



# NYSTEACHS

NEW YORK STATE TECHNICAL AND EDUCATION  
ASSISTANCE CENTER FOR HOMELESS STUDENTS

# End-of-Year Planning



May 20, 2021

Presented by New York State Technical and Education Assistance Center for Homeless Students (NYS-TEACHS)

# Housekeeping: Using the Control Panel

**SHOW/HIDE** your control panel  
using the orange arrow



**HANDOUTS** are available for  
download from the control panel



**Ask QUESTIONS** by typing them into the  
“Questions” box. Be sure to click “send.”



File View Help

- Audio

Telephone

Mic & Speakers

Dial: +1 (415) 655-0051

Access Code: 206-829-649

**Audio PIN: 71**

If you're already on the call, press #71# now.

[Problem dialing in?](#)

+ Handouts - 0

+ Questions

Webinar ID: 155-089-555

**GoToWebinar**



# NYSTEACHS

NEW YORK STATE TECHNICAL AND EDUCATION  
ASSISTANCE CENTER FOR HOMELESS STUDENTS

# End-of-Year Planning



May 20, 2021

Presented by New York State Technical and Education Assistance Center for Homeless Students (NYS-TEACHS)

# About Us: NYS-TEACHS

- New York State Technical and Education Assistance Center for Homeless Students (**NYS-TEACHS**) is funded by the New York State Education Department and housed at Advocates for Children of New York.
- NYS-TEACHS provides technical assistance on homeless education issues. Services include:
  - Infoline (800-388-2014)
  - Website ([www.nysteachs.org](http://www.nysteachs.org))
  - Events
  - Outreach Materials



**NYSTEACHS**

NEW YORK STATE TECHNICAL AND EDUCATION  
ASSISTANCE CENTER FOR HOMELESS STUDENTS

# Goals



1

**Reach out to students and families** to identify students experiencing homelessness and/or confirm eligibility.

2

**Create a summer plan** to maintain communication with families and support students over the summer months.

3

**Begin planning for SY22 programs** to support students experiencing homelessness.

# Agenda



**McKinney-Vento Eligibility & Outreach**

**Title I, Part A Set-Aside Reflection & Planning for SY22**

**Stimulus Funding**

**Data Collection**

**Summer Supports**

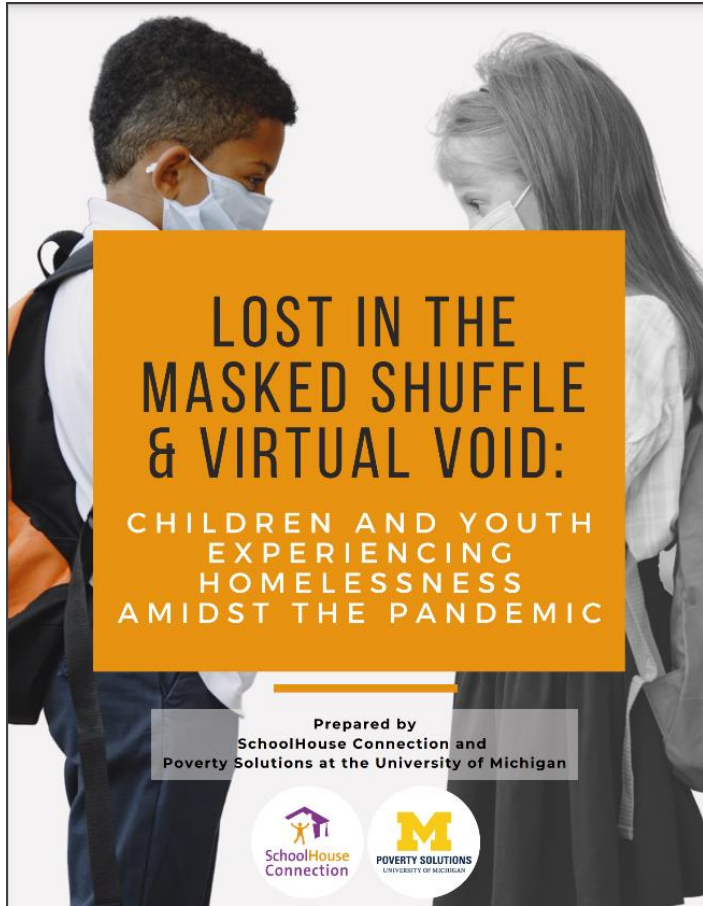
# Poll

**How does your LEA's identification of students in temporary housing in SY21 compare with last year?**

- a. There are more identified STH this year.
- b. There are fewer identified STH this year.
- c. It's about the same.
- d. I'm not sure.
- e. I do not work for an LEA.



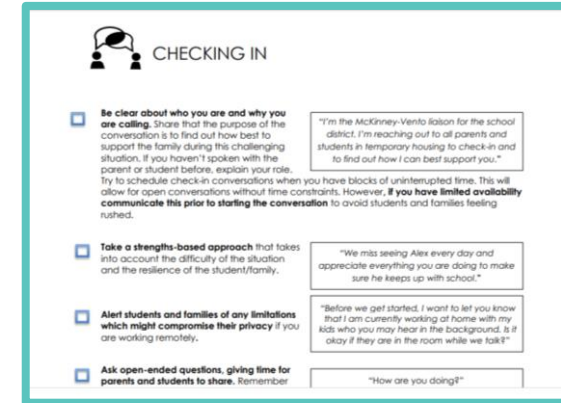
# Centering Outreach and Supports



SchoolHouse Connection: [Lost in the Masked Shuffle and Virtual Void](#)

## As districts increase in-person learning, McKinney-Vento liaisons should:

- Train registration staff, teachers, counselors, and other key staff on McKinney-Vento eligibility
- Formally and informally assess the needs of families in temporary housing and flag common barriers to school participation
- Ensure barriers to in-person learning as well virtual/remote engagement are removed



[Remote & Hybrid Check-In Checklist](#) outlines check-in strategies



# Who is covered by the McKinney-Vento Act?

Children and youth who lack a fixed, regular, and adequate nighttime residence, including those:

- **Sharing the housing of others due to loss of housing, economic hardship or a similar reason**
- **Living in emergency or transitional shelters**
- Living in motels, hotels, trailer parks, camping grounds *due to the lack of alternative adequate accommodations*
- Abandoned in hospitals
- Living in a public or private place not designed for sleeping
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, etc.
- Migratory living in circumstances described above

# Steps in Identifying Students under M-V

Organize and prepare for conversations

Learn about a family's individual living situation

Analyze re: M-V definition of "homeless"

Communicate plans for follow up

# Poll

**Has your school/program connected with all known students/ families in temporary housing within the past few months?**

- a. Yes
- b. Almost all
- c. Less than half
- d. Not tracking this

# Questions About Continued Eligibility?

- Check in near the end of each school year
- Trauma-sensitivity is key
- Avoid surprises: give families a heads-up about check-ins

## Template end-of-year letter

### Template End-of-Year Reverification Letter

Dear \_\_\_\_\_,

Each year, **[School District Name]** asks for updated address and housing information for students who receive services under the McKinney-Vento Act, which is a federal law that supports students in temporary housing. Your updated housing information will help us determine if **[child's name/you]**, **[is/are]** still eligible for services such as continued enrollment, transportation for students temporarily living outside of the district, and other programs **[list specific programs such as free meals or Title I services if the family may not otherwise qualify, or other school district interventions for students in temporary housing]**. Even if you have moved into permanent housing, **[your child/you]** can stay in **[his/her/your]** current school and get transportation to that school **for the rest of the school year [and next school year (only include the latter if next year is the student's terminal grade)]**.

The information on the questionnaire about your housing will be kept private and is protected under the Family Educational Rights and Privacy Act (FERPA).

Please fill out the enclosed *Housing Questionnaire* and return it to us at:

*(Insert School District Address)*

- Please write your current address on the questionnaire.
- If your family is now permanently housed, check the box "In Permanent Housing" on the questionnaire. Some examples of permanent housing include moving into your own apartment or house, or if a temporary shared housing arrangement has changed into a long-term, adequate arrangement.

# Conversation Tools and Approaches

## CHECKING IN

- Be clear about who you are and why you are calling.** Share that the purpose of the conversation is to find out how best to support the family during this challenging situation. If you haven't spoken with the parent or student before, explain your role. Try to schedule check-in conversations when you have blocks of uninterrupted time. This will allow for open conversations without time constraints. However, **if you have limited availability communicate this prior to starting the conversation** to avoid students and families feeling rushed.

"I'm the McKinney-Vento liaison for the school district. I'm reaching out to all parents and students in temporary housing to check-in and to find out how I can best support you."
- Take a strengths-based approach** that takes into account the difficulty of the situation and the resilience of the student/family.

"We miss seeing Ales every day and appreciate everything you are doing to make sure he keeps up with school."
- Alert students and families of any limitations which might compromise their privacy** if you are working remotely.

"Before we get started, I want to let you know that I am currently working at home with my kids who you may hear in the background. Is it okay if they are in the room while we talk?"
- Ask open-ended questions, giving time for parents and students to share.** Remember

"How are you doing?"

## Remote & Hybrid Check-In Checklist

lisons to reflect on school protocols and narratives that reinforce racial bias and inequity. Even small intentional changes, such as in our semantics, can have positive effects on family relationships and ultimately, the well-being and success of students.

We created the following tip sheet to help McKinney-Vento liaisons and other school staff reflect on their own communication styles, race, and how institutional racism impacts students and families.

**SCENARIO**  
A family lost their housing and is temporarily living in your district. The parents decide to enroll their children in your district instead of continuing in their district of origin.

**PROBLEMATIC APPROACH**  
"The liaison in your district of origin should have encouraged you to continue enrollment there. It would not be in your best interest to enroll here."

**WHY IS IT PROBLEMATIC?**  
Assumes the family hasn't considered what is in the best interest of their child. The statement may be interpreted as unwelcoming or exclusionary. Family may feel they have been turned away from enrolling locally.

**HOW DOES THIS INTERSECT WITH RACE?**  
Depending on the circumstance, pressuring a family to return to their district of origin can enforce school segregation: New York has the most segregated schools in the country. Black and Latino students often end up in intensely segregated schools with very low percentages of white students.

**ANTI-RACIST APPROACH**  
"The federal McKinney-Vento Act asks liaisons to start off with the assumption that it is in a student's best interest to stay enrolled in the same school for stability. But this isn't the case for all students and may not be the case for your children. Would

## Communications Guide: Anti-Racist Approaches to Conversations

**Culturally Responsive Practices to Support Multilingual Learners in Temporary Housing**

Policy Procedure System

## Webinar: Culturally Responsive Practices to Support Students in Temporary Housing

## McKinney-Vento Quick Tip Series TIPS FOR NAVIGATING CHALLENGING CONVERSATIONS

The McKinney-Vento Homeless Education Act is a federal law that protects the educational rights of students in temporary housing. It defines "homeless children and youths" as any student who lacks a fixed, regular, and adequate nighttime residence.

Conversations about a family's housing situation can be tense, uncomfortable, or invasive. This tip sheet provides trauma-sensitive strategies and conversation starters for some of the most common conversations you will encounter with students, families, and district administration.

THE CHALLENGE	WHY IT'S CHALLENGING	TRAUMA-SENSITIVE STRATEGIES AND CONVERSATION STARTERS
When asked about a current address or living situation, the family gives only vague or generalized answers.	This is challenging because liaisons and/or district staff need specific housing information in order to make an informed decision about McKinney-Vento eligibility. Vague answers may be misinterpreted as a "false story," leading someone to make an incorrect determination. Additionally, a family may feel under attack or become upset as a result of numerous clarifications.	If you need more information from a family about their housing situation, first explain <b>WHY you need housing details</b> before you ask any additional questions. You may also want to: <ul style="list-style-type: none"> <li>• <b>Invite the family to speak with you in a private setting.</b> Avoid talking at the front desk or registration counter.</li> <li>• <b>Explain your position/role and intentions.</b> For example, "I am the McKinney-Vento liaison and my job is to connect students in temporary housing with educational supports and services."</li> <li>• <b>Be clear about the goal of the conversation.</b> Make clear that you are not trying to get them in trouble, but</li> </ul>

## Tips for Navigating Challenging Conversations

# Dispute Resolution Requirements

- **Immediately admit** student to the school/district where enrollment is sought
- **Provide transportation** even during dispute
- Give parent/guardian/youth a **written explanation** of the school's decision
- **Refer** the student to the LEA **liaison** for help with any appeal.



# Agenda

**McKinney-Vento Eligibility & Outreach**

 **Title I, Part A Set-Aside Reflection & Planning for SY22**

**Stimulus Funding**

**Data Collection**

**Summer Supports**



# Title I, Part A Set-Asides



**All LEAs receiving Title I funds must reserve funding** (called a Title I, Part A set-aside) to support students experiencing homelessness



Title I set-aside funds **can be used to provide services and supports beyond what typically may be offered to other students**

# Automatic Eligibility

**Students experiencing homelessness are automatically eligible** for Title I, Part A services. Even if:

- Student attends a non-Title I school (in an LEA receiving Title I funds)
- Student doesn't meet the academic standards required of other children for Title I eligibility

# Remainder of the School Year

If a child experiencing homelessness becomes permanently housed during a school year, are they eligible to receive Title I, Part A set-aside services for the remainder of the year?

Yes. A child who becomes permanently housed during a school year **continues to remain eligible** for Title I, Part A services for the remainder of the year.

# Examples of Permissible Uses of Title I, Part A Set- Aside Funds

- Academic programs and educational support services
- Basic/emergency supplies
- Immunizations, mental and physical health services
- Extended library hours/after school programs
- Counseling services
- Parental involvement
- Intervention programs
- Outreach efforts to identify the students in temporary housing and assist them
- Data collection to assess the needs/progress of students in temporary housing
- The work of the liaison
- Excess transportation costs

See: NYSED's [Allowable and Unallowable Uses of Title I Set-Aside Funding](#)

# Poll

**Have you scheduled a time to connect with your Title I Coordinator about the needs of STH in SY22?**

- A. Yes
- B. Not Yet
- C. I'm not sure how to approach this.
- D. Doesn't apply/ I don't work for an LEA.

# Title I Connections and Reflections

## Connect with your Title I Coordinator

- Reflect on Title I, Part A spending in SY21: What worked? What could be improved?
- Some questions include:
  - Were budgets flexible to account for varying needs of students experiencing homelessness, both before and during remote instruction?
  - Was my district able to accurately determine the needs of our students experiencing homelessness?
  - Did we under- or over-budget our Title I set-aside?
  - What could be improved for next year?



# Needs Assessment Tools

- Title I Office, McKinney-Vento Program, and other relevant offices should work together to determine needs of students experiencing homelessness:
  - **What supports, goods, or services are needed by students experiencing homelessness in the community?**
  - **How many students experiencing homelessness attend the school/district?**
- Some Needs Assessment Tools:
  - NCHE's [LEA Informal Needs Assessment Tool](#) (for McKinney-Vento Programs in general, includes Title I)
  - [Sample Title I, Part A Needs Assessment](#) from the state of Washington
  - NYS-TEACHS' [Check-In Checklist](#) (for students who are remote or in hybrid instructional programs)





# Ideas for Supporting Students During/Post COVID-19

Increase liaison capacity

Provide academic coaching and in-person learning options, when possible

Offer early childhood programs for young children

Enhance outreach and communication

Increase college counseling and social work services

Make systems and processes more “McKinney-Vento friendly”

Help meet rising mental health needs



Center  
EQUITY  
and  
access to  
supports

# Open-Ended

**What are the biggest challenges you face in supporting students with Title I, Part A set-aside funds?**

# Agenda

**McKinney-Vento Eligibility & Outreach**

**Title I, Part A Set-Aside Reflection & Planning for SY22**

 **Stimulus Funding**

**Data Collection**

**Summer Supports**

# ESSER 2, GEER 2, and ARP ESSER Funding

## ESSER 2 & GEER 2 Funding

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

*\*Second stimulus package*

- **\$4 billion** in education funds awarded to NYS as a part of the 2<sup>nd</sup> stimulus package
- The online application process **is now open and due by June 15**
- **May 10th NYSED Memo** and allocations are available [here](#).

## ARP ESSER Funding

American Rescue Plan ESSER

*\*Third stimulus package*

- **\$9 billion** in education funds awarded to NYS as a part of the 3<sup>rd</sup> stimulus package
- The application for these funds is **now open and due on May 24th**
- **May 12th NYSED Memo**, LEA allocations, and application instructions are available [here](#).

# ESSER 2 and ARP ESSER Funds – Allowable Uses

## **In general, funds can be used to:**

- Address learning loss
- Prepare schools for reopening, and
- Testing, repairing, and upgrading projects to improve air quality in school buildings

## **It also specifically names services for students in temporary housing such as:**

- Outreach and service delivery
- Mental health services and supports
- Planning and implementing summer learning and after-school programs

**More funding ideas from Schoolhouse Connection for [ESSER 2](#) and [ARP ESSER](#).**

# ARP Homeless Funding I and II

Federal Government has dedicated \$800 Million of American Rescue Plan (ARP) funding specifically for Students in Temporary Housing. **\$58 million of that is coming to NYS!**

## ARP Homeless I

*\*25% of total likely coming to current grantees*

- In his [April 23rd Letter](#), U.S. Sec. of Ed., Miguel Cardona, strongly encouraged states to award the first portion of the funding to existing McKinney-Vento grantees.
- NYSED is currently working out the details of this so stay tuned.

## ARP Homeless II

*\*75% of total will likely be allocational to all LEAs*

- States will be required to distribute the second portion of the funding by a formula that considers
  - Title I, Part A, and
  - The number of children and youth experiencing homelessness identified by the school district in the 2018-19 school year

# ARP Homeless Funding I and II – Allowable Uses

- Most allowable uses are the same or similar to Title I and/or MV Grant funds, but there are a few important additions:
  - paying for **short-term, temporary housing** (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school); and
  - providing **store cards/prepaid debit cards** to purchase materials necessary for students to participate in school activities.

*Secretary Cardona included a non-exhaustive list of allowable uses in his [April 23 letter](#).*



For more information and suggestions on how to utilize these funds, please see [\*\*Schoolhouse Connection's Overview of ARP Homeless Funding\*\*](#).



# Agenda

**McKinney-Vento Eligibility & Outreach**

**Title I, Part A Set-Aside Reflection & Planning for SY22**

**Stimulus Funding**

**Data Collection**

**Summer Supports**



# Data Collection

## Homeless Student Status

Program Service Code 8262

- Applied to ALL students identified as experiencing homelessness
- Entry Date: Date student became homeless
- Exit Date: Date student became permanently housed and is no longer homeless

## Homeless Primary Nighttime Residence

Programs\_Fact Table, Field 23

- Applied to ALL students identified as experiencing homelessness
- S = Shelters      T = Transitional Housing
- H = Hotels/motels      D = Doubled-up (with another family)
- U = Unsheltered (car, parks, campgrounds, temporary trailer, or abandoned buildings)

## Title I: Part A: Homeless Student Served with Set-Aside Funds

Program Service Code 0892

- All homeless students eligible for such services but should only receive code if they receive services paid for with set-aside funds

## Unaccompanied Youth Status

Program Service Code 8272

- Applied to SOME students experiencing homelessness: Those not in the physical custody of a parent or legal guardian
- Homeless under McKinney-Vento

# Data Collection Highlight: Code 0892

**Program  
Service Code  
0892**

Students identified as homeless +  
Received Title I, Part A set-aside services

---

[NYSED Field Memo: Title I, Part A Set-Aside for Homeless Students: New Data Collection Procedures, Program Service Code 0892](#)

# Agenda

**McKinney-Vento Eligibility & Outreach**

**Title I, Part A Set-Aside Reflection & Planning for SY22**

**Stimulus Funding**

**Data Collection**

**Summer Supports**



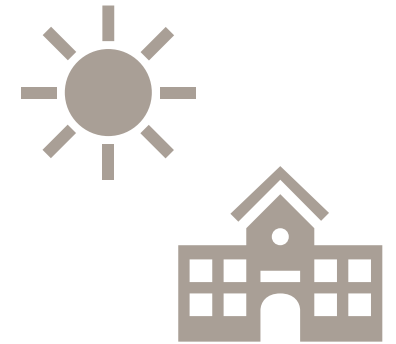
# Poll

**Is your school/district offering in-person summer school?**

- A. Yes
- B. No
- C. Only through neighboring districts or other fee-based programs
- D. Not sure

# Access to Summer School

- LEAs must ensure that students experiencing homelessness who meet the relevant eligibility criteria **have access to summer school without barriers, including transportation barriers.**
- If your LEA will not be offering summer school but resident students can attend a neighboring district's program for a fee, LEAs must ensure students experiencing homelessness can attend free of charge.
- Title I funds may be used to support students with summer school fees and supports, such as technology for remote programs.
- If a student becomes permanently housed before June 30, they should register for summer school in their new LEA of residence, with the exception for students whose next school year will be their terminal grade.




# Referral Templates

## NYS-TEACHS Referral Templates

- **Four templates:** General Referrals, Housing Referrals, Health Referrals, Youth Referrals
- **COVID-19 Reminder:** Reach out to all referrals to confirm services, availability, protocols
- More referral resources [here](#)

### HEALTH AND WELLNESS REFERRALS

Every school district must have a McKinney-Vento Liaison to help students in temporary housing.



#### LOCAL HEALTH CLINICS & IMMUNIZATIONS

Or call the NYS Vaccines for Children Program at **1-800-543-7468** for info about other providers.


#### HEALTH INSURANCE & HELP WITH MEDICAL BILLS

**New York State of Health**  
Learn about Medicaid, Child Health Plus, and Marketplace Plans  
[nystateofhealth.ny.gov/](http://nystateofhealth.ny.gov/)

**Looking for a health insurance plan or help with medical bills?** Try *Community Health Advocates*: 888-614-5400 or visit [communityhealthadvocates.org](http://communityhealthadvocates.org)

#### MENTAL & EMOTIONAL WELLNESS

**NYS Office of Mental Health:** Browse through mental health listings across the state. Visit [my.omh.ny.gov/bi/pd/](http://my.omh.ny.gov/bi/pd/).



#### VISION

Help with eye screenings & glasses

If you are in crisis, please seek help immediately. Call **1-800-273-TALK (8255)** to reach a 24-hour crisis center, call 911, or go to



# Emergency Broadband Benefit Program



## Share with families!

- FCC program provides a temporary discount on monthly broadband (internet) bills for qualifying low-income households.
- Eligible households can receive up to \$50/month + 1-time device discount

For more information: [New York State Boardband Program Office](#)

A screenshot of the New York State Broadband Program Office website. The top navigation bar includes the New York State logo, 'Services', 'News', 'Government', 'Local', and a search bar. Below this is a dark green header with 'Broadband Program Office' on the left and 'Home', 'About', 'Media', 'New NY Broadband Program', and 'Resources' on the right. The main content area features a large blue background with white text: 'FCC Announces Emergency Broadband Benefit To Begin May 12, 2021'. Below the headline is a sub-headline: 'The Emergency Broadband Benefit Will Provide A Discount Of Up To \$50 Per Month Towards Broadband Service For Eligible Households.' At the bottom of the announcement is a white button with the text 'LEARN MORE'.

# NYS-TEACHS

800-388-2014

Email: [info@nysteachs.org](mailto:info@nysteachs.org)

Website: [www.nysteachs.org](http://www.nysteachs.org)



# NYSTEACHS

NEW YORK STATE TECHNICAL AND EDUCATION  
ASSISTANCE CENTER FOR HOMELESS STUDENTS