resolution process at the LEA and SEA levels

ENROLLMENT



- Must be immediate
- Meet eligible enrollment criteria
- Revise policies that constitute barriers
- Automatically eligible for free meals



- Exceed enrollment cap in charter
- Deny enrollment due to lack of documents

MEALS

- Through federal school meal programs
 - No obligation if school does not have federal meal program
 - Strong correlation between nutrition and academic achievement
 - Choose to still provide students experiencing homelessness with food
- Strategies to provide food
 - ◆ Business partnerships
 - ◆ Community collaborations
 - ◆ [Food Banks](#)
 - ◆ Title I, Part A set-aside





FUNDING

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FUNDING

- Set aside within Title I, Part A
- Regardless of whether the school receives Title I funds

Criteria:

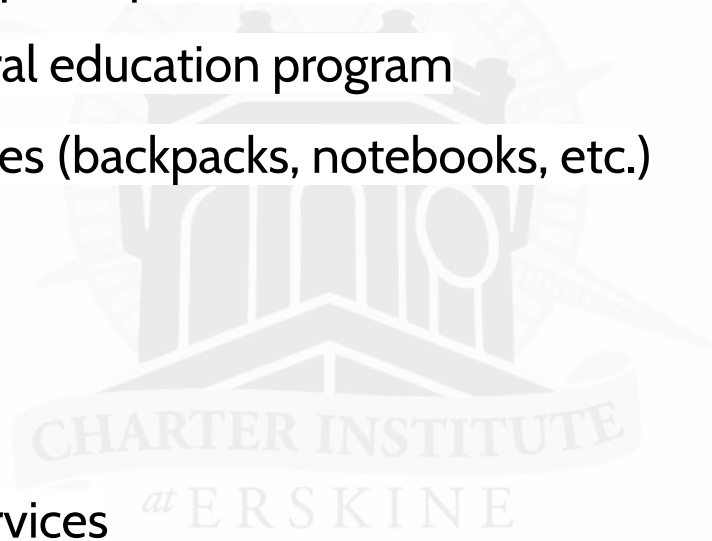
- MV children and youth attending any school in the LEA
- For services not ordinarily provided to other students
- Provide transportation to the school of origin
- Educationally related support services, including preK.

REASONABLE AND NECESSARY

- Doesn't exceed what a "prudent person" would spend
- Necessary for the grant
- Conforms to limitations/exclusions in law or Guidance
- Comparable to market prices

EXAMPLES OF ALLOWABLE EXPENSES

- Clothing to meet school's dress or uniform requirements
- Clothing and shoes to participate in PE classes
- Student fees for general education program
- Personal school supplies (backpacks, notebooks, etc.)
- Birth certificate
- Immunizations
- Food
- Medical and dental services



EXAMPLES OF ALLOWABLE EXPENSES

- Eyeglasses and hearing aids
- Counseling services to address mental health needs that impede learning
- Extended learning time
- Tutoring services - especially in shelters where homeless students live
- Fees for AP, IB, SAT/ACT, GED testing (for students ineligible for the waiver)
- GED testing for school-age students
- Outreach services to students living in temporary residences

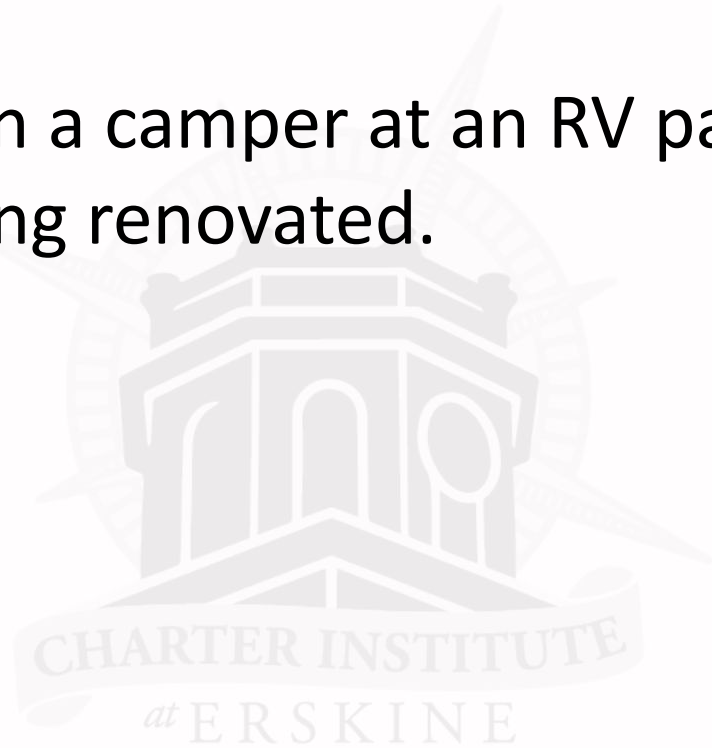
MCKINNEY-VENTO SCENARIOS



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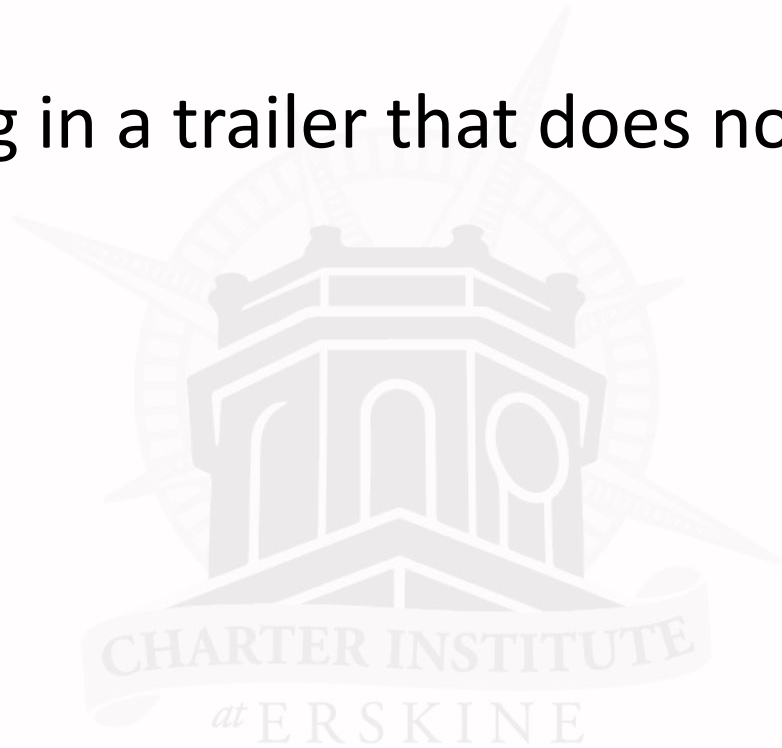
SCENARIO 1

A family is living in a camper at an RV park while their house is being renovated.



SCENARIO 2

A family is living in a trailer that does not have running water.

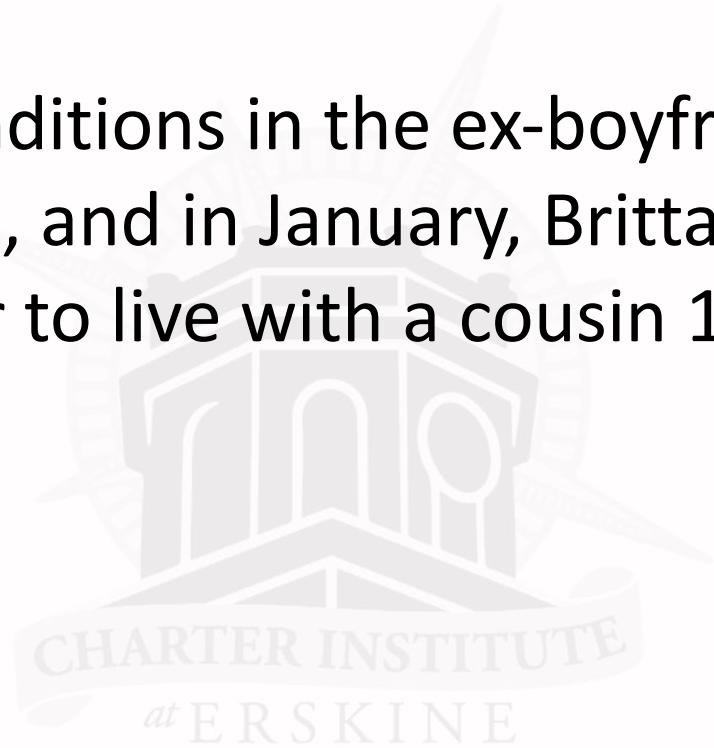


SCENARIO 3

Brittany attends Vento school district preschool program. She and her mother were evicted from their apartment last week. With no family shelter in the community, Brittany and her mother are staying with an ex-boyfriend in the neighboring school district.

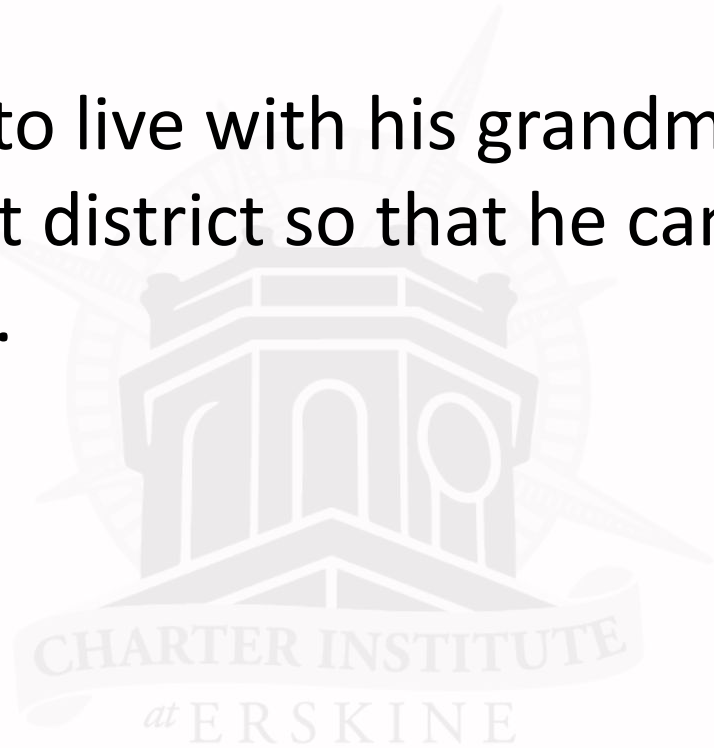
SCENARIO 4

Now suppose conditions in the ex-boyfriend's home deteriorate, and in January, Brittany's mother sends her to live with a cousin 100 miles away.



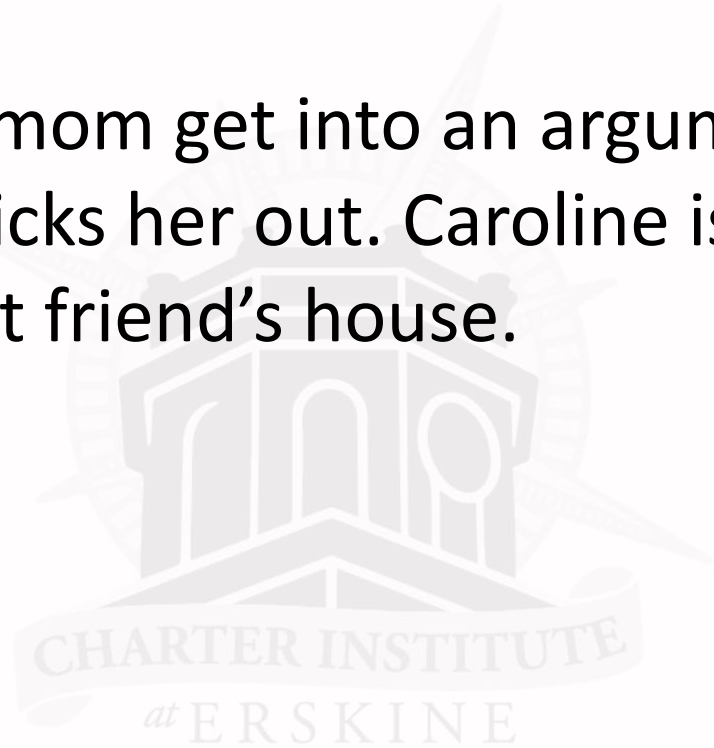
SCENARIO 5

Sammy was sent to live with his grandmother who lives in an affluent district so that he can attend one of its schools.



SCENARIO 6

Caroline and her mom get into an argument. Caroline's mom kicks her out. Caroline is now staying at her best friend's house.



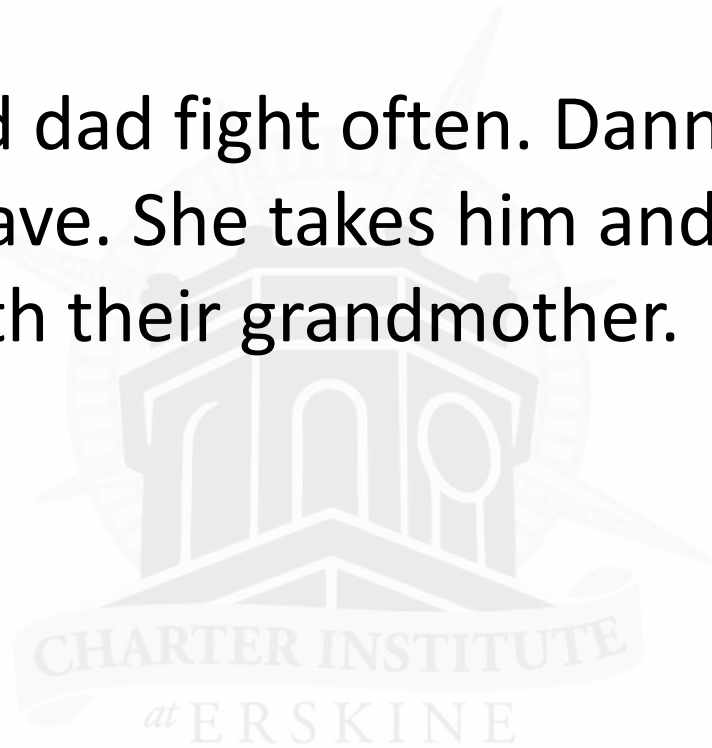
SCENARIO 7

Family's house catches fire and they lose everything.



SCENARIO 8

Danny's mom and dad fight often. Danny's mom has decided to leave. She takes him and his siblings to live with their grandmother.



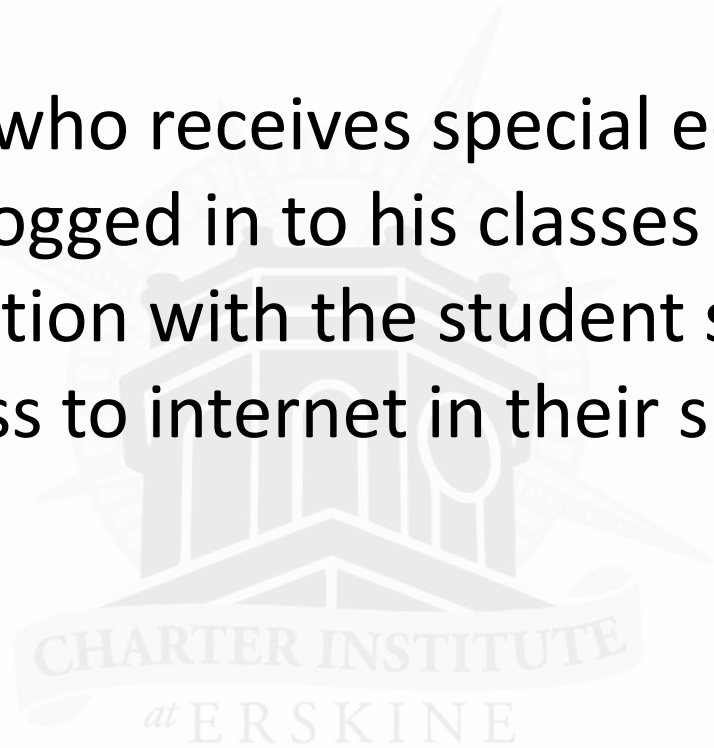
SCENARIO 9

A virtual student has moved across state lines to live with a relative for a few months and wishes to remain a student at their school of origin.



SCENARIO 10

A virtual student who receives special education services has not logged in to his classes for 10 days. Communication with the student states they do not have access to internet in their shelter.



SCENARIO 11

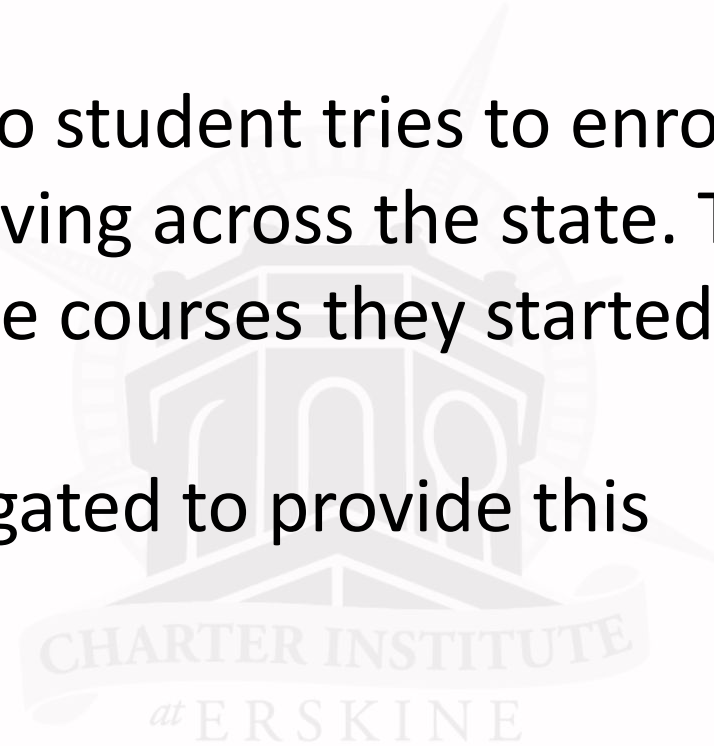
McKinney school has a zero tolerance policy for absences. A McKinney-Vento student has missed 15 days for a myriad of reasons.

Can the school refer the student to juvenile court, fail classes automatically, or be withdrawn automatically as outlined in their policy?

SCENARIO 12

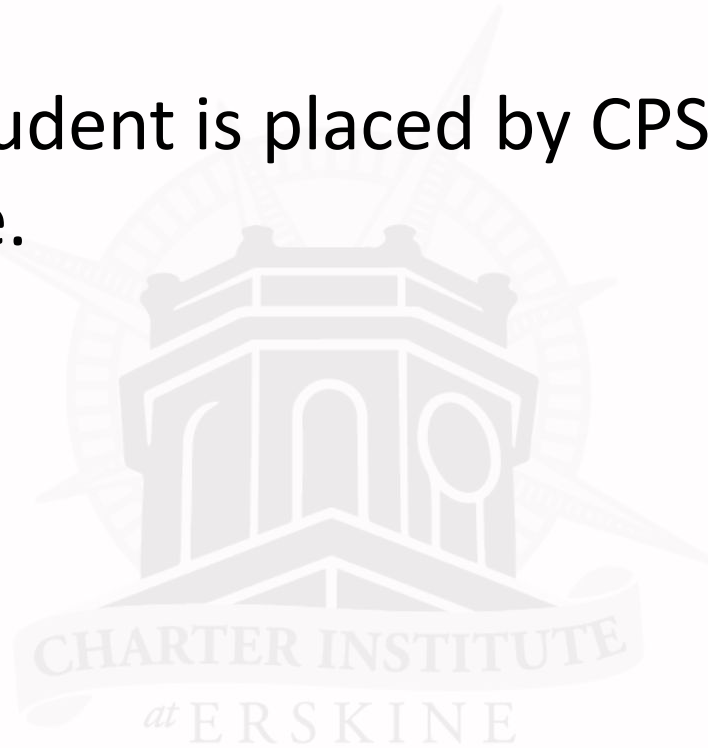
A McKinney-Vento student tries to enroll in October after moving across the state. The student wants to complete courses they started elsewhere.

Is the school obligated to provide this opportunity?



SCENARIO 13

An elementary student is placed by CPS/DSS into formal foster care.



SCENARIO 14

A high school student is abandoned by her parent in July. In August, she enrolls in school, and in September is staying with a relative in a fixed, and adequate nighttime residence. The relative intends to let her stay until she graduates.

SCENARIO 15

An 18-year-old student is a parent of a 4-year-old child. Both the student and the child live with the teen's aunt because the student's parents kicked her out.

What is the status of the 18-year-old?

What is the status of the 4-year-old?

KEY TAKEAWAYS

- Not one size fits all
- Counsel parent/guardian, unaccompanied youth of what's in the best interest and remaining at the school of origin
- What is fixed, regular, and adequate?
- Implicit bias towards students experiencing homelessness
- Coding needs to be backed out each year
 - ◆ Eligibility determined each year



RESOURCES

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RESOURCES

- [Potential Warning Signs of Homelessness](#)
- [NAEHCY FAQs](#)
- [How Charter Schools Can Support Students Experiencing Homelessness](#)
- [Eligibility Flowchart](#)
- [Statewide Food Access Map](#)
- [National Center for Homeless Education](#)
- [School House Connection](#)
- [SC Department of Ed](#)
- [National Association for the Education of Homeless Children and Youth](#)

We Are Here to Support You!

Please reach out to the Office of Federal Programs with any questions or concerns.

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Q & A

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SIGN-IN SHEET

