

McKinney-Vento Homeless Assistance Act



Review of McKinney Vento Basics

State Coordinator Webinar Series
2024



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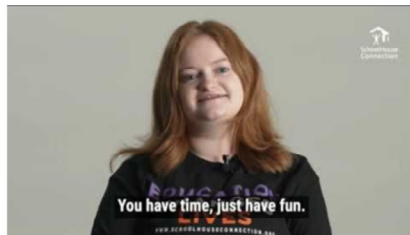
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Alysha, Roxanne and Maureen are the KSDE staff that make up the McKinney Vento team.

Discussion Today

- Terms & definitions
- District Responsibilities
- One person cannot do it all



The two videos come from School House Connection:

https://www.youtube.com/channel/UCaEq_zAW96nkFyha53YYqYw

Each of these students has a different perspective and experience on the path to experiencing homelessness.

Think about:

1. Is your district level staff training sufficient that personnel could recognize either of these students' situations?
2. Would they know what to do if they could identify the potential homeless status?

The videos may be found on the U-Tube channel for School House Connection.

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."

The federal statute reference is: [42 U.S.C. § 11431(2)]



- This is the quote from the federal statute.
- Point out the federal statute reference.
- McKinney Vento Act provides access to educational services.

McKinney Vento Act/What Does It Do?

- Removes barriers so that children and youth experiencing homelessness have the same access to a free and appropriate education (FAPE) as students that are housed.
- Ensures school of origin rights which can be a constant for a student in an unstable world.
- Allows the opportunity for relationship development with students and school staff.
- Ensures consistent access to meals through direct certification (NO application) to the school lunch program.

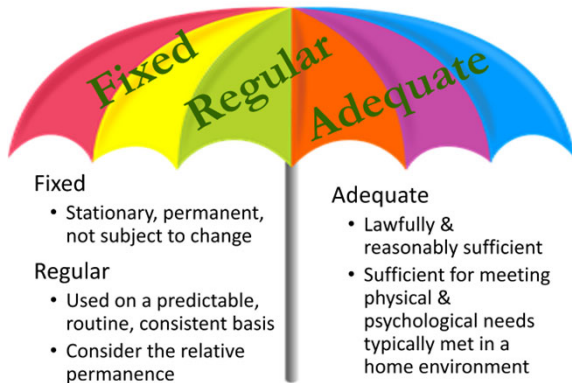


Note that the underlined fragments represent some pillars of the McKinney Vento act.

- Remove barriers: districts are required to review policies, procedures and identify those that may be barriers to McKinney Vento students.
- School of origin rights: if in the best interest. More on future slide.
- Relationship development: 2 and 3 are interconnected. Since we know that McKinney Vento students need relationships (someone they can trust), keeping them in the same school so they have an opportunity to do that is important.
- Immediate access to meals: free lunch applications are not required, and families should not be asked to complete them.

McKinney Vento Definition

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



What is inadequate? Check utilities; infestations; mold; dangers. [U.S. Department of Education Guidance, 2018, Question A3](#)

The federal statute reference is: [42 U.S.C. § 11434a(2)]

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- The first component must be a loss of housing due to hardship.
- If you are enrolled in a public school, and are missing one of these components, you might qualify.
- Hardship can include economic impacts such as loss of jobs, natural disasters such as fires, tornadoes, hurricanes, etc. foreclosures, evictions, etc.
- Remember, we are referring to the status of the student.
- Point out the judgement decisions are at the local level.
- Adequate is subject to interpretation like many aspects of McKinney Vento and the Guidance from 2018 is offered as reference.

Who is Homeless?

An individual who lacks a fixed, regular, or adequate nighttime residence, including children and youth who are:

- Sharing housing due to loss of housing or economic hardship.
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing.
- Living in emergency or transitional housing.
- Abandoned in hospitals.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations.
- Migratory children who qualify as homeless because they are living in the circumstances described above.



- These are the main types of homelessness. Reminder that the loss of housing due to hardship is the first requirement.
- Point out that trailer park does not include permanent developments of manufactured housing.
- Domestic violence shelters, shelters for parenting teens, transitional housing (FEMA trailers)
- Vehicles, bus stations, 24-hour laundry mats, abandoned buildings.
- Migrant, evacuees, refugees, that also meet the eligibility requirements.

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.

The federal statute reference is: [42 U.S.C. § 11434a(6)].



- The two big categories of McKinney Vento are accompanied and un-accompanied.
- Reminder that unaccompanied does not mean a student is completely on their own, they may be staying with a caring adult.
- Young children can also be unaccompanied. In the case of young children, an advocate is generally recommended.

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](#)

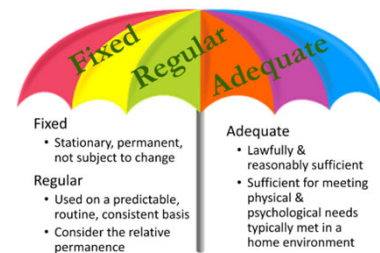


- Point out the NCHE brief.
- Adults have a hard time wrapping their head around un-accompanied students.
- Point out the paths to becoming un-accompanied are discussed in a later slide.

Homeless Situations:

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

What is inadequate? Check utilities; infestations; mold; dangers.
[U.S. Department of Education Guidance](#), 2018, Question A3



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- Remember for each of these categories, the loss of housing due to hardship is the catalyst.
- Each of these categories has an accompanied and an un-accompanied possibility.
- Doubled up – Most common type of homelessness in KS and nationwide.
- Doubled up includes much more than one might think. For example, even if a family is relatively wealthy, if they move because something “bad” happened (Ex: house burned down, dad went to prison, etc.) and they are doubling up with friends or relatives, they could be considered homeless.
- Doubled ups can be hard to pick up on when families try to “hide” the economic or social circumstances that initiate the move. Family pride/dignity – important stuff. Yet these families are often very much in need of the kinds of services provided through McKinney-Vento.
- Hotel/Motel – staying in a hotel or a motel is not an automatic determination of McKinney Vento eligibility.
- Example: you have sold a home and are waiting for the new home to be ready. You stay

in a hotel until you can move into the new home. This is not McKinney Vento.

- Example: your home is destroyed in a natural disaster, and you stay in a hotel until a new residence can be located. This would be McKinney Vento.
- Shelters/Transitional Housing - domestic violence shelters, shelters for parenting teens, transitional housing such as FEMA trailers.
- Unsheltered - vehicles, bus stations, 24-hour laundry mats, abandoned buildings.

Unaccompanied Homeless Youth (UHY) Definition

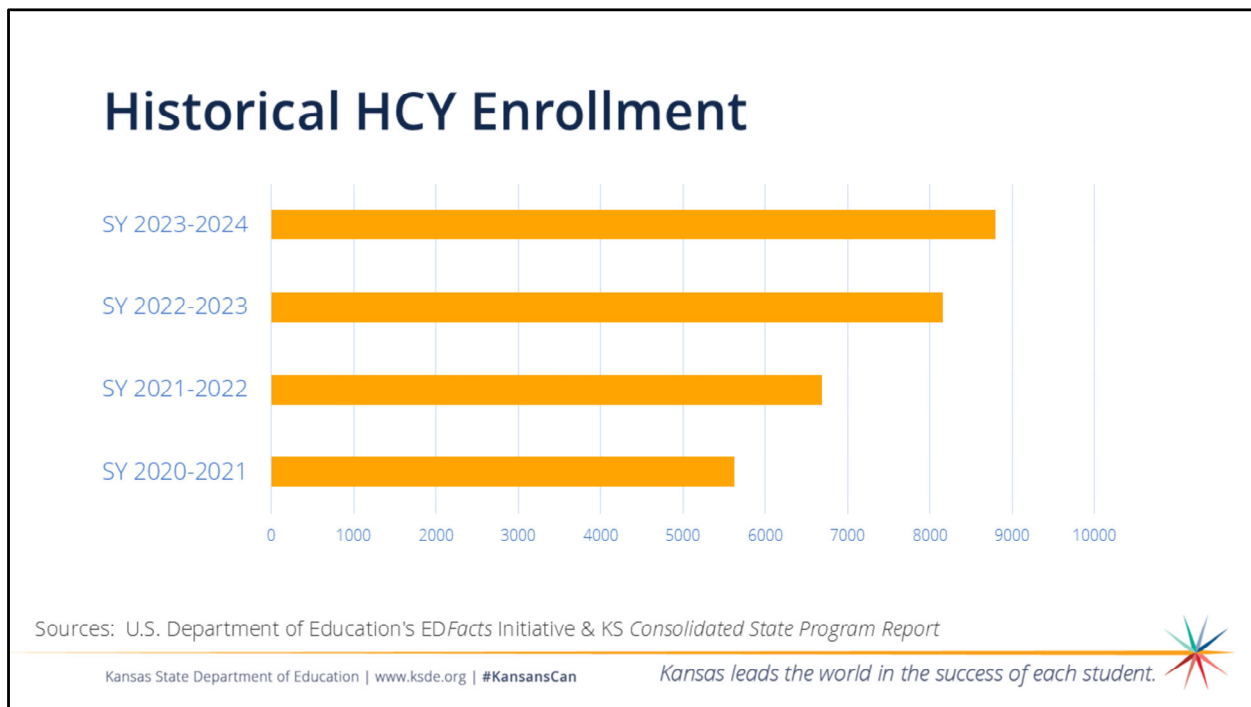
1. Student's living arrangement must **meet the definition of homeless**, **AND**
2. Student must be considered **unaccompanied**, defined as "not in the physical custody of a parent or guardian"



The federal statute reference is: [42 U.S.C. § 11434a(6)]



- Is it possible to be unaccompanied and NOT McKinney Vento?
- Yes, think about children raised by grandparents or other family members.
- If it is not going to change and the housing is fixed, regular and adequate, probably not McKinney Vento eligible.
- The law is silent as to when temporary is no longer temporary.



The numbers of identified McKinney Vento students has been increasing over the last four years.

SY 2019-2020	7645
SY 2020-2021	5623
SY 2021-2022	6688
SY 2022-2023	8160
SY 2023-2024	8779

For the 23 – 24 Year:

6962 students were doubled up

1118 students were unaccompanied
2085 students were English language learners
850 students were in shelters or transitional
housing
212 students were unsheltered

School of Origin

Definition:

The term “school of origin” means the school that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled, including a preschool.

The federal statute reference is: [42 U.S.C. § 11432(g)(3)(I) (i)].



- Point out the federal statute; note particularly it says **school** and not district.
- School of origin would also apply to feeder schools: if a student loses housing between middle and high school, the high school into which the middle school feeds would then become the school of origin.
- School of origin applies to pre-schools as well.
- Families or students may prefer NOT to remain in the school of origin, but rather the school of residence.

School of Origin Summary

Key Points:

- Families of children and youth experiencing homelessness may choose to remain in their school of origin.
- The McKinney Vento law is silent on how far is too far to transport.
- There is no defined mode of transportation required.



- Best interest determinations for school of origin would include, but not be limited to, the age of the student, the distance, if the student has special needs, and the mode of transportation.
- It is important to develop communications with liaisons in adjacent districts so that cost share for transportation can be arranged if necessary.
- Transportation can be creative with vehicles that are not buses.

Who Determines McKinney Vento Eligibility?

The District Liaison

- Every school district is required to have a McKinney Vento Liaison.
- The liaisons are tasked with ensuring McKinney Vento students are:
 - I. Identified,
 - II. Enrolled, and
 - III. Have the same educational opportunities and services as housed students.

The federal statute reference is: [42 U.S.C. § 11432(g)(6)(A)]



While a team may be in place, it is ultimately the district liaison who is responsible for the eligibility determination.

- Identify the McKinney Vento students: this can happen in several ways any time during the school year. The district level training should be detailed enough that staff can potentially spot a McKinney Vento student.
- Enrolled – students that are experiencing homelessness are to be enrolled immediately. Not after academic records arrive and not after immunization records are received. Immediately.
- FAPE – access to the same free and appropriate education. Students experiencing homelessness have the right to participate in music programs, sports, clubs or any of the opportunities housed students may access.

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. The federal statute reference is: [42 U.S.C. § 11432(g)(6)(A)]

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

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

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The McKinney-Vento Act includes a “job description” for the local liaison in the form of a list of duties. These are the 10 duties that liaisons must be able to fulfill. Not only must they have **the knowledge** and resources of how to accomplish them, but they must also have the time. Read the duties.

NCHE has a *Homeless Liaison Toolkit* that can be very helpful for a new liaison who is just learning their job or for a seasoned liaison to research specific areas of the law. There are many forms and checklists that can be helpful in fulfilling the many tasks of a local homeless liaison. You can access this by clicking on the link in the slide deck or by going to NCHE.ed.gov and going to the “Resource” section.

Another particularly helpful NCHE brief is called “*Local Homeless Education Liaisons: Understanding their Role*”. It lists very important qualities needed to be an effective liaison. They are Knowledge, Skills, Time, and Authority.

<https://nche.ed.gov/wp-content/uploads/2018/10/liaisons.pdf>

A couple of these duties to note in particular:

#6: Public Awareness - Public notice of the educational rights of students experiencing homelessness in schools, laundry mats, shelters, public libraries, and other places families

experiencing homelessness may visit. Public awareness also involves the ease with which the district McKinney Vento program may be found on the school district web page. The contact information for the district liaison should be identified.

#7: The Dispute Process – if a disagreement occurs regarding eligibility for McKinney Vento services (ex: the family feels they are eligible, and the district does not). The family (or unaccompanied youth) has the right to dispute the decision. The first step is to follow the dispute process for the district and if a resolution is still not forthcoming, the parent may elevate the dispute to KSDE.

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)

[Link to the KSDE McKinney Vento Fact Sheet](#)



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- Point out link to Homeless fact sheet.
- (The code is NOT set in stone.) But to qualify for free meals and other services, it is very important that the child is coded “homeless”, and that coding occurs in a timely manner.
- McKinney Vento students may be identified at any time during the school year. This data is collected at the end of the school year and reported to the US Dept of Ed in December of the next school year.
- Codes are for when first identified. Unless there is a mistake, the only time a code should be changed during school year is if the student goes from accompanied too unaccompanied.
- Students retain the McKinney Vento designation for the duration of the school year. Do not remove students from the McKinney Vento count mid-year.

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



- The academic impacts for high mobility students is established.
- The adverse effects of changing schools many times reiterates the importance of maintaining school of origin attendance if in the best interest of the student.

Understanding Housing Instability

Common Causes of Youth Homelessness

- Abuse/neglect
- Runaway
- Abandonment
- Hospitalization or Death of parent/guardian
- Acute conflict (pregnancy, sexual orientation, gender identity, blended family issues, substance abuse, barred from living with or choose not to live with their families)
- Economic challenges (pressure to be financially independent)
- Shelter policies (lacks space for whole family, rules about adolescent boys)

Slide content from USD 501

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- The path to students experiencing homelessness without a parent or guardian may include, but are not limited, the issues stated here.
- In the 23 – 24 school year, the number of unaccompanied youth was reported at 1,118.
- McKinney Vento law does not specify *acceptable* circumstances by which a student may be unaccompanied.
- Keep in mind we almost never know what is truly happening at home. Real life examples include students who are being trafficked by parents, students who are molested by members of the household.

Understanding Housing Instability

Common Causes of Family Homelessness

- Economic challenges (lack of affordable housing, poverty, unemployment, single parent/one income)
- Health challenges (disabilities, mental health issues, substance abuse)
- Domestic violence
- Family separation
- Disaster (Fire, Act of Nature/Natural disaster)

Slide content from USD 501

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- Paths to families experiencing homelessness are varied. Lack of affordable housing is a nationwide problem.
- Parents who find themselves unable to work due to health challenges are extremely vulnerable to losing housing.

True or False?

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

The correct answer: A. 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 USC 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? With an abuser? Will they have access to food?



- When working with the district level McKinney Vento program, the housing status of students is NOT public information.
- Agree on an internal system by which the people who need to know, can have the information to assist.

Who on the Team Could Identify

These potential indicators of housing instability:

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



- Since the district liaison is one person, putting together the district team is beneficial.
- A team will increase the number of staff who might be able to recognize some of the potential indicators of housing instability.
- What other student groups might share these characteristics?
- Which school employees might first pick up on these kinds of difficulties?

Think About Possible Team Members

- Individual Educational Plan (IEP) Teams
- English Language Learner Team
- Transportation Providers (Directors and Drivers)
- Building Administration/Counselors/Coaches
- Federal Fiscal Team
- School Nutrition



The McKinney Vento Liaison will need people on the team who can assist with eyes on students.

The IEP Team – in order to ensure the Special Education requirements are met, the input of the IEP team for McKinney Vento students with IEP's is critical.

The English Language Learner (Limited English proficiency) – approximately 2,085 identified McKinney Vento students in the 23 – 24 school year were English language learners.

Transportation Providers – keep in mind that students riding buses begin and end their day with the bus driver.

Be sure to include transportation personnel in the district level training.

The transportation director and the district liaison will need to coordinate closely to ensure transportation is provided for those students who would be eligible to receive the service.

* Transportation to school of origin must be arranged if requested.

Building Administrators/Counselors/Coaches – and we can include SRO's if available.

Remember, the housing status is not public information but those who need to know may include some of the staff in this category.

Federal Fiscal Team – why is this on the list? Every district in KS is required to set aside an amount of Title IA funding to ensure the needs of McKinney Vento students are met.

The district liaison should be included in this determination.

For example: if the district has 20 identified McKinney Vento students and sets aside the minimum amount (\$500 for districts up to 999 enrolled students and \$1500 for districts >1000 enrolled students). \$1500 would not go far if eyeglasses, hearing aids, hygiene, or school supplies are needed.

School Nutrition – families or students experiencing homeless should never be required to complete a free lunch application.

Communication with the school nutrition coordinator is important so that families are not burdened to provide information they are not required to submit.

Goals for EHCY Team & Program

School Stability & Removing Barriers for Full Participation

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

•HOPE for a better future!



- One person could make a huge difference in the life of a student experiencing homelessness.
- Everyone wants students to succeed and have a better future.

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

Survey Monkey:

We have transitioned to Survey Monkey from Qualtrics

<https://www.surveymonkey.com/r/ZLQHCXP>



- Participants on the webinar will receive a certificate for their records.
- Training opportunities outside the McKinney Vento Basics webinar series will be transitioned to Survey Monkey for tracking purposes.

Resources: National Organizations

- National Association for the Education of Homeless Children & Youth (NAEH CY): 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/>



This is a list of National level organizations working for homeless children and youth.

Questions



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Reiterate this is the KSDE McKinney Vento team with contact information.



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.



Poem for thought.

We do not know what some of our students experience just to get to school.

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

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The following slides group the 10 Responsibilities of the District liaison, provide a supporting video for each grouping of duties, and questions for discussion.

For duty numbers 1,2,6,7 and 9.

In this first section, focus on the following:

- (i) children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies;
- (ii) children and youth experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, schools within the district; &
- (vi) public notice of the educational rights of students experiencing homelessness is disseminated in locations frequented by families and youth experiencing homelessness, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to parents, guardians, and unaccompanied youth;
- (vii) enrollment disputes are mediated in accordance with the provisions of the Act;
- (ix) school personnel providing services to students experiencing homelessness receive professional development and other support;

Questions for District Consideration

- 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?



Discussion Questions -

- How could a local liaison fulfill their duties of identification, enrollment support, and increased public awareness to benefit these families?
- Do enrollment staff know the process when a highly-mobile student tries to enroll? Are they warm and welcoming?
- 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?
- Are awareness posters located throughout the community? Are they easy to understand and in a language that parents can read?
- Why is training school staff and building-level liaisons key in supporting students experiencing homelessness?

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>



The following slides group the 10 Responsibilities of the District liaison, provide a supporting video for each grouping of duties, and questions for discussion.

For duty numbers 3, 4, 5, and 8.

- (iii) children, youth, and families experiencing homelessness have access to and receive educational services for which they are eligible, including Early Head Start and Head Start programs, early intervention services under Part C of the Individual with Disabilities Education Act, and other preschool programs administered by the school district; and
- (iv) children, youth, and families experiencing homelessness receive referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services;
- (v) the parents or guardians of students experiencing homelessness are informed of the educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- (viii) parents, guardians, and unaccompanied youth experiencing homelessness are fully informed of all transportation services available to McKinney-Vento students, including transportation to the school of origin, and are assisted in accessing transportation;

Questions for District Consideration

- 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.?



Discussion Questions –

- How can providing transportation to allow students to stay at their school of origin make a difference in their lives?
- 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?
- What services/supports would be helpful to these families? How would working from a strength-based lens help empower the family?
- How do you establish partnerships with community groups to meet family and students' needs?
- 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?

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This is the last slide for Responsibility number 10 of the District liaison. A supporting video is included on this slide and discussion questions are on the next.

18-year-old Alexa shares what her life is like as she struggles to finish high school while living in a dilapidated tiny camper without parental support and often without heat, water, or electricity.

For duty #10: the final duty of a liaison is that of supporting our UHY.

(x) unaccompanied youth

(I) are enrolled in school;

(II) have opportunities to meet the same challenging State academic standards as other children and youth; and

(III) are informed of their status as independent students under the Higher Education Act of 1965 (20 U.S.C. § 1087vv), and receive assistance verifying this status for purposes of the Free Application

Questions for District Considerations

- 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?



Discussion Questions –

- What made the difference in this student’s life so she could stay in school?
- 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?
- How can schools remove barriers to full participation and successful outcome for UHY?