

# **McKinney-Vento LEVEL UP**

ESEA Academy 2024

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# Session Overview

- How does your LEA data support your program growth
- Explore services and resources to support students experiencing homelessness
- Discuss evidence-based best practices to identify and support MV students' academic success



# LEVEL Setting

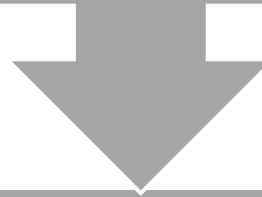
- Review MV definition
- Provision of services available to students experiencing homelessness as compared to housed students
- School of Origin
- Available funding to support educational stability



# McKinney-Vento Homeless Children and Youths

## §11434(a)(1) of the [MV Homeless Assistance Act](#)

Individuals who lack a fixed, regular, and adequate nighttime residence



Includes sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

Motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals

Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations

Migratory children who qualify due to the above circumstances





# Fixed, Regular, and Adequate



## Fixed

- Stationary
- Permanent
- Not subject to change

### Questions to ask:

- Is this a permanent arrangement or just temporary?
- Where would you go if you couldn't stay where you are?
- Could your friends/relatives ask you to leave if they wanted to?



## Regular

- Predictable
- Consistent basis

### Questions to ask:

- How long have you been at that place?
- How long do you plan to stay?



## Adequate

- Lawfully and reasonably sufficient
- Housing is sufficient for meeting the physical and psychological needs of the student

### Questions to ask:

- Does the home have heat/electricity/running water?
- Are you and your children sharing a room?
- How many people are staying in one room?



# McKinney-Vento Identification and Data



**SCDE MV Program Office Statewide Strategic Goal by 2025 is 2.5% of student population**

**2021-22 SC was at 1.5 % = 11,543 students**

- What is your district's rate of identification?
- What is the Pupils in Poverty (PIP) or Free and Reduced Lunch percentage? A data point here is 10% of your FRL may be McKinney-Vento.
- *Across the state we are not identifying around 8,000 students.*



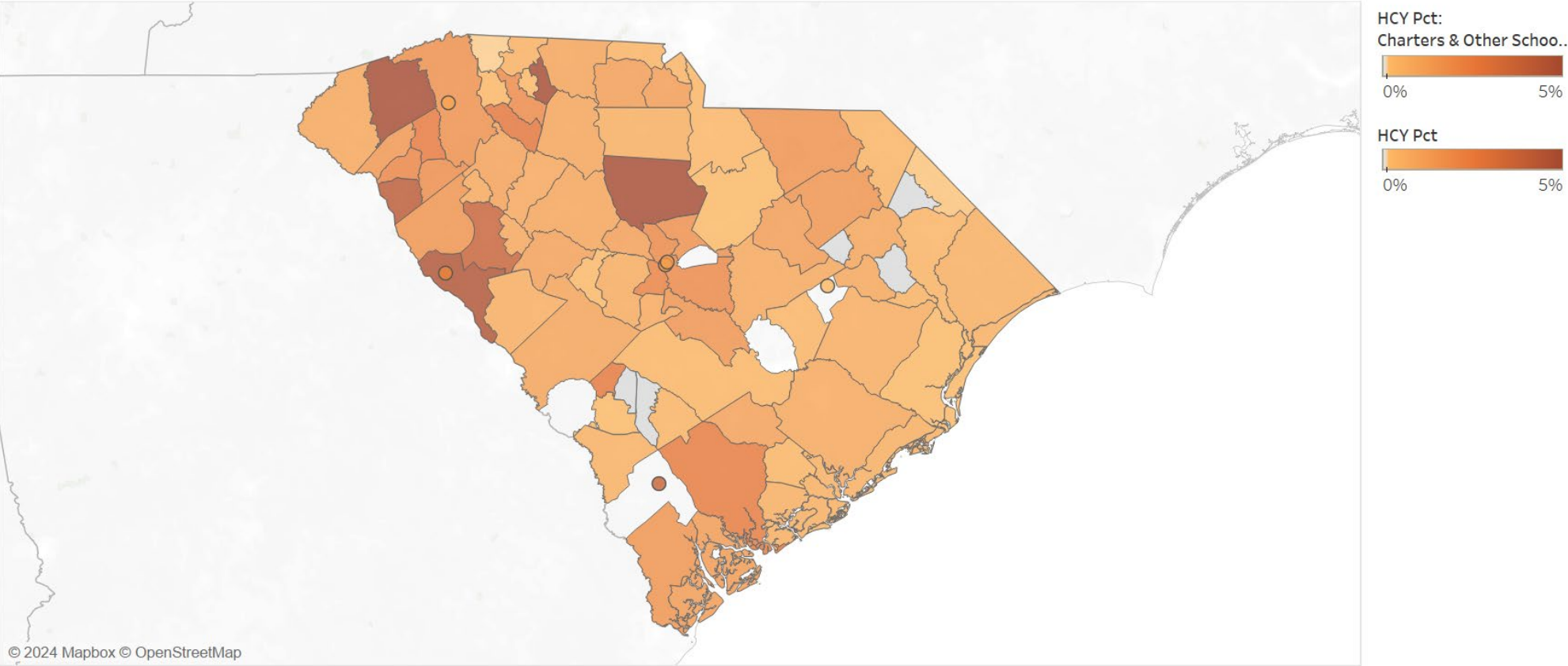
## **Other Data Points to Review for MV Students**

- Chronic absenteeism: *MV students have the HIGHEST rate of absenteeism in SC*
- Academic achievement on statewide assessments
  - Reading/language arts: Grades 3-8, high school
  - Mathematics: Grades 3-8, high school
  - Science: once in elementary, middle, and high school
- Graduation rates



# Identification Rate 2021-22

SOUTH CAROLINA  
Percentage of Students Who Are Homeless



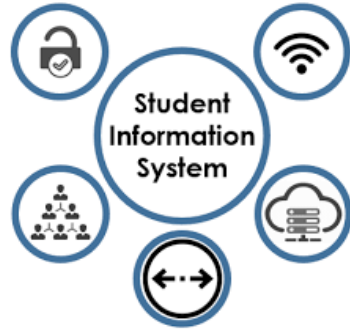
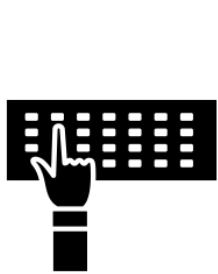
# Questions to ask for Identification

- Is my LEA either above or below the state average of number of students identified as homeless?
- How close is my LEA to the 2.5% goal?
- What factors may be impacting identification? Liaison turnover?  
Natural disasters? Unemployment rates or layoffs? Housing costs?  
Health crises?
  - Look through your data, find inconsistencies and plan accordingly
  - LEA profiles can be found [here](#)

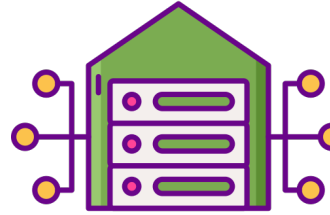




# Ensuring Timely, Complete, and Accurate Data



LEA and  
School Data



SEA Data

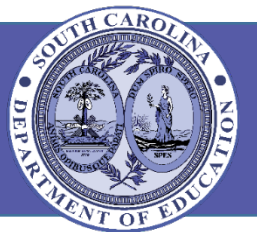


National Data



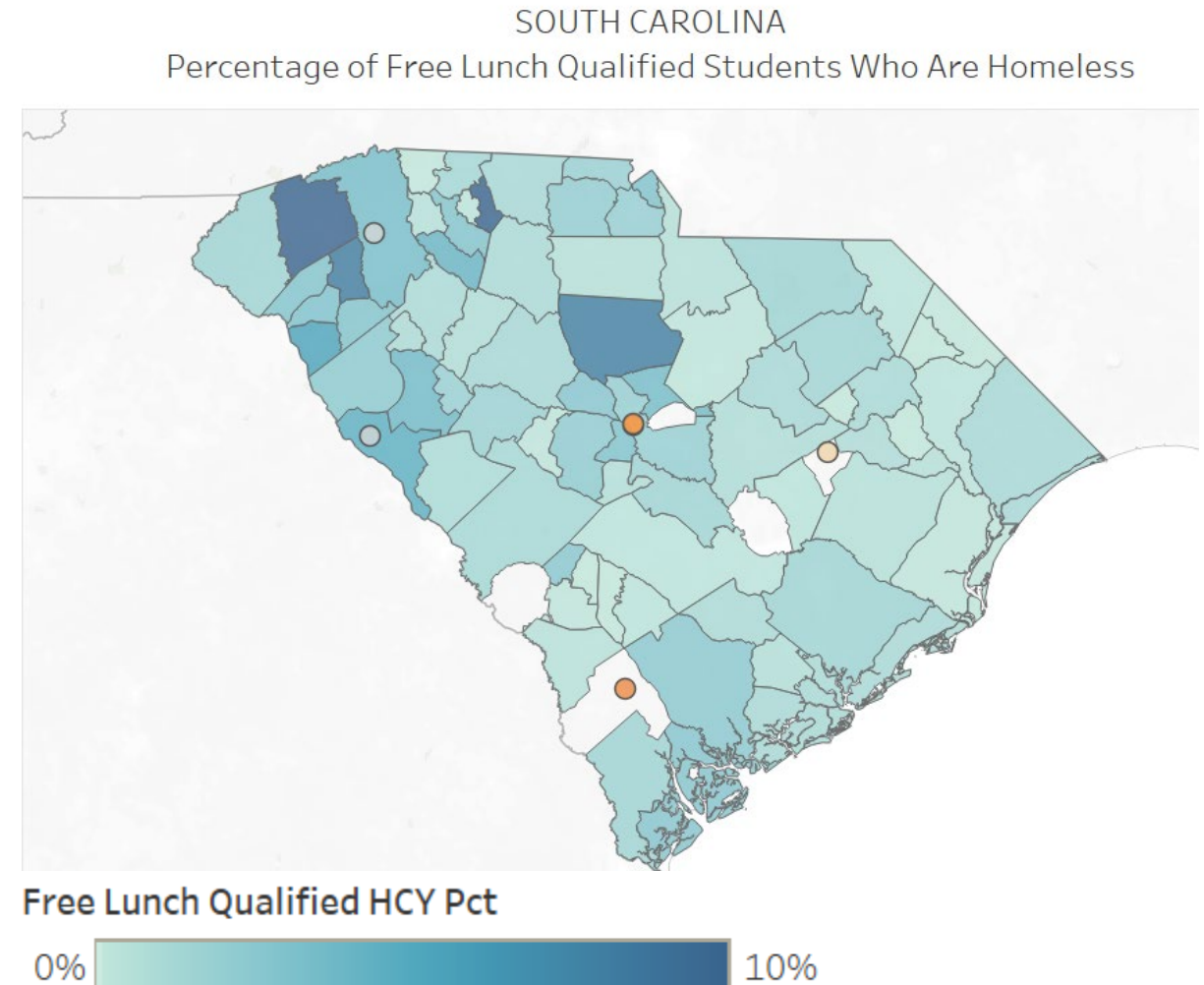
**Data Collection and Quality Review Process**

LEA = Local Educational Agency SEA = State Educational Agency



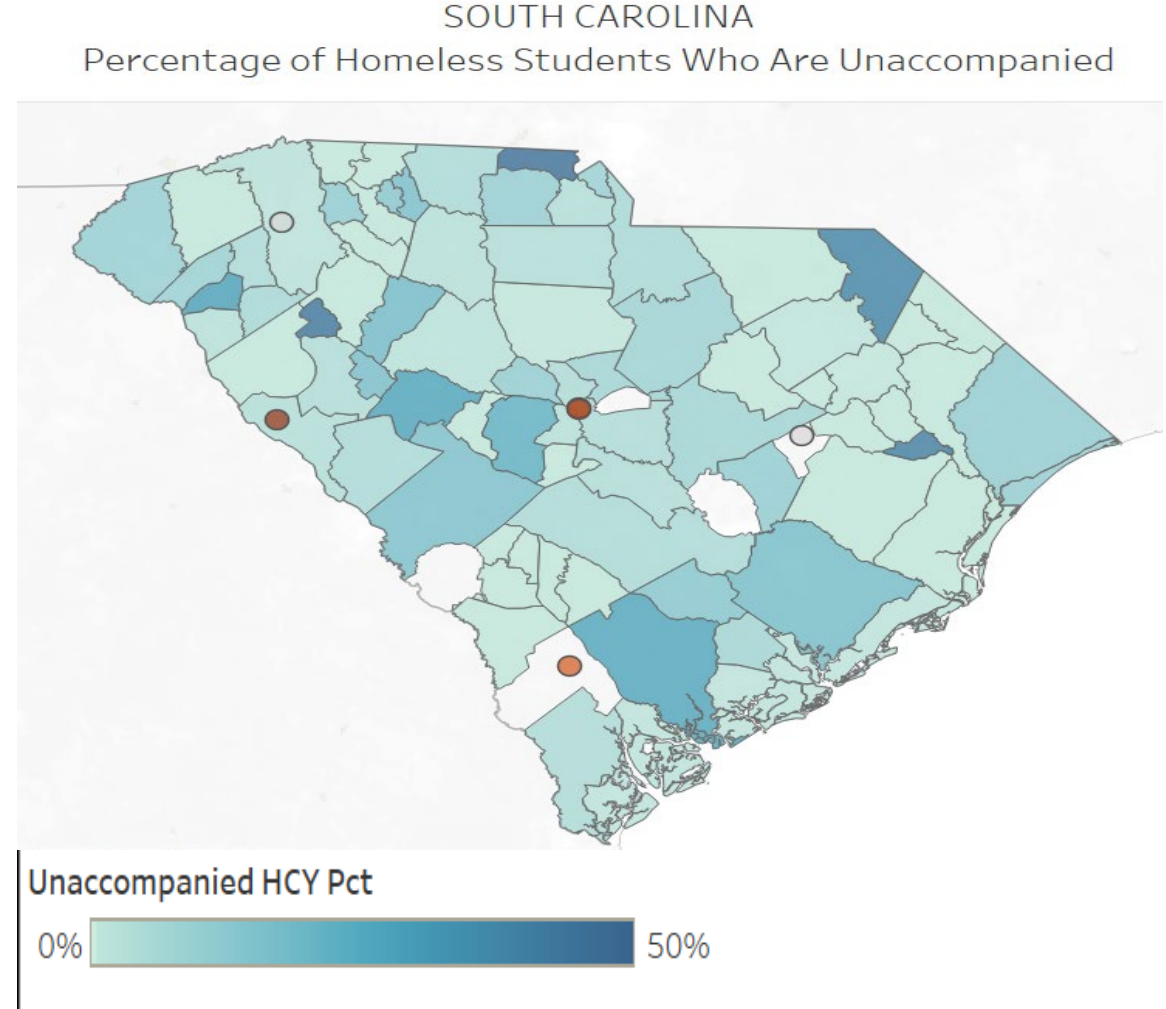
# Using FRPL Data to Estimate MV Identification Rates SY 2021-22

- An indicator of concern is when an LEA may have higher rates of child poverty, but lower rates of homelessness. (Especially when compared to surrounding school districts)
- Educate community members, educators, and policymakers about the prevalence and the impact of child and youth homelessness, from early childhood through postsecondary education
- MV is estimated to be 10% of the FRPL (or PIP) number



# UHY Questions Sy 2021-22

- Nationally UHY make up 8.7% of the students experiencing homelessness.
- How does your LEA compare?
  - Are they drastically below that percentage, about the same, or much higher?
  - What could contribute to these trends?



# School Options for Students Experiencing Homelessness

McKinney-Vento students may attend either the:

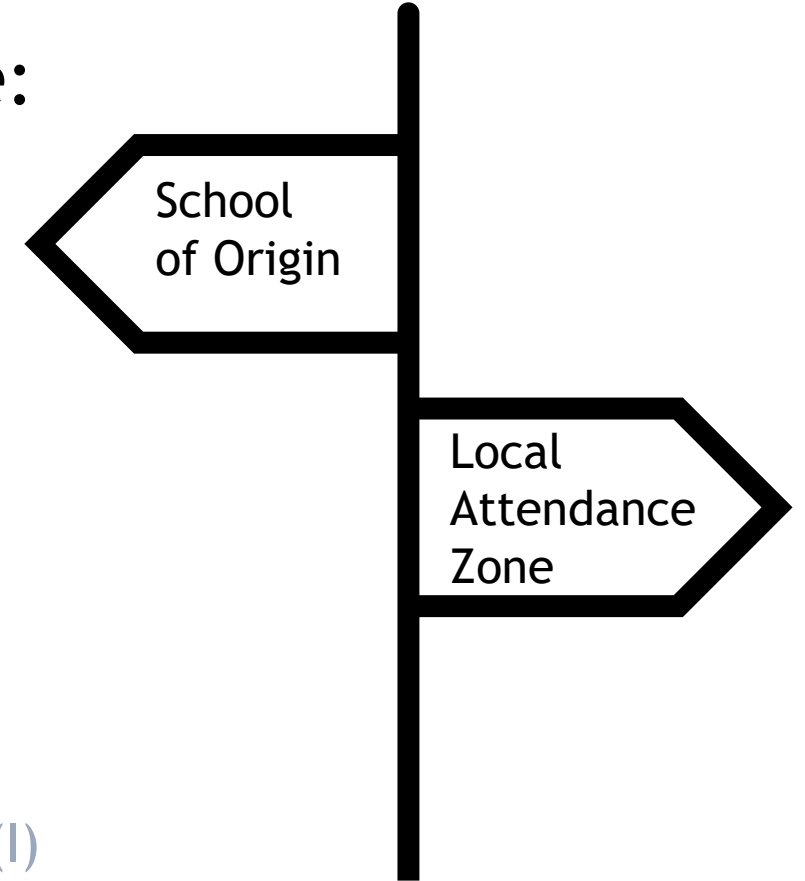
**1. Local attendance area school**

- Any public school that students living in the same attendance area are eligible to attend, or

**2. School of origin**

- School attended when permanently housed; or
- School in which the student was last enrolled
- Includes:
  - Receiving schools at the next grade level

42 USC § 11432(g)(3)(I)



# Funding McKinney-Vento Programs in LEAs

- ✓ Allowable
- ✓ Sufficient
- ✓ Sustainable

- Consider funding streams connected to students experiencing homeless (e.g. EHCY, ESEA, ESSER, Local funds)
- LEA MV Needs Assessment, enrollment data, program effectiveness, and cost data on expenditures
- Mandated Collaboration between Title I and MV Liaison (42 U.S.C. § 11432)

## 1. Set-Aside and Grant Expenditures

	Yes	No	Total Amount	Amount Spent	What needs to be spent?
Title I Homeless Set-Aside (See guidance below)	<input type="radio"/>	<input type="radio"/>			
EHCY	<input type="radio"/>	<input type="radio"/>			
ARPI	<input type="radio"/>	<input type="radio"/>			
ARPII	<input type="radio"/>	<input type="radio"/>			

LIMITED



# Early Warning Data

Missing 20 days or  
being absent 10  
percent of school  
days

Two or more mild  
or more serious  
behavior  
infractions

**Low Credit  
Accumulation**

Failure in  
reading/language  
arts or math in 6th  
through 9th grade

A GPA of less than  
2.0

Two or more  
failures in 9<sup>th</sup> grade  
courses

Failure to pass a  
course

Ensure that *MV* are on the radar of your school's MTSS team can help move the needle for student success and well-being





# Data Helps Measure Impact

We can “move the needle!”



## Data

Knowing local poverty data and tracking historical identification patterns

Leads  
→  
to

## Actions

Designing culturally sensitive outreach and identification strategies

Results  
→  
in

## Outcomes

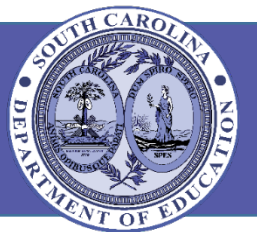
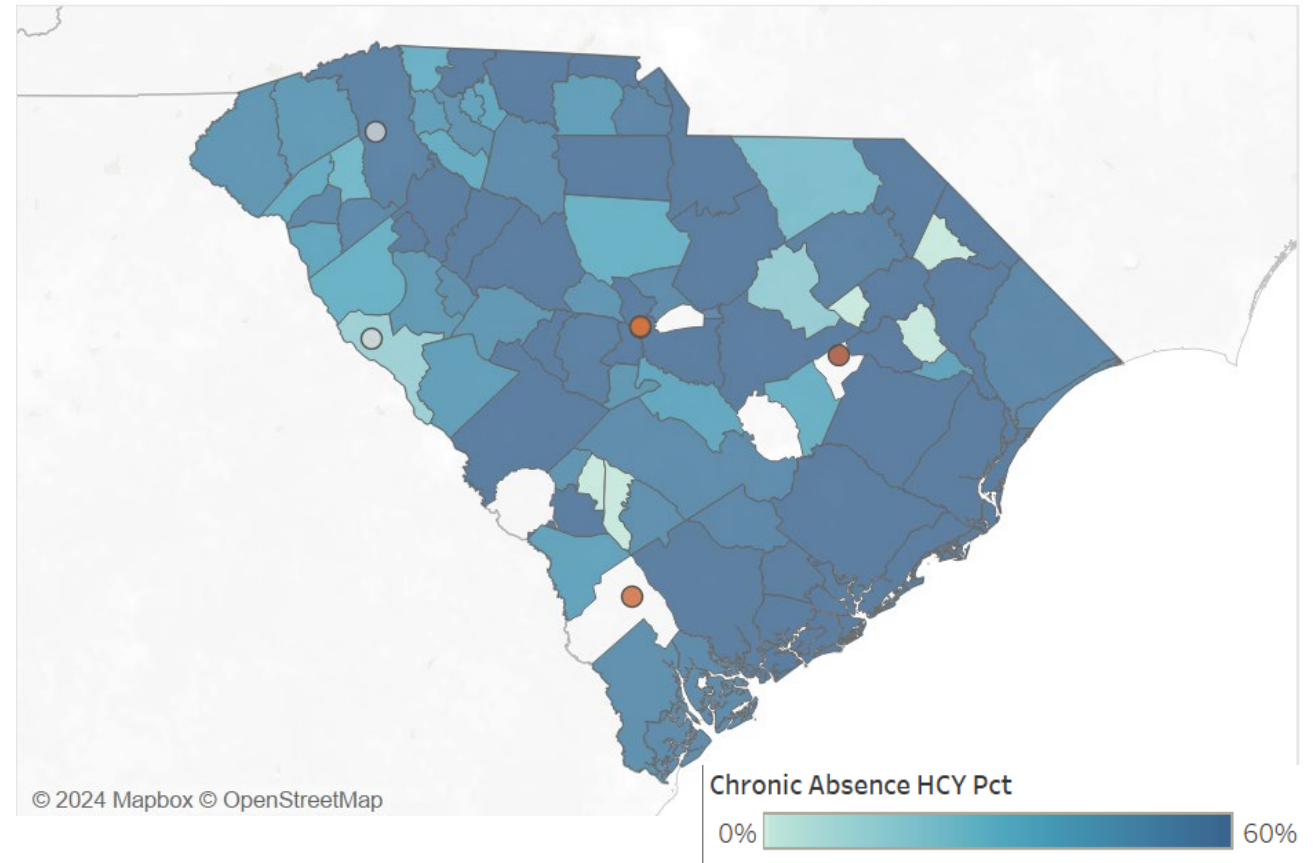
More students are identified and receive needed supports and services



# Chronic Absenteeism SY 2021-22

SOUTH CAROLINA  
Percentage of Homeless Students Who Are Chronically Absent

- The McKinney-Vento Act seeks to level access to education for those experiencing homelessness
- The chronic absenteeism rate should not be drastically different than the over-all population if supports are in place
- The SC state average shows some area for improvement- 42.6% for HCY while 21.8% overall (2020-21)





# Level UP: Chronic Absenteeism Prevention

Research shows that these subgroups of students are absent more often than other students. The instability and anxiety inherent in homelessness and other stressors can interrupt regular school attendance, due to issues such as lack of transportation, constant moving, illnesses, and other challenges.

- Blanket policies on maximum absences should be examined when a McKinney-Vento student is a concern. The school should do its best to find out why the student is missing school using community contacts and find supports to be put in place to provide regular attendance.



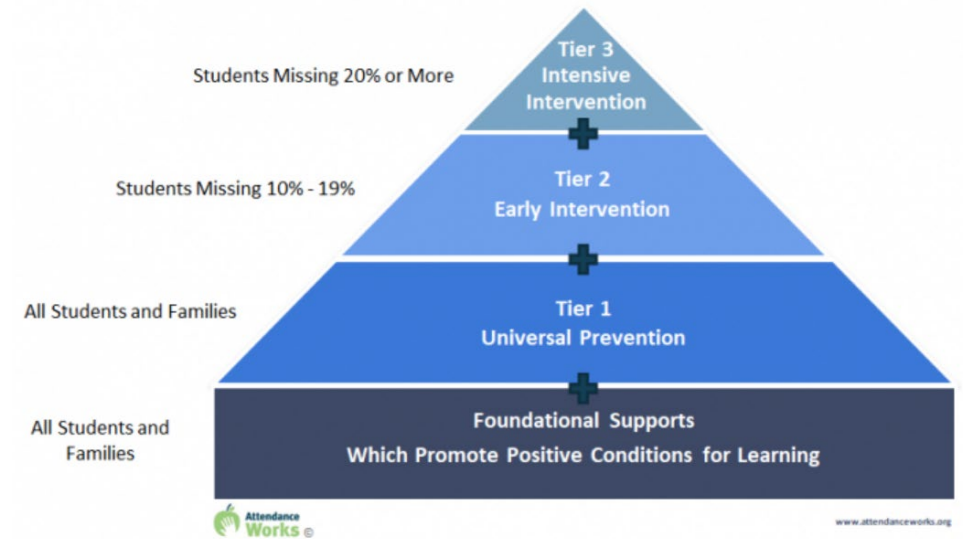
# LEVEL UP: Intervention Opportunity: SY 2021-22 Attendance

Students who missed 10 or more days they were enrolled:

✓ 51 % of HCY are Chronically Absent (average)

LEAs with high rates of absenteeism  
among HCY:

- ✓ 40 LEAs had rates of more than 50%
- ✓ 30 LEAs had rates 26%-50%
- ✓ 2 LEAs had rates of less than 25%



[EveryDayLabs](https://www.everydaylabs.org)

Source: U.S. Department of Education's *EDFacts* Initiative



# Graduation Rate



The McKinney-Vento Act seeks to support the opportunity to graduate for those experiencing homelessness



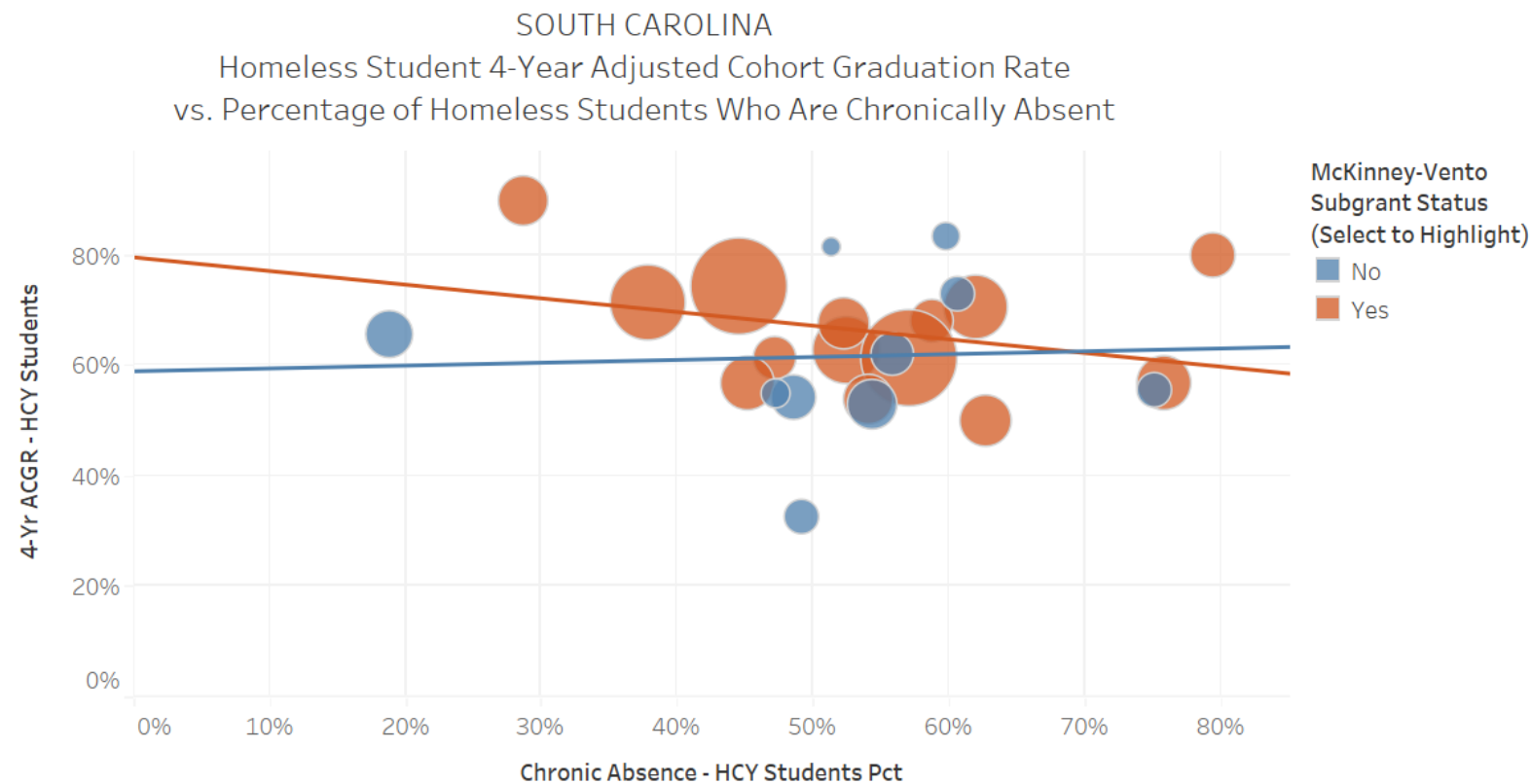
The graduation rate should not be drastically different than the over-all population if supports are in place



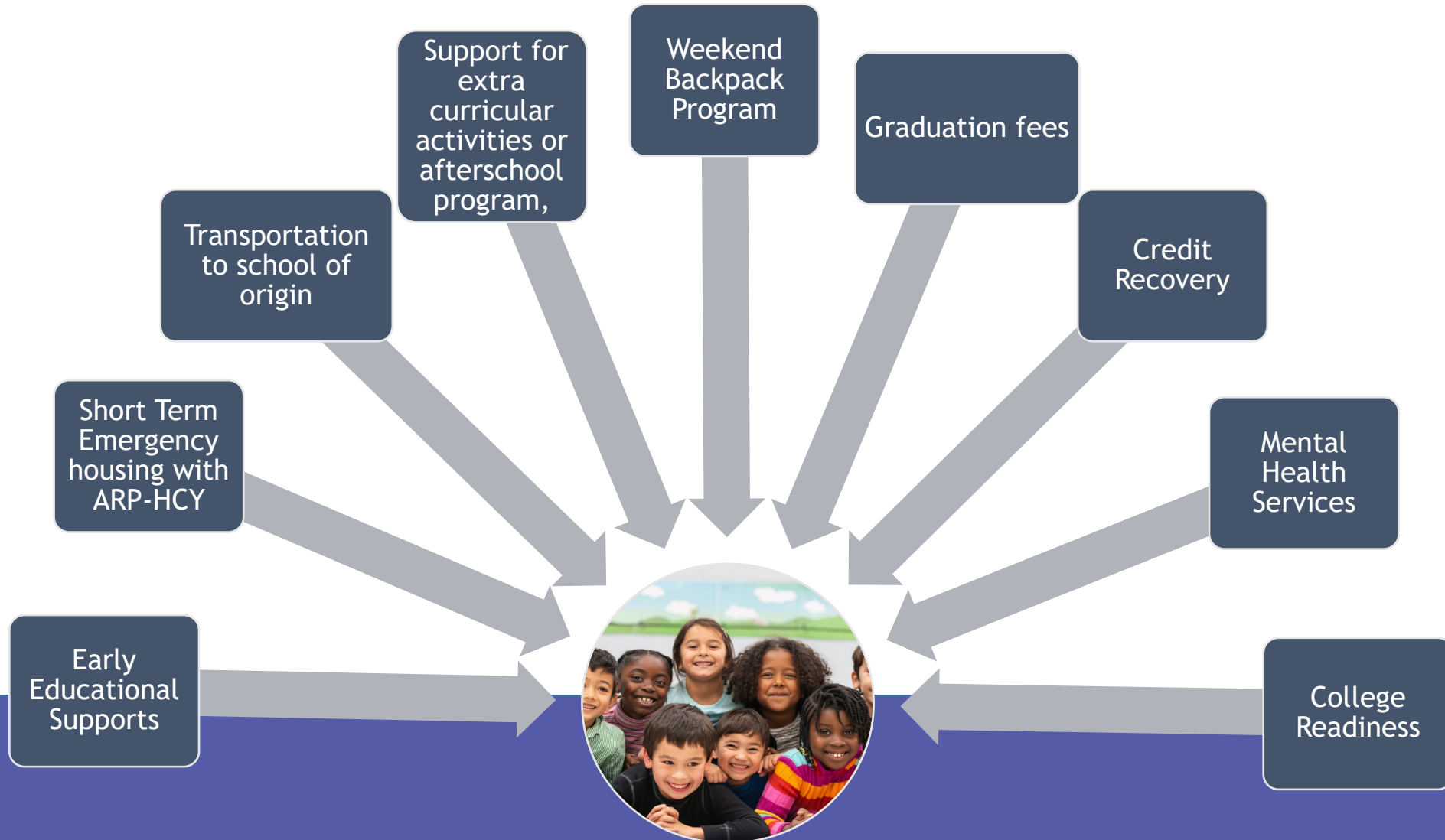
The SC state average shows some area for improvement



# Correlation Between Graduation Rate and Chronic Absenteeism SY 2021-22



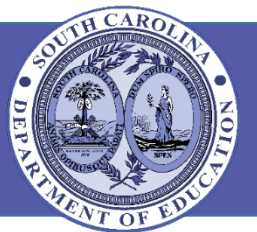
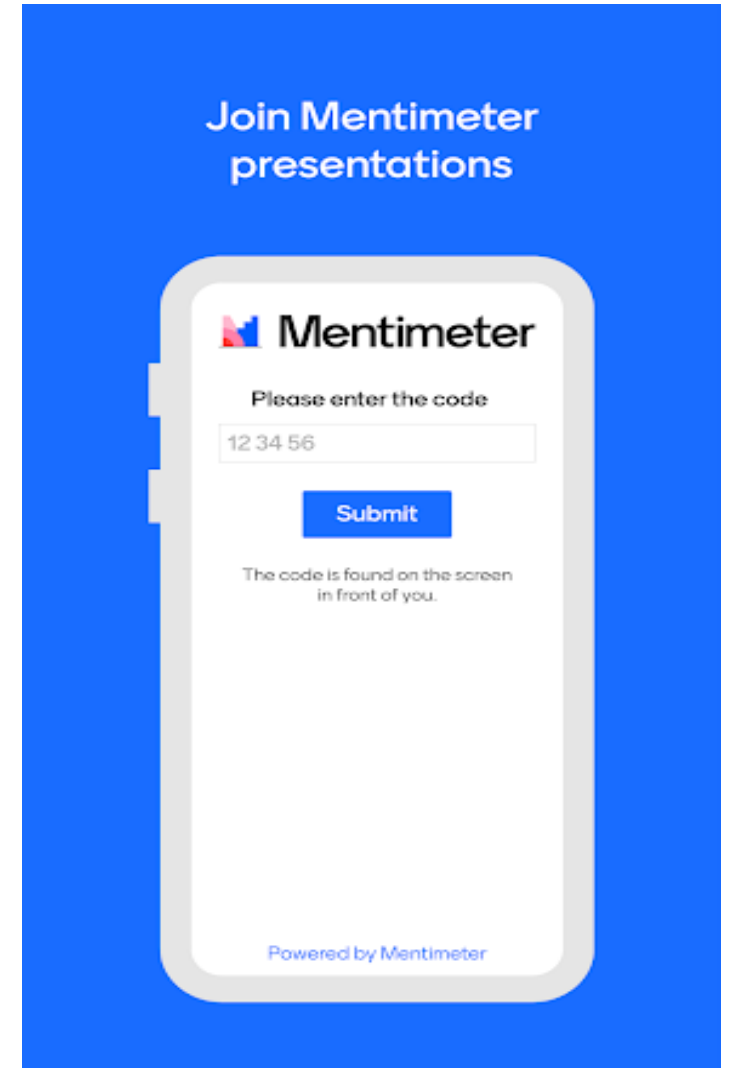
# Beyond the Backpack: Meaningful Ways to Serve McKinney-Vento Students



# What did we miss?

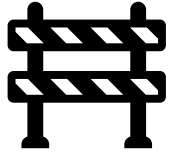
## What are some additional ways to serve students?

Code: 8291 3960



# LEVEL UP

## Review Policies for LEA Affidavits



### Barrier

- Using a policy of a notary-signed affidavit that requires additional verification of McKinney-Vento status.
- We would say this is a barrier to enrollment



### Not a Barrier

- Alternative option: using a sworn statement that states the residency questions and is signed by the parent or guardian.
- No notary needed, but still have documentation



# Who is missing from the conversation at the LEA Level?



Title III

Special Education

Migrant Education

School counselors

School social workers

Transportation

Preschool and after school programs

Truancy and attendance officers and SROs

Nurses

Food Services

Family/parent involvement staff





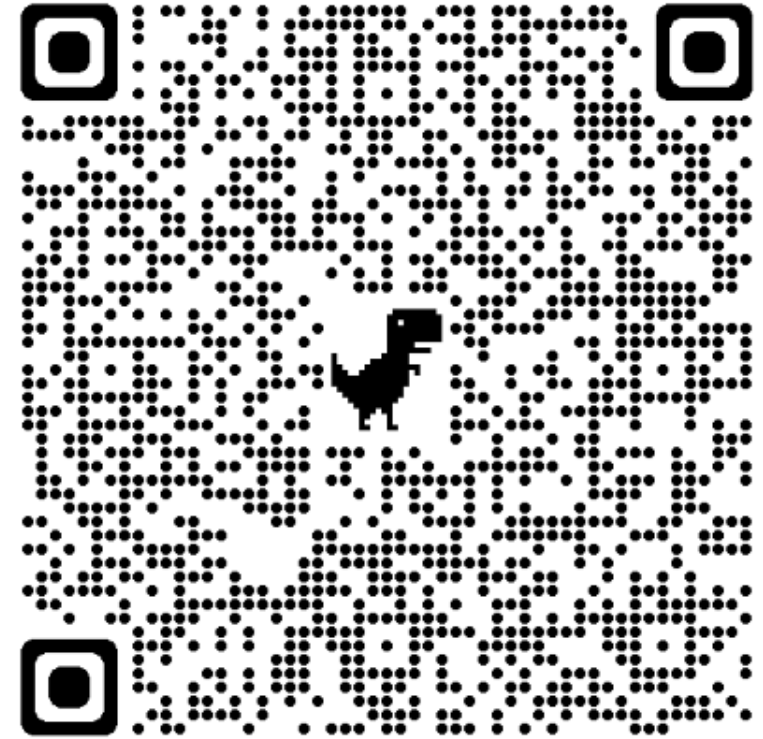
# LEVEL UP Resource Opportunity



**McKinney-Vento**  

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 .org



# McKinney- Vento.org



Utilize for Staff Training



Utilize Reports for record keeping

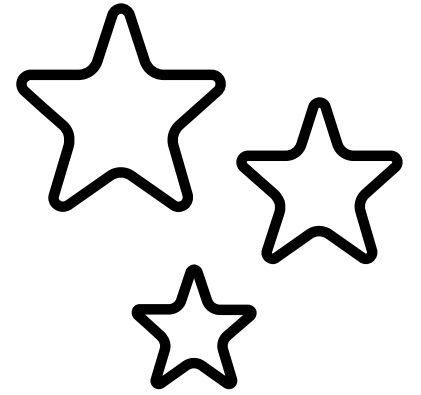


If you run into an issue with the training platform, email [support@mckinney-vento.org](mailto:support@mckinney-vento.org) for help.



# **LEVEL UP**

## **Local Resources**



Midlands Padlet: [bit.ly/MIDRes](https://bit.ly/MIDRes)

Upstate Padlet: [bit.ly/UPRes](https://bit.ly/UPRes)

Pee Dee/Low Country Padlet: [bit.ly/LCRes](https://bit.ly/LCRes)



# Questions



# Contact Information

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# Resources:

- [ED McKinney-Vento Non-Regulatory Guidance, 2017](#)
- [National Center for Homeless Education](#)
- [SchoolHouse Connection](#)
- [SCDE McKinney-Vento Webpage](#)
- [McKinney-Vento.org](#)

