



ARIZONA DEPARTMENT OF  
**EDUCATION**

# **Executive Education Leadership Summit on Homeless and Foster Care Education Programs**

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**Arizona Department of Education**

Office of Homeless, Foster Care, and  
Refugee Education Programs

# Housekeeping Items

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- A link to this recorded presentation and slides will be provided to attendees following the training on Blackboard and shared via email. These materials will also be posted to the ADE HEP and FCEP websites.
- Enter questions you may have into the chat at any time. We will take time to answer them at the end of each section. You can also email [homeless@azed.gov](mailto:homeless@azed.gov) and [fostercare@azed.gov](mailto:fostercare@azed.gov) with any questions.
- All resources referenced in this training will be located on the ADE HEP and FCEP websites.
- Today's session will require participants to answer questions using Zoom Polls, Zoom Survey, and Mentimeter.



# Meet the Team

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# The Office of Homeless, Foster Care, and Refugee Education Programs



**Dr. Brittani (Didi) Roy**

*Director of  
Educational Policy &  
Program Integrity*

## Homeless Education Program



**Rita Rodriguez**

*Homeless Education  
Program  
Coordinator*



**Jan Brite**

*Homeless Education  
Program Grants  
Specialist*

## Foster Care Education Program



**Joey Taylor**

*Foster Care  
Education Program  
Coordinator*

## Homeless, Foster Care, and Refugee Student Support



**Marisa Peña**

*Program Specialist*

# Dr. Brittani (Didi) Roy

Director of Educational Policy &  
Program Integrity

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## Purpose

- Ensure that each student receives a quality and comprehensive education that empowers them academically, professionally, and personally

## Background

- Award-winning classroom teacher
- Instructional coach
- School administrator

## Hobbies

- Hiking with my three dogs
- Plant-keeping
- Trying new restaurants

# Rita Rodriguez

## Homeless Education Program Coordinator

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### Purpose

- Bring awareness, hope, understanding, and support to all individuals impacted by homelessness in our State

### Background

- 25+ years serving in the Education field
- 10 years McKinney-Vento Liaison
- 2020 National Homeless Liaison of the Year
- 2019 Arizona Homeless Liaison of the Year
- 2019 Community Partner of the Year

### Hobbies

- Familia! (children & grandchildren time)
- Dancing!

# Jan Brite

## Homeless Education Program Grants Specialist

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### Purpose

- Provide services to ensure that all students fulfill their greatest potential and live their best lives

### Background

- Teacher
- Drop out recovery school administrator
- Career and Technical Education Program Director

### Hobbies

- Antiquing
- Traveling
- Spending time with family, especially grandchildren

# Joey Taylor

## Foster Care Education Program Coordinator

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### Purpose

- Advocate on behalf of students who are the most underserved

### Background

- Foster care
- Education
- Service industry

### Hobbies

- Living the adventurous life that comes with being a redeemed follower of Jesus
- Kanye, Cardinals, & carne asada



# Marisa Peña

## Program Specialist

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### Purpose

- Support the field in developing informed, high-quality, and comprehensive programs to ensure that all students are provided an opportunity to learn

### Background

- 4<sup>th</sup> and 5<sup>th</sup> grade teacher in Texas & Arkansas
- Research and work on education in high-need communities

### Hobbies

- Being outdoors! Hiking and gardening
- Family time



# **Shared Responsibility**

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## **Arizona Department of Education**

We are a service organization  
committed to raising  
academic outcomes and  
empowering parents.

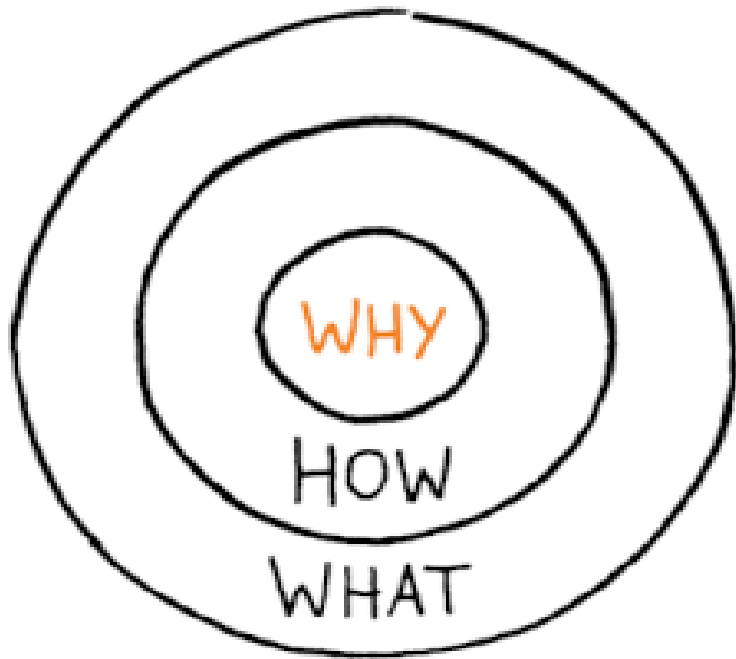
## **Office of Homeless, Foster Care, and Refugee Education Programs**

We help ensure positive,  
comparable academic  
outcomes for children and youth  
experiencing homelessness and  
those in foster care.

# **Shared Responsibility**

# Shared Responsibility Reflections

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- What is your purpose in serving students experiencing homelessness and those in foster care?
- What does this work mean to you?
- What does this work mean for the children and youth you serve?

# Shared Responsibility



**What is your purpose in serving students experiencing homelessness and those in foster care?**

## What does this work mean to you?

## What does this work mean for the children and youth you serve?

# Our Team's Shared Responsibility Reflections





# Today's Session

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# Objectives

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## Participants will...

- become familiarized with the statutory requirements for both their local Homeless and Foster Care Education Programs.
- determine the tools, resources, and connections within their districts and communities to share with their Homeless and Foster Care Education Program staff to satisfy statutory requirements.



# Agenda

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- **Overview of Governing Statutes**
- **Programmatic Requirements**
  - Homeless Education Programs
  - Foster Care Education Programs
- **Closing & Next Steps**

# Common Acronyms

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- **SEA:** State educational agency
- **LEA:** Local educational agency
- **HEP:** Homeless Education Program
- **FCEP:** Foster Care Education Program
- **BID:** Best interest determination
- **HCY:** Homeless Children and Youth
- **UHY:** Unaccompanied Homeless Youth
- **POC:** Point of Contact
- **SIS:** Student information system
- **CBO:** Community-based organization

# Understanding Today's Session

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## Homeless Education Program



## Foster Care Education Program



Symbols will also be used throughout the session to indicate a topic. You will see the same topics covered for both programs, but it is important to take note of the differences of each!





# Pre-Assessment

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# Pre-Assessment

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1. Are students in foster care identified as McKinney-Vento / Homeless?
2. What tools, resources, and connections do McKinney-Vento Homeless Liaisons/Foster Care Points of Contact need? (Select all that apply.)
3. Can a mileage or dollar limit be placed by an LEA for transportation of students experiencing homelessness and those in foster care?
4. Who is responsible for making eligibility determinations for homeless children and youth?
5. Which school does a student in foster care attend through the duration of the best interest determination (BID) process?
6. All students are provided the rights of homeless students at the time of enrollment and at least twice annually.



# **Overview of Governing Statutes**

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# Overview of Governing Statutes

- History & Purpose
- Reauthorization of ESSA
- Implications & Compliance Requirements for Local Programs





# McKinney-Vento Act History

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**1987**

Signed  
into law

**1990**

Amended

**1994**

Reauthorized  
by Improving  
America's  
Schools Act

**2001**

Reauthorized  
by Title X,  
Part C of  
NCLB

**2015**

Reauthorized  
by Title IX,  
Part A of  
ESSA

“awaiting  
foster care  
placement” is  
**removed**  
from the  
definition of  
“homeless  
children and  
youth”





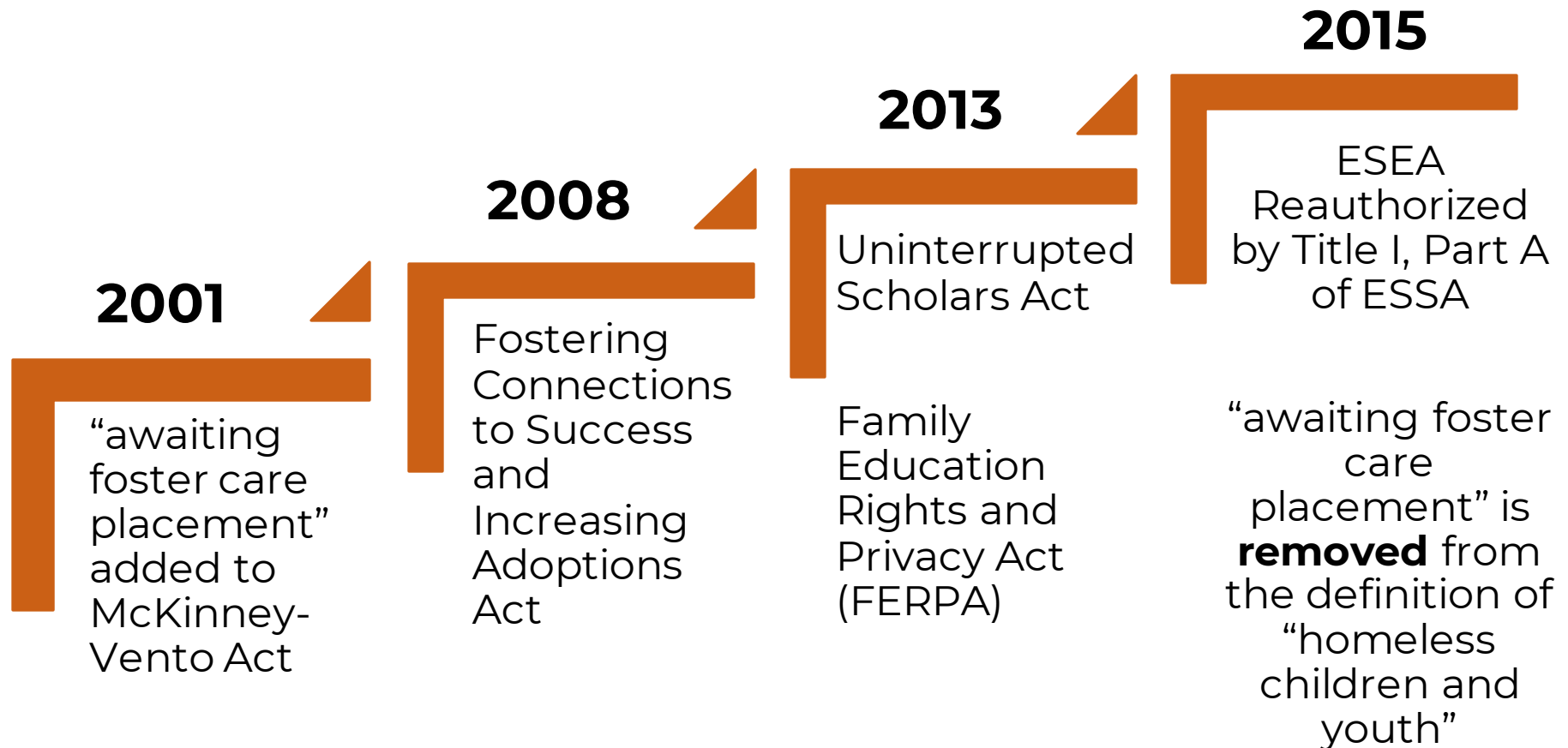
# Purpose of the McKinney-Vento Act

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- Remove barriers to the identification, enrollment, attendance, and success in school of HCY to ensure that each HCY has equal access to the same free, appropriate public education provided to other children and youth
- Main provisions of the McKinney-Vento Act are to ensure the following for students experiencing homelessness:
  - Access to all activities
  - Academic supports
  - Identification & immediate enrollment
  - School stability and educational success
  - Transportation



# Main Foster Care Education Provisions History





# Purpose of the FCEP

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- Ensure educational stability for students in foster care, with particular emphasis on collaboration between SEAs, LEAs/Charter Districts, and child welfare agencies to ensure that students in foster care have the opportunity to achieve at the same high levels as their peers
- Main provisions in ESSA are to ensure the following for students in foster care:
  - School stability and educational success
  - Transportation
  - Agency points of contact



# Reauthorization of ESSA

Homeless Education Program	Foster Care Education Program
<ul style="list-style-type: none"><li>• Expansion of school of origin rights to include public preschools and receiving schools</li><li>• Education for Homeless Children and Youth (EHCY) funds</li></ul>	<ul style="list-style-type: none"><li>• Right to remain at the school of origin</li><li>• LEAs/Charter Districts and child welfare agencies share the responsibility of providing prompt and cost-effective transportation to the school of origin</li><li>• If there is a determination that it is not in the best interest to attend the school of origin – BID process- the new school is to immediately enroll, even without typical paperwork</li><li>• SEAs, LEAs/Charter District, and child welfare agencies to establish points of contact to ensure school stability</li></ul>

## HEP & FCEP Programs

Students in foster care no longer qualify as “homeless”



# Implications for Local Programs

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**Students in foster care are not to be included in homeless or unaccompanied homeless youth data**

At the time of enrollment/identification, there are distinct student information system (SIS) codes that must be entered for the following student demographics for data reporting purposes :

- Students in foster care
- Students experiencing homelessness
- Unaccompanied homeless youth



# Implications for Local Programs

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## **Title I, Part A homeless set-aside cannot be used to provide transportation to students in foster care**

- Title I, Part A can only be used to provide services for students experiencing homelessness
- Other funding sources, including Title I funding **outside** of the Part A homeless-set aside, may be used to cover transportation costs for students in foster care



# Shared Responsibility

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In a few words, describe the **central intent** and **purpose** of the governing statutes for students experiencing homelessness and those in foster care.

Type your  
answer in  
the chat!



# **Breakdown of Requirements**

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# Programmatic Requirements

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## HOMELESS EDUCATION PROGRAM

## FOSTER CARE EDUCATION PROGRAM

**Roles &  
Responsibilities**

**Awareness**

**Collaborations**

**Identification**

**School of  
Origin**

**Best Interest  
Determinati  
on (BID)**

**Disputes**

**Immediate  
Enrollment**

**Transportation**

**Services to  
be  
Provided**

**Data/Reporting  
Requirements**



# **Roles & Responsibilities**

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# Homeless Education Program

## Roles & Responsibilities

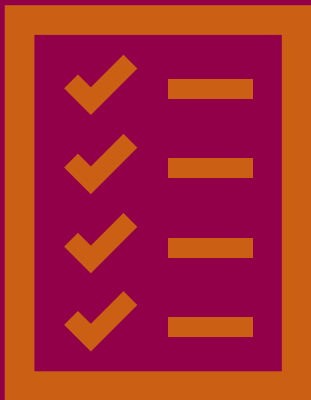


- Responsibilities of LEA/Charter Districts
- Responsibilities of McKinney-Vento Homeless Liaisons
- Requirements for Arizona McKinney-Vento Homeless Liaisons



# Homeless Education Program

## Roles & Responsibilities



"The McKinney-Vento Act provides a number of **LEA requirements** for serving homeless children and youths" [42 U.S.C. § 11432(g)(3)]."

"An LEA must provide services to each **homeless child** and **youth** that are **comparable** to **services** offered to other students in the LEA. (Section 722(g)(4))."

Education for Homeless Children and Youths Program Non-Regulatory Guidance, 2016



# Responsibilities of the LEA/Charter District



## In general, each LEA must:

- Ensure *access* to education,
- Connect families with *services*,
- Form *collaborations* with CBOs, and
- *Inform* and provide learning for all stakeholders.

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Ensure a student's education may continue at their **school of origin**,

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**Enroll students** in the same school a non-homeless student would be enrolled in,

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Comply with **school stability** protocol,

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**Assist** families in attaining **enrollment** forms and records if needed,

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**Manage** any **disputes**,

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**Uphold** student and family **privacy**,

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**Provide** comparable **services** and **education** to homeless students,

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**Coordinate** with local social service agencies, within the LEA.

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**Align** with the **Arizona State Plan**.

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42 U.S.C. § 11432 (e)(3)(C), (g)(3)



# Homeless Education Program

## Roles & Responsibilities



“The **local liaison** serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. Every **LEA**, whether or not it receives a McKinney-Vento subgrant, is **required** to **designate** a local **liaison**. (Section 722(g)(1)(J)(ii)). The liaison coordinates services to ensure that homeless children and youths **enroll** in school and have the opportunity to succeed academically.”

Education for Homeless Children and Youths  
Program Non-Regulatory Guidance, 2016



# Responsibilities of the McKinney-Vento Homeless Liaison



1. Homeless youth are **identified** through outreach with other agencies;
2. Homeless youth are **enrolled** in and have full and equal opportunity to succeed in school;
3. Access to federally required resources: HeadStart and other **preschool** programs, interventions under IDEA, etc.;
4. **Referral to well-being services:** health care, dental, mental health, substance abuse, housing, etc.;
5. **Inform** families and youth of **educational opportunities** with meaningful opportunities to participate;
6. Provide understandable **public notice of educational rights** in locations frequented by homeless youth, guardians, and unaccompanied youth: schools, shelters, public libraries, soup kitchens;
7. Mediate enrollment **disputes** according to federal guidance;
8. Inform family and youth of all **transportation** services;
9. Provide **professional development** and support for all stakeholders who serve homeless students; and
10. Assist **unaccompanied youth** with: enrollment, academic access and success, and notification of "Independent" status and assistance for FAFSA.



# Requirements of Arizona McKinney-Vento Homeless Liaisons



## Arizona's ESSA State Plan requires that MV Homeless Liaisons:

- Complete the **McKinney-Vento Homeless Liaison Contact Form** found on the ADE Homeless Education Program website;
- Collaborate with school personnel to ensure use of the **Student Residency Questionnaire** and **Unaccompanied Youth Caregiver's Authorization Form** to identify homeless students;
- **Utilize the Best Interest Determination (BID)** Form to make school enrollment decisions, when necessary,
- Assess the needs presented by the students through **locally developed informal needs assessment** tools;
- Ensure required **student data** elements for homeless students and youth are accurately submitted to ADE;
- Provide at minimum an **annual training** to all LEA/Charter District school staff including administrative staff; and
- Annually **develop, review, and revise policies** to increase access to educational opportunities and academic success.

42 U.S.C. § 11432 (g)(3)





# Q & A



“(5) **collaborate** with the State or local **child welfare agency** to—

“(A) designate a **point of contact** if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency”

20 U.S.C. § 6312 (c)(5)(A)

# Foster Care Education Program

## Roles & Responsibilities





- LEAs/Charter Districts are to designate a Foster Care Point of Contact (POC) to ensure school stability for students in foster care
- Responsibilities of the Foster Care POC:
  - collaborate with the child welfare agency for BIDs, school stability, & transportation to the school of origin
  - facilitate records transfer
  - ensure that the new school immediately enrolls after the BID process
  - train school staff on ESSA foster care school stability assurances

# Foster Care Education Program

## Roles & Responsibilities





- The Foster Care POC will need to be able to:
  - initiate transportation to the school of origin for a student in foster care
  - enroll students in foster care immediately, if the outcome of the best interest determination was to not remain in the school of origin
  - assist in the receiving/sending of school records for students in foster care
  - access the AzEDS FSTR – Student Foster Care Report. They will need the ADE Connect role of Foster Care Liaison
  - provide professional development for all LEA staff on the ESSA foster care school stability assurances

# Foster Care Education Program

## Roles & Responsibilities





# Check for Understanding

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What are the **similarities** of the **responsibilities** of McKinney-Vento Homeless Liaisons & Foster Care Points of Contact (Check all that apply.)

Select your  
answer in  
the pop-up  
Zoom Poll!



# Q & A



# Awareness

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# Homeless Education Program

## Awareness



“Each local educational agency **liaison** for homeless children and youths, designated under paragraph (1)(J)(ii), shall **ensure** that **homeless children** and **youth** (including preschool-aged children and unaccompanied homeless youth) are **identified** by school personnel through **outreach** and **coordination** activities with other entities and agencies.”

42 U.S.C. § 11432 (g)(6)(A)(i)





# Awareness

## School Personnel Training

A key responsibility of the McKinney-Vento Homeless Liaison is providing professional development for ***school personnel***.

### ***Who should receive training?***

***Every employee!***

#### **Consider Specialized training for:**

- Office Staff
- Administrators
- Transportation
- Counselors and Social Workers
- Teachers
- School Nurse
- Maintenance Workers

#### **Training Ideas...**

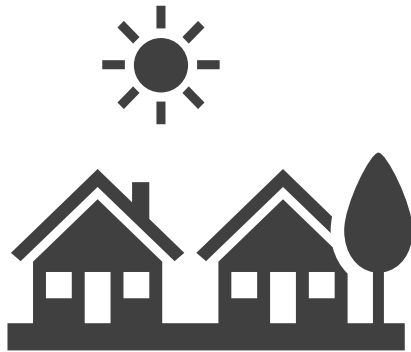
- In person training
- Virtual training
- Video production
- Resources already available online



# Awareness

## Community Partners

Community partners may need information about how to best work with school systems to meet both academic and other basic needs.



### **Some community partners to consider:**

- Shelters
- Community partners that provide support to homeless families
- Non-profit organizations
- Faith based organizations
- Post-secondary institutions
- Early Childhood facilities
- Continuum of Care (CoC)



# Awareness Training Records

Keeping track of provided trainings, attendees, and data such as surveys, questions, and need is important for your program and monitoring.

## **Best practices for record keeping:**

- In person training – sign in sheets
- Virtual training – report of attendees following the training
- Video production – send through a format such as Google to track who watched the video.
- Collaborate with your Professional Development decision makers to coordinate a tracking system (BlackBoard is one example).
- Log questions and requests for additional training to plan for the future.





# Awareness Public Notice Poster

**INFORMATION  
FOR PARENTS**



**IF YOUR FAMILY LIVES IN ANY OF  
THE FOLLOWING SITUATIONS:**

- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

*Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.*



**Your eligible children have the right to:**

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.

\* If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.



LEA Information



Arizona Department of Education  
Homeless Education Program  
Coordinator  
(602) 542-4963  
Homeless@azed.gov  
[www.azed.gov/homeless](http://www.azed.gov/homeless)

If you need further assistance with your children's educational needs, contact the National Center for Homeless Education.

*Where should this be posted?*

- Every school building
- On the district website
- Throughout the community

Community Based  
Organizations (CBO's)

Department of  
Economic Security  
buildings

Faith based  
organizations

Hotels and motels

Laundry mats

Post Office

Shelters & soup  
kitchens

Storage facilities

Stores

Youth centers




Find this poster and download for use at  
[www.azed.gov/homeless](http://www.azed.gov/homeless) or capture the QR code!



# Awareness

## Rights of Homeless Students

**Homeless Education**

RIGHTS OF  
HOMELESS STUDENTS

(District name) shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applies to all services, programs, and activities provided or made available.

**McKinney-Vento Definition of Homeless:**  
The term “homeless children and youth”— means individuals who lack a fixed, regular, and adequate nighttime residence [42 U.S.C. § 11434a(2)]

A student may be considered eligible for services as a “Homeless Child or Youth” under the McKinney-Vento Homeless Assistance Act if he or she is presently living in one of the following situations:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations,
- living in emergency or transitional shelters; or 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,
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- is a migratory child who qualifies as homeless for the purposes of this subtitle because the children are living in circumstances described above.

McKinney-Vento Act cannot serve as a right to select for the duration of housed).  
cy in which the  
gin have a right  
services & (6)(iii).  
s are guaranteed 4) (iv).  
xtracurricular (1)(F)(iii).  
, or fair 2 U.S.C. §  
appointment of a re that homeless school [42 U.S.C. §  
JSC CHAPTER  
119. SUBCHAPTER VI, Part B: Education for Homeless Children and Youths, or contact:  
LEA Homeless Liaison  
LEA Name  
LEA Homeless Liaison Office Address  
LEA Homeless Liaison Phone Number  
LEA Homeless Liaison Email address  
State Homeless Education Pr  
Arizona Department of Education  
1535 W. Jefferson Street  
Phoenix, AZ 85007  
(602) 542-4963  
homeless@azed.gov

*When should this be shared?*

- At the time any child or youth seeks enrollment (re-enrollment) and at least twice annually;
- During training with school district personnel and community partners;
- On the district website;
- In district newsletters; and
- Anytime the written notice of McKinney-Vento Eligibility Determination is provided.



Find this poster and download for use at  
[www.azed.gov/homeless](http://www.azed.gov/homeless) or capture the QR code!



# Q & A



“**LEAs** should **collaborate with child welfare** and other relevant agencies to ensure that all school staff are **sensitive** to the **complex needs of foster youth**, are **informed** about the impact that **trauma** has on a child’s ability to learn, and that the appropriate **interventions and strategies** are in place to support them to **succeed in school**.”

*Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* by U.S. Department of Education and U.S. Department of Health and Human Services, 2016

# Foster Care Education Program

## Awareness





- All LEAs/Charter Districts should ensure the following:
  - staff being aware of the ESSA foster care school stability assurances & receive training from the LEA/Charter District Foster Care Point of Contact (POC)
  - have protocols in place for staff to notify the LEA/Charter District Foster Care Point of Contact (POC) if a student/bio parent/foster caregiver discloses the foster care status of a student
  - students in foster care should not be 'outed' or stigmatized based on their status
  - staff is equipped to support students in foster care as they experience the hardships of being in foster care

# Foster Care Education Program

## Awareness







# Q & A



# Identification

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# Homeless Education Program

## Identification



LEAs must **develop, review, and revise policies** to remove **barriers** to the **identification, enrollment, and retention** of children and youth (including preschool-aged children and unaccompanied youth) experiencing homelessness in school, including barriers to enrollment (re-enrollment) and retention due to outstanding fees or fines, or absences.

42 U.S.C. §11432(g)(1)(I)



# Homeless Education Program

## Identification



## Legal Definition of Homelessness



**Fixed:** Stationary, permanent, not subject to change



**Regular:** Used on a predictable, routine, consistent basis



**Adequate:** Lawfully and reasonably sufficient. Is it sufficient for meeting the physical and psychological needs typically met in a home environment



# Common Qualifying Living Situations

## Sheltered

- Shelters
- Transitional housing programs

## Unsheltered

- Abandoned buildings
- Campgrounds, parks, vehicles
- Inadequate housing structures or trailer parks

## Hotel / Motel

- Temporary housing in hotel or motel

## Doubled-Up

- Sharing housing with friends or family due to loss of housing, economic hardship, or similar reason.
- Typically not of mutual interest.

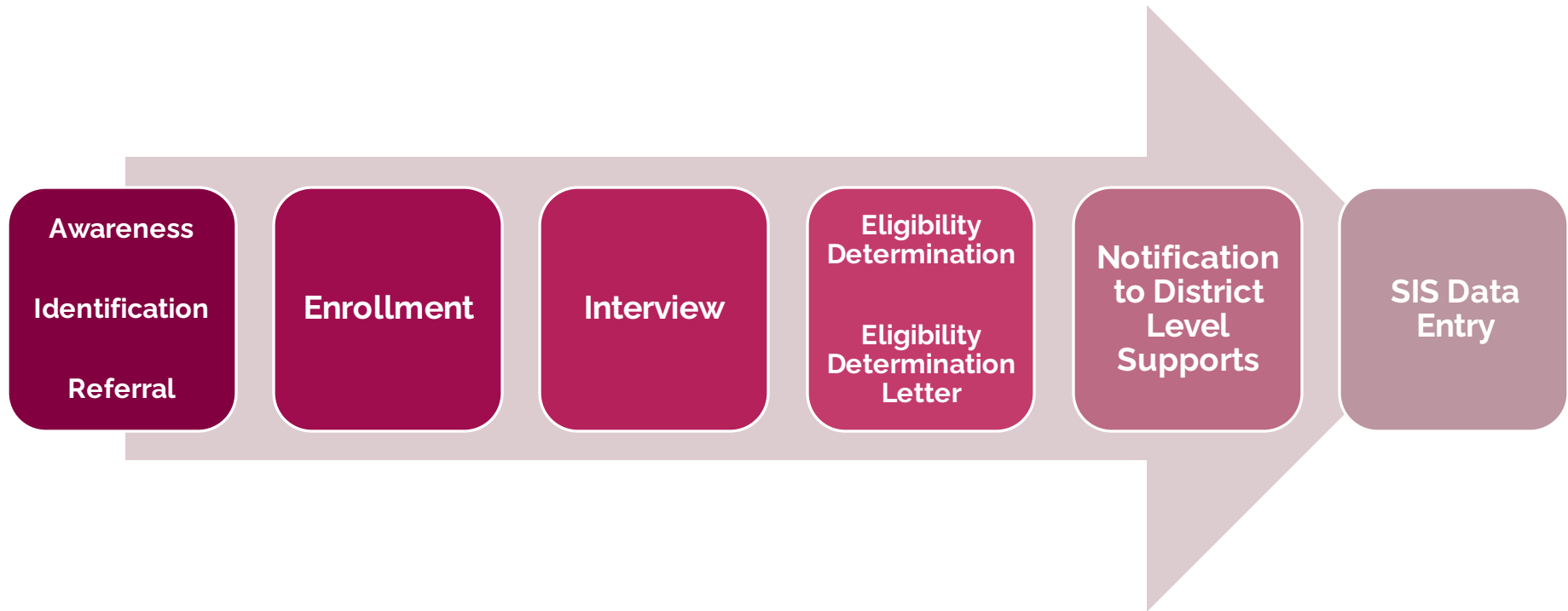
## Unaccompanied

- A homeless child or youth not in the physical custody of a parent or guardian.
- This includes when a student is with a family member, but that person is not their legal guardian.



# Foundational Requirement and Processes


*Why is it best practice to establish and follow a process for identification?*





# Identification

## Student Residency Questionnaire

 **Homeless Education** ADE Student Residency Questionnaire (Sample Form)

Information contained on this form is confidential and used to determine whether a child or youth meets the definition of homeless under the McKinney-Vento Act. The Education for Homeless Children and Youth (EHCY) program as authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq. False claims about living situations may affect enrollment.

**Section A**

Today's date: \_\_\_\_\_ Student Name: \_\_\_\_\_

Last School attended: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Do you have additional children attending school in our district? ☐ Yes ☐ No

Do you have preschool aged children? ☐ Yes ☐ No

Address of where the student slept last night: \_\_\_\_\_

Is this address based on a temporary living arrangement? ☐ Yes ☐ No

NOTE: If You Checked "NO," you may STOP here. If "YES," please continue to the next section.

**Section B**

Name of individual completing this form: \_\_\_\_\_

Your telephone number: \_\_\_\_\_ Your email Address: \_\_\_\_\_

Name of the parent/guardian/adult caring for the student: \_\_\_\_\_

Relationship to the student: \_\_\_\_\_

If the address you provided in section A is based on a temporary living arrangement, is it due to loss of housing or economic hardship? ☐ Yes ☐ No

Please place an "X" in each box that best describes where the student sleeps at night.

☐ In a place that does not have windows, doors, running water, heat, electricity, or overcrowded

☐ Staying with a friend or relative because of loss of housing, economic hardship, or similar reason  
(Example: eviction, foreclosure, fire, flood, lost job, divorce, domestic violence, kicked out by parents, ran away from home)

☐ In a shelter or transitional housing program (name of shelter or program): \_\_\_\_\_

☐ In an unsheltered location (Example: tent, vehicle, abandoned building, streets, campground, park, bus/train station, or similar place)  
Provide the main cross streets of this unsheltered location: \_\_\_\_\_

☐ In a hotel/motel (name of hotel/motel) \_\_\_\_\_

☐ With an adult that is not a parent or court appointed legal guardian

☐ Alone, not in the care of a parent or court appointed legal guardian

☐ None of the above (Please explain): \_\_\_\_\_

ADE Student Residency Questionnaire Sample Form 6/2023

This questionnaire will help to screen for McKinney-Vento eligibility and ensure that parents and students are informed about the law.

- LEA school registration packets should include this questionnaire and a summary of McKinney-Vento eligibility criteria and rights.
- The questionnaire should include options to identify **preschool aged children** and **unaccompanied youth**.

Find this sample document and download for use at [www.azed.gov/homeless](http://www.azed.gov/homeless).




# Identification

## Caregiver's Authorization Affidavit

- **Homeless Unaccompanied Youth** is defined as “a homeless child or youth not in the physical custody of a parent or guardian” [42 U.S.C. § 11434a(6)].
- For an unaccompanied youth to be considered eligible for rights and services under the McKinney-Vento Act, he or she must meet the Act's definition of **homeless** child or youth.

Find this sample document and download for use at [www.azed.gov/homeless](http://www.azed.gov/homeless).

**Homeless Education**

ADE Caregiver's Authorization Affidavit  
(Sample Form)

The information on this form is required to meet The Education for Homeless Children and Youth (EHCY) program, authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), also known as the McKinney-Vento Act. There are situations when a child or youth who is homeless may not be able to reside with their parent or guardian; however, this fact does not nullify the child's/youth's right to receive a free, appropriate public education. This form is not a legal document and solely for school contact only.

The adult "caregiver" requesting enrollment for a minor student presenting him/herself for enrollment and educational services while not in the physical custody of a parent or legal guardian shall complete this form.

By signing below, I acknowledge the following:

- I am 18 years of age or older and have agreed to fulfill the role of caregiver for the minor student named below, who is unaccompanied by a parent or legal guardian.
- I agree to make a good faith effort to encourage the minor student named below to attend school.
- I will attempt to contact the school office if I become aware that the minor student named below will not be attending school on that day(s) and share whether the absence is with or without my approval.
- I have provided the school district with proof of my residence and personal identification.
- I understand that signing this document does not make me the legal guardian of the minor student listed below or make me financially responsible for the minor student, even if I am providing financial support to the student.
- I understand that I may choose to make educational decisions on behalf of the minor and in all other ways stand in for the authorizing party with respect to federal, state and district educational policy, including, but not limited to, accessing the minor's educational records, representing the minor in enrollment, disciplinary, curricular, special education or other matters, signing permission slips for school activities, and any other decision that facilitates the minor's educational experience.

**Student Information**

Name of the minor student: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Last school or district the student attended: \_\_\_\_\_

**Caregiver Information**

Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Home address: \_\_\_\_\_

Telephone number(s): \_\_\_\_\_ Email address: \_\_\_\_\_

**General Information**

Please check one and provide additional information if it is available:

☐ The student is staying at my home address, as listed above.

☐ The student is staying at the following location: \_\_\_\_\_

Please check any that apply:

☐ While I am currently helping with the care of the minor student, I do not wish to assist school officials with making education-related decisions.

☐ I have notified the parent(s) or other person(s) having legal guardianship of the minor of my intent to assist school officials with making education-related decisions in the best interest of the student and have received no objection.

Please provide the name and phone number for the parent: \_\_\_\_\_

☐ I am unable to contact the parent(s) or legal guardian(s).

For School Use Only

This form should accompany the Student Residency Questionnaire. Send the original forms to the LEA Homeless Liaison. The student's cumulative file should not include a copy of this form and you should not make copies under any circumstances.

Name of school site personnel who enrolled the student: \_\_\_\_\_





“Similarly, when an **LEA** is **aware** of which **children** are **in foster care**, school professionals have a better understanding of the child’s unique needs and can better assist the child in reaching his or her full academic potential... However, **LEAs** will need to **identify** which **students** are **in foster care** to comply with the **Title I educational stability provisions.**”

*Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* by U.S. Department of Education and U.S. Department of Health and Human Services, 2016

# Foster Care Education Program

## Identification





- Definition of “foster care”
  - 24-hour (a day) substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility
- Best practices to identify students in foster care
  - the child welfare agency will provide the caregiver with paperwork to give to schools verifying the student’s foster care status.
    - for DCS, this document is called a Notice to Provider
  - Utilize the State Match within Direct Certification if the LEA/Charter District is participating in the National School Lunch Program
    - health and nutrition staff that access this report can filter out the students in foster care and give those results to the Foster Care POC
      - allowable through PL 112-278 Sect. 2

# Foster Care Education Program

## Identification





- Best practices in identifying students in foster care:
  - Foster Care POC can run the FSTR – Student Foster Care Report in AzEDS
    - the ADE Connect role titled Foster Care Liaison is needed to access this report
  - Train all LEA/Charter District staff to notify the Foster Care POC when they become aware of a child in foster care
  - Foster Care POC should maintain their own spreadsheet of the students in foster care & cross reference between all other data points

# Foster Care Education Program

## Identification





# Check for Understanding

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## True or False?

It is the **responsibility of the LEA / Charter District** to **identify** students experiencing homelessness and students placed in foster care.

Type your  
answer in  
the chat!



# Q & A



# Collaborations

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# Homeless Education Program

## Collaborations



Local educational agency **liaisons** for homeless children and youths shall, as a part of their duties, **coordinate** and **collaborate with State Coordinators** and **community** and **school** personnel **responsible** for the provision of education and related services to homeless children and youths. Such coordination shall include **collecting** and **providing** to the State Coordinator the **reliable, valid, and comprehensive data** needed to meet the requirements of paragraphs (1) and (3) of subsection (f).

42 U.S.C. §11432(g)(3)(C)(i-iii)



# Why Collaborate?

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Funds of knowledge about the community and existing resources.



Expedite enrollment and connections to transportation.



Relationships with low-income motels and their managers aids in identification and enrollment.



Develop a list of contacts that aid in connecting students with resources.



Connections via Liaison may make homeless families' lives safer, more secure, and more stable through assistance with coordinated delivery of services.



Build informed training for school personnel to identify and support students.





# Community Collaborations

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**Community  
Food  
Pantries**

**Shelter  
Providers**

**Local  
Businesses  
and Business  
Associations  
Involved in  
Community  
Service**

**Local Health  
Professionals  
to Help Meet  
Dental,  
Medical, and  
Mental Health  
Needs**

**Faith-Based  
Organizations**

**Post-  
Secondary  
Education  
Institutions**



# Homeless Education Program

## Collaborations



## Required External Collaborations

As the key connection to resources for homeless students and their families, the LEA/Charter District and McKinney-Vento Homeless Liaison is required by law to form partnerships with the following programs:

- National School Meals programs
- Head Start and Early Head Start
- Runaway and Homeless Youth Act (RHYA) programs
- Local social or human services via Temporary Assistance for Needy Families (TANF) of the Social Security Act and Supplemental Nutrition Assistance Program (SNAP)
- U.S. Department of Housing and Urban Development (HUD) programs like HEARTH and CoC
- Institutions of higher education



# Homeless Education Program

## Collaborations



## Required Internal Collaborations

Connections in your LEA/Charter District that should be made:

- School Administrators and Instructional Staff
- Data Manager
- Title 1 Coordinator (Title 1, Part A Manager)
- Grant Writer
- Special Education Coordinator
- Director of Pupil Transportation
- Director of Child Nutrition



“The **foster care provisions** of Title I, Part A (Title I) of the ESEA emphasize the importance of **collaboration** and **joint decision-making** between **child welfare agencies** and **educational agencies**. While these provisions do not create new requirements for child welfare agencies, they mirror and enhance similar provisions in the Fostering Connections Act. Considered together, these laws make clear that the **educational stability of children in foster care is a joint responsibility of educational and child welfare agencies**, and to successfully implement these provisions, these entities will need to **collaborate continuously**.”

*Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*  
by U.S. Department of Education and U.S.  
Department of Health and Human Services, 2016

# Foster Care Education Program

## Collaborations





- Key Collaborations to Support Students in Foster Care:
  - work with the child welfare agency on BIDs, school stability, & transportation to the school of origin
  - coordinate with LEA/Charter District SIS/data staff & health and nutrition to ensure correct identification of children in foster care
  - ensure the transportation department is equipped to support transportation to the school of origin
  - reach out to foster care serving non-profit organizations to glean resources and support for the students in foster care
  - participate in SEA training opportunities & regional collaborations with the child welfare agencies

# Foster Care Education Program

## Collaborations





# Check for Understanding

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Name the **collaborations** and **partnerships** that you currently have in place or plan to maintain with CBOs?

Type your  
answer in  
the chat!



# Q & A



# **Student Rights**

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**HOMELESS EDUCATION PROGRAM**



# Homeless Education Program

- Immediate Enrollment
- School of Origin
- Transportation
- Best Interest Determination (BID)





# Homeless Education Program

## Immediate Enrollment



The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth—

(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or

(II) has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. §11432(g)(3)(C)(i-iii)



# Homeless Education Program

## School of Origin



“To counteract the educational disruption caused by mobility, the McKinney-Vento Act provides students experiencing homelessness with the right to continue attending the *school of origin* or enroll in any public school that non-homeless students who live in the same attendance area are eligible to attend, according to the student’s best interest.”

42 U.S.C. § 11432(g)(3)(A)



# School of Origin Definition

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School of origin is **defined** as “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**”.

42 U.S.C. §  
11432(g)(3)(I)(i)  
Title 42 of the  
US Code

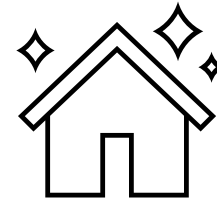




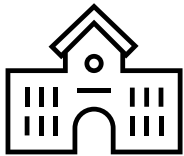
# Single School of Origin



Permanent Housing



Temporary Housing



## ABC School

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



## XYZ School

School in attendance area of temporary housing



# Homeless Education Program

## Transportation



“SEAs and LEAs are **responsible** for **reviewing** and **revising policies**, including transportation policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths in the State...(and) must **adopt policies** and practices to ensure that **transportation** is provided, at the request of the parent or guardian (or, in the case of an unaccompanied youth, the liaison), to or from the school of origin...”

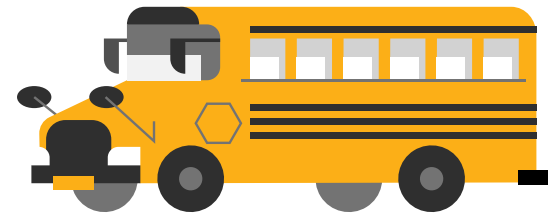
Education for Homeless Children and Youths  
Program Non-Regulatory Guidance, 2016



# Transportation

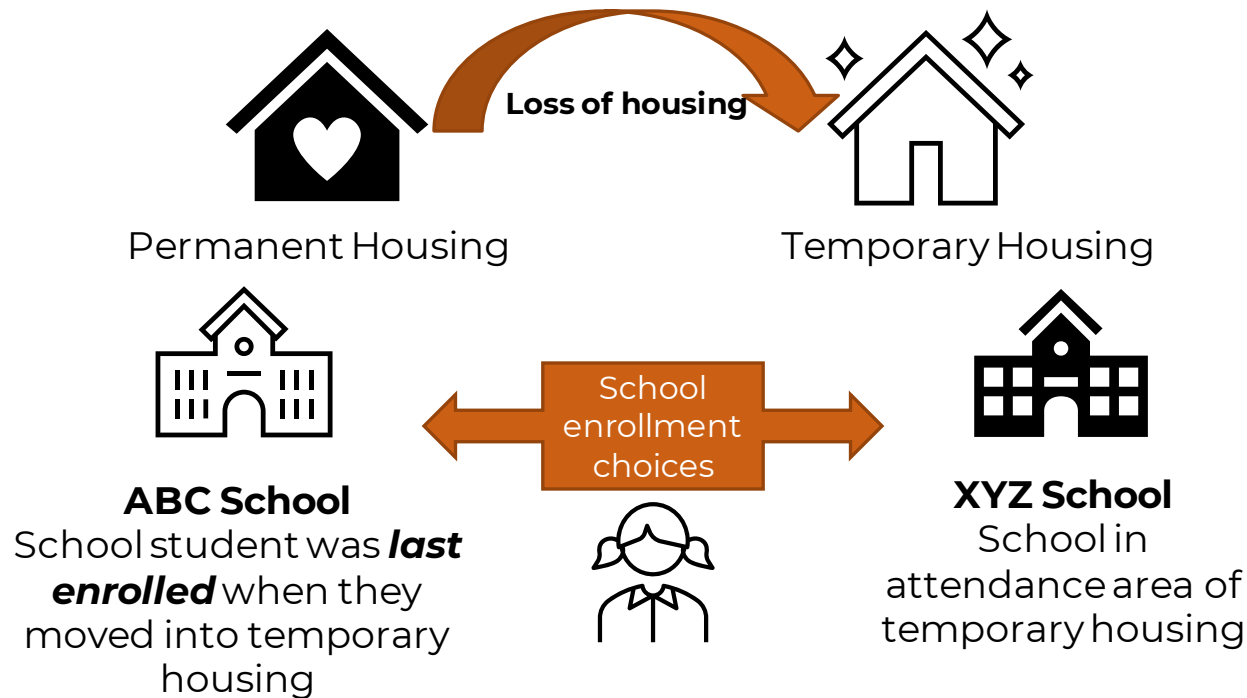
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Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, (42 U.S.C. § 11431 et seq.; **guarantees** rights and services to **remove** educational **barriers** for homeless children and youths. This is inclusive of provisions related to the **transportation** of children and youth experiencing homelessness.





# Shared Transportation



School of origin is defined as **“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”**. [42 USC1432\(g\)\(3\)\(I\)\(i\)](#).





# Shared Transportation Request

Why should you  
Implement a  
Transportation  
Request form for  
your LEA/Charter  
District:



**Shared with your  
LEA and the  
district where the  
student is  
residing**

**Streamlines  
communication**

**Provides a source  
of documentation**

**Always  
completed by  
district of origin**

**Needs to be  
filled out in full,  
educational  
need to know**

**Any info the  
“other district/  
vendor” needs  
to know should  
be on this form**

**Always list  
correct Home  
language**

**ADE  
Transportation  
Request Form  
Sample can be  
found on our  
website**



# "I don't have any busses available. Now what?"

Even if you don't have busses, drivers or aides you must find a way to provide half of any route requested.

**Shared (half)** can mean a variety of methods, but it must be appropriate for the **child**.

## Solutions?

- Vendors
- Mileage reimbursement
- City bus passes
- Gas cards
- Partnerships

## Funding Resources

- LEA/Charter District transportation or General Funds
- Title 1, Part A Funds
- McKinney-Vento Subgrant Funds



# Mode of Transportation Determination

The **mode of transportation** offered should be the result of a **student-centered decision** with consideration given to the safety, viability, and logical option.





# Best Practice for Transportation Non-Usage Notifications

## Who

- Determine who will be responsible for providing the details.
- Transportation staff member
- Vendor contact

## What

- Student information, including date and time of incident.
- Name of student, student ID
- Date
- Occurrence #
- Other details: how long did the driver wait?

## Where

- Where will the details be shared to the McKinney-Vento Homeless Liaison?
- Email
- Tracking document
- Where will the incident be document in the SIS?

## When

- Frequency of notification
  - Daily
  - Weekly
  - Monthly
- When will the parent or student be notified?

## How

- How will the non-usage be addressed?
  - Phone call
  - Notification letters
- How will cancellation be determined?

# Homeless Education Program

## Best Interest Determination (BID)



“The McKinney-Vento Act strongly emphasizes the importance of school stability for homeless children and youths. Therefore, the McKinney-Vento Act calls for LEAs to maintain students in their school of origin to promote school stability and greater educational outcomes overall, unless it is not in the student’s best interest. LEAs must make school placement determinations on the basis of the “best interest” of the homeless child or youth based on student-centered factors. [42 U.S.C. § 11432(g)(3)(B)]”

Education for Homeless Children and Youths  
Program Non-Regulatory Guidance, 2016



# Best Interest Determination

McKinney-Vento Homeless Liaisons must ensure that the parent or guardian of a homeless child or youth, and any unaccompanied youth, are fully **informed** of all **transportation** services, including **transportation** to and from the **school of origin**, and is assisted in accessing transportation to the school selected in accordance with the best interest determination

Conduct a BID for school enrollment requests and transportation requests when necessary

The BID discussion can help determine what mode of transportation is the most appropriate

Offers the opportunity to address attendance and non-usage concerns



# Best Interest Determination Form



## Homeless Education



Homeless Education

### McKinney-Vento Act Best Interest Determination for School Placement

The McKinney-Vento Act requires school districts to consider the school of origin as the first option in school enrollment. Parents may choose the school of origin or the school in the residency the area where the child(ren) currently live (school of residency may also be referred to as local area attendance school). Individuals who may be consulted when determining what placement is in the child(ren)'s best interest include the following:

- child(ren) or youth experiencing homelessness,
- parent, guardian, or caregiver of the child(ren) or youth,
- district/charter homeless liaison,
- school site personnel (e.g. counselor, social worker, SPED teacher, etc), and
- homeless shelter personnel.

It is the school district's responsibility to determine the school of origin and residency, and to resolve any conflict concerning the school placement by focusing on the best interest of the child(ren). Whenever possible, the school district should comply with the wishes of the parent, guardian, caregiver, or unaccompanied homeless youth. If the school district and parent, guardian, caregiver, or unaccompanied homeless youth do not agree on the appropriate placement, the school district's Dispute Resolution Procedure must be followed. In such cases, the child(ren) should be enrolled in the school that the parent, guardian, caregiver, or unaccompanied homeless youth has chosen until the conclusion of the resolution process. If the school of origin is determined to be the best placement, the local homeless education liaisons both school of origin and local attendance area school must work together to arrange transportation.

The McKinney-Vento Act requires that a child or youth experiencing homelessness attend:

- **School of origin:** School of origin is defined as "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". Further, "when the child or youth completes the final grade level served by the school of origin, the term school of origin shall include the designated receiving school at the next grade level for all feeder schools [42 U.S.C. § 11432(g)(3)(I)]. or
- **Local attendance area school:** Local attendance area school is defined as "any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend" [42 U.S.C. § 11432(g)(3)(A)(ii)].

Whether the child or youth will attend the school of origin or the local attendance area school, enrollment should take place immediately.

See [42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths, \(3A, 3B\)](#) for more information regarding the "Best Interest Determination".

The information collected supports the agreement in determining the school enrollment in the best interest of the child or youth experiencing homelessness, and will provide the input required to develop a written should the parent, guardian, caregiver or youth disagree with the decision.

The McKinney-Vento Act requires school districts to consider the **school of origin** as the first option in school **enrollment**. **Parents** may **choose** the school of origin or the school in the residency the area where the child(ren) currently live (school of residency may also be referred to as local area attendance school).

Individuals who may be consulted when determining what placement is in the child(ren)'s best interest include the following:

- child(ren) or youth experiencing homelessness;
- parent, guardian, or caregiver of the child(ren) or youth;
- district/charter homeless liaison;
- school site personnel (e.g. counselor, social worker, SPED teacher, etc.); and/or
- homeless shelter personnel

# Sample Form



## ADE McKinney-Vento Act Best Interest Determination (BID) for School Placement



 **Homeless Education**

McKinney-Vento Act  
Best Interest Determination for School Placement

The McKinney-Vento Act requires school districts to consider the school of origin as the first option in school enrollment. Parents may choose the school of origin or the school in the residency area where the child(ren) currently live (school of residency may also be referred to as local area attendance school). Individuals who may be consulted when determining what placement is in the child(ren)'s best interest include the following:

- child(ren) or youth experiencing homelessness,
- parent, guardian, or caregiver of the child(ren) or youth,
- district/charter homeless liaison,
- school site personnel ([see](#) counselor, social worker, SPED teacher, [etc.](#)), and
- homeless shelter personnel.

It is the school district's responsibility to determine the school of origin and residency, and to resolve any conflict concerning the school placement by focusing on the best interest of the child(ren). Whenever possible, the school district should comply with the wishes of the parent, guardian, caregiver, or unaccompanied homeless youth. If the school district and parent, guardian, caregiver, or unaccompanied homeless youth do not agree on the appropriate placement, the school district's Dispute Resolution Procedure must be followed. In such cases, the child(ren) should be enrolled in the school that the parent, guardian, caregiver, or unaccompanied homeless youth has chosen until the conclusion of the resolution process. If the school of origin is determined to be the best placement, the local homeless education liaison, both school of origin and local attendance area school must work together to arrange transportation.

The McKinney-Vento Act requires that a child or youth experiencing homelessness attend:

- **School of origin:** School of origin is defined as "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". Further, "when the child or youth completes the final grade level served by the school of origin, the term school of origin shall include the designated receiving school at the next grade level for all feeder schools" [42 U.S.C. § 11432(g)(3)(i)]. or
- **Local attendance area school:** Local attendance area school is defined as "any public school that ~~enrolls~~ students who live in the attendance area in which the child or youth is actually living are eligible to attend" [42 U.S.C. § 11432(g)(3)(A)(ii)].

Whether the child or youth will attend the school of origin or the local attendance area school, enrollment must take place immediately.

See [42 USC CHAPTER 119, SUBCHAPTER VI, Part B, Education for Homeless Children and Youth, \(EHA, 16\)](#) for more information regarding the "Best Interest Determination".

The information collected supports the agreement in determining the school enrollment in the best interest of the child or youth experiencing ~~homelessness~~ and will provide the input required to develop a written should the parent, guardian, caregiver or youth disagree with the decision.

- The **school placement** decision should be a **student-centered**, individualized determination. Factors that an LEA/Charter District *may* consider include:
  - the age of the child or youth,
  - the distance of the commute to and from the school of origin and its impact on the student's education,
  - personal safety issues,
  - the student's need for special instruction (e.g., special education and related services),
  - the anticipated length of stay in a temporary shelter or other temporary location, and
  - the time remaining in the school year.
- **Written explanation** of any **decisions** related to school selection or enrollment is **required** including the right to appeal such decisions





# Homeless Education Program

## Dispute Resolution



“If a dispute arises over eligibility, school selection, or enrollment, the LEA must immediately enroll the homeless student in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.”

Section 722(g)(3)(E)(i)



# LEA/Charter District Dispute Resolution Steps

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If a dispute arises under the McKinney-Vento Act over eligibility, school selection, or school enrollment, LEA/Charter Districts are required to take the following steps.

1. The child or youth shall maintain **enrollment**, pending final resolution of the dispute. This includes all available disputes (State Level).
2. The **LEA/Charter District conducts** a hearing to discuss considerations that led to the decision.
3. The parent, guardian, or unaccompanied youth must be **provided** with a **written explanation** of the dispute-related decision made.
4. If requested by the parent, guardian, or unaccompanied youth the McKinney-Vento Homeless **Liaison**, will assist with the **SEA** level **dispute**.



# Homeless Education Program

## Dispute Resolution



## SEA Dispute Resolution Procedure

To initiate the **state level dispute**, the following must occur within **seven (7) workdays** after receipt of the written notification of the decision made at the district.

42 U.S.C. 1432(g)(1)(C)



# SEA Dispute Resolution Procedure

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1. The parent, guardian, or homeless youth, with assistance from the McKinney-Vento Homeless Liaison, must **submit a Notice of Appeal** and must forward the following to the Arizona Department of Education, Office of Homeless Education:
  1. A copy of the LEA/Charter Districts written decision
  2. Additional supporting documentation as necessary
2. Upon receipt of a Notice of Appeal, the State Homeless Education Program Coordinator shall, **within seven (7) workdays**, convene a panel of at least two (2) Arizona Department of Education employees, including the State Director for Homeless Education and an additional department employee.
3. This panel shall review the entire record of the dispute and decide what is in the **best interest of the child or youth**. Within seven (7) workdays of the date the panel convenes; the Arizona Department of Education will issue this decision in writing.
4. The **determination** of the panel shall be **final**.



# Q & A



# Student Rights

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FOSTER CARE

- School of Origin
- Best Interest Determination (BID)
- Transportation
- Immediate Enrollment

# Foster Care Education Program





“...any such child **enrolls or remains in such child’s school of origin**, unless a determination is made that it is **not in such child’s best interest** to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement...”

20 U.S. Code 6311 (g)(1)(E)(i)

# Foster Care Education Program

## School of Origin







- Children in foster care have the right to remain in the school of origin when experiencing foster care related moves
- School of Origin
  - the school in which a child is enrolled at the time of placement in foster care
    - If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change
- LEAs/Charter Districts & the child welfare agency collaborate to transport to the school of origin

# Foster Care Education Program

## School of Origin





- Withdrawal Sought from School of Origin
  - Caregivers may try to withdraw students in foster care without going through the BID process
  - LEA/Charter District registrar staff should not withdraw the student & notify the LEA/Charter District's Foster Care POC
  - The LEA/Charter District Foster Care POC should ensure that the student's school of origin rights are protected & that there is a BID conducted for the student
    - students in foster care should remain in their school of origin throughout the BID process

# Foster Care Education Program

School of Origin





“An SEA, in collaboration with the State or tribal child welfare agency, must ensure that in determining whether it is in a **child’s best interest to remain in his or her school of origin**, an LEA takes into consideration all factors relating to a child’s best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)).”

*Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* by U.S. Department of Education and U.S. Department of Health and Human Services, 2016

# Foster Care Education Program

## Best Interest Determination (BID)





- **When a student experiences a foster care related move...**
  - the child welfare agency & the LEA/Charter District must execute the BID process
  - The BID process is a holistic assessment to determine whether the child in foster care should remain in their school of origin
  - During the BID process the student will remain enrolled at their school of origin

# Foster Care Education Program

## Best Interest Determination (BID)





- The BID may be executed via a Zoom/MS Teams meeting, email/phone correspondence, or conference call
- LEA/Charter District Foster Care POC may need the timely input from the following stakeholders:
  - Special Education team
  - General education teachers
  - Counselors
  - Social workers
  - Principals
  - Coaches
  - Bus drivers
  - Front office staff
  - Lunch staff
  - Club sponsors

# Foster Care Education Program

## Best Interest Determination (BID)





“(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, **develop and implement clear written procedures** governing how **transportation** to maintain children in foster care in their **school of origin** when in their best interest will be **provided, arranged, and funded** for the **duration of the time in foster care**, which procedures shall—

“(i) ensure that **children in foster care needing transportation to the school of origin will promptly receive transportation** in a **cost-effective** manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A));...”

20 U.S. Code 6312 (c)(5)(B)(i)

# Foster Care Education Program

## Transportation





“(ii) ensure that, if there are **additional costs** incurred in **providing transportation** to maintain children in foster care in their **schools of origin**, the local educational agency will provide transportation to the school of origin if—

“(I) the local **child welfare agency** agrees to **reimburse** the local educational agency for the cost of such transportation;

“(II) the **local educational agency** agrees to **pay for the cost** of such transportation; or

“(III) the **local educational agency** and the local **child welfare agency** agree to **share the cost** of such transportation;”

20 U.S. Code 6312 (c)(5)(B)(ii)

# Foster Care Education Program

## Transportation





- If **transportation is required** for a student in foster care **to remain** at their **school of origin**, the **LEA/Charter District and the child welfare agency will share the responsibility of that transportation**
- **The transportation must be prompt & cost-effective**
  - The Foster Care Transportation Procedure will help illuminate the most prompt & cost-effective modality of transportation for a particular student in foster care
- The **LEA/Charter District Foster Care POC** should be **empowered to activate transportation to the school of origin**, when it is necessary

# Foster Care Education Program

## Transportation







“(ii) when a **determination** is made that it is **not in such child’s best interest to remain in the school of origin**, the child is **immediately enrolled** in a **new school**, even if the child is **unable** to produce records normally required for enrollment;

“(iii) the **enrolling school** shall immediately contact the school last attended by any such child to **obtain relevant academic and other records**; and”

20 U.S. Code 6311 (g)(1)(E)(ii); 20 U.S. Code 6311 (g)(1)(E)(iii)

# Foster Care Education Program

## Immediate Enrollment





- **If it is not in the best interest for the student in foster care to remain at the school of origin:**

- the student needs to be immediately enrolled at the new school, even without all typically required paperwork
- the new school should be provided with the Best Interest Determination documentation to ensure the student's school stability assurances were considered
- the new school will request the school records from the previous school

# Foster Care Education Program

## Immediate Enrollment





- When there's a new student in foster care seeking enrollment...
  - caregivers may try to enroll students in foster care without going through the BID process
  - LEA/Charter District registrar staff should notify their Foster Care POC
  - the LEA/Charter District Foster Care POC will collaborate with the school of origin's Foster Care POC to ensure the following:
    - the student's school of origin rights are protected
    - that there is a BID conducted for the student
      - **students in foster care should remain in their school of origin while throughout the BID process**

# Foster Care Education Program

## Immediate Enrollment





- If the provided BID documentation states that it is not in best interest for the student to remain at their school of origin...
  - then the school would **immediately enroll** the student, even without typically required enrollment paperwork
  - the student in foster care would **immediately begin attending class** while the foster caregiver attempts to provide the typically required enrollment paperwork
    - i.e., proof of immunization, birth certificate, etc.

# Foster Care Education Program

## Immediate Enrollment





# Q & A



# Check for Understanding

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In which of the following ways are students experiencing homelessness and students in foster care **ensured** their **right** to **school stability**?

Select your  
answer in  
the pop-up  
Zoom Poll!



# **Data & Reporting Requirements**

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# Homeless Education Program

## Data & Reporting Requirements



The McKinney-Vento Act **requires data to be collected** and provided to the federal government and for the Secretary of Education to disseminate that information to stakeholders. Additionally, state educational agencies **(SEAs) must include counts of homeless students** on their agency websites.

42 U.S.C. § 11432(f)(1-3), 42 U.S.C. § 11434(h)(1)





# Homeless Education Program

## Data & Reporting Requirements



Local educational agencies (LEAs) that compete for subgrant funds must provide needs assessments and **demonstrate a need** for funds as part of their subgrant applications. Likewise, state educational agencies (SEAs) may consider the **number of homeless students enrolled in the LEA** prior to making subgrant awards.

42 U.S.C. § 11433(b)(1), 42 U.S.C. § 11433(c)(2)

# Homeless Education Program

## Data & Reporting Requirements



## Students in Foster Care

Students in the **foster care system are no longer counted in HCY enrollment data**, as per the reauthorization of the Every Student Succeeds Act (ESSA) in December 2015

# Homeless Education Program

## Data & Reporting Requirements



### Preschool-Aged HCY

- Identified HCY between the ages of 3-5 years **are included** in your LEA's/Charter District's total enrolled HCY, **only if they are enrolled in a preschool program provided by the LEA/Charter District**
- Children ages 0-2, or 3-5, and **not enrolled in a preschool program at your LEA/Charter District, are not included** in the total enrolled HCY count

# Homeless Education Program

## Data & Reporting Requirements



## HCY & UHY Students

- Identified **HCY students** are **required to have their needs identifiers and corresponding primary nighttime residence** entered in the student information system (SIS)
- Identified **UHY must be coded with both the HCY and UHY needs identifiers and corresponding primary nighttime residence** in the SIS

# Homeless Education Program

## Data & Reporting Requirements



## If a HCY/UHY Student Leaves the LEA/Charter District

- Once a student is identified/enrolled at your LEA, they should remain in the **total enrolled HCY count for that school year** in the SIS, even if they move transfer to another LEA/Charter District
- Often, LEAs/Charter Districts label these students as “inactive” since they are no longer enrolled
  - However, **they must still be counted in the reported number of enrolled HCY/UHY for the school year**

# Homeless Education Program

## Data & Reporting Requirements



## AzEDS SUPP11 Report

- Your LEA's/Charter District's HCY and UHY needs **data** can be **validated** using the AzEDS SUPP11 report
- To **access** this report, please **contact your LEA's Entity Administrator**
- If your **LEA/Charter District requires assistance** on how to get these elements submitted through your student information system (SIS), please contact your vendor and refer to the **Use Case document for FY 2022**. This can be found on the ADE website



# Student Information System (SIS) Data Entry

Student Needs  
Descriptors:



Code	Descriptor
6	Homeless
21	Unaccompanied Youth

Primary Nighttime  
Residence  
Code Values:



Code	Descriptor
1	Sheltered
2	Doubled Up
3	Unsheltered
4	Hotel/motels



# Internal Tracking Systems

	Date	Student Name	Grade	Student ID	School of Origin	School of Residence	Eligible	Not Eligible	UHY
1	07-01-23	Micky Mouse	1	123456	ABC Elementary	XYZ Elementary	X		X
2	07-01-23	Donald Duck	9	867530	ABC High School	XYZ High School		X	
3	07-02-23	Minnie Mouse	PS	012345	ABC Preschool	XYZ Preschool	X		
4									

**Example**





# Best Practice for Keeping Accurate Data

## Who

- Determine who will be uploading data to the SIS.

## What

- Homeless status\*
- Primary nighttime residence
- Unaccompanied youth status

## Where

- Work with you SIS vendor to understand AzEDS Upload

## When

- Upload data the same day as eligibility determinations
- Determine a date by which data will be uploaded.
- Ensure knowledge of ADE quarterly deadlines.
- Under 12 mo. employees must ensure reporting if deadline is outside contract.

## How

- Ensure internal systems are accurate
- Internal tracking systems



# Student Information System (SIS) Data Entry

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In the fall of each year, the Office of the State Coordinator will work with the ADE ED Facts Coordinator to submit required data from the previous school year to the US DoE. *Data consists of each individual McKinney-Vento eligibility determination and overall aggregate data.*



For the Office of the State Coordinator to submit the mandated data to the federal government, ADE requires that LEAs/Charter Districts to complete data submissions in the late spring or early summer of each year, coinciding with the end of the school year.

***A breakdown in communication between the MV Homeless Liaison and the district's data staff or the Office of the State Coordinator can result in a report containing data of poor quality.***



# Support Personnel & Necessary Tools

**Consider consulting with your LEA/Charter District:**

- Title I Director
- Grants Manager
- Superintendent
- Student Information System Team
- Budget Department
- Purchasing or Procurement
- Communications and Marketing
- Legal Team
- Vendor communication to develop internal processes



## **Necessary Tools**

Ensure you have access to:

- ADEConnect,
- AzEDS Identity, &
- AzEDS Portal --> Student Analysis



# District Level Notification



Collaborating with district staff who have a legitimate educational interest can be a key strategy to “remove barriers to the identification of homeless children and youths.” 42 U.S.C. §11432(g)(1)(I).

## Who has an educational need to know?

- School site administrator
- Registrar
- School nurse
- School counselor or social worker
- Food and nutrition contact
- Special education contact (if necessary)

*McKinney-Vento status is considered part of a student's educational record and therefore can be shared with district staff with legitimate educational interest in the information. They need it to do their job.*



# Q & A



# Foster Care Education Program

## Data & Reporting Requirements

“(ii) For all students and disaggregated by each subgroup... status as a **child in foster care**,... information on **student achievement** on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).

“(iii) For all students and disaggregated by each of the subgroups of students... status as a **child in foster care**—

“(I) information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and

“(II) **high school graduation rates**, including four-year adjusted cohort graduation rates and, at the State’s discretion, extended-year adjusted cohort graduation rates.”

20 U.S. Code 6311 (h)(1)(C)(ii); 20 U.S. Code 6311 (h)(1)(C)(iii);





- **AzEDS FSTR – Student Foster Care Report**

- ADE & DCS are in a data sharing agreement
  - this report is information from DCS pertaining to students in foster care.
  - the report is accessible for every LEA/Charter District
- Must have the ADE Connect role 'Foster Care Liaison' to access the report

- **Direct Certification**

- LEA's/Charter District's HNS staff may run a State Match report & filter out students in foster care
  - This filtered information may be provided to the LEA/Charter District Foster Care POC

# Foster Care Education Program

## Data & Reporting Requirements





- LEA/Charter District Foster Care POCs are encouraged to maintain a list of all known students in foster care.
- LEA/Charter District Foster Care POCs should cross-match their list with other known data sources
- AZ's State Report Card must have student achievement & graduation rate data disaggregated by students in foster care

# Foster Care Education Program

## Data & Reporting Requirements







# Check for Understanding

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Are students in **foster care** assigned the **homeless** or unaccompanied homeless youth **needs identifier** in your student information system (SIS)?

Select your  
answer in  
the pop-up  
Zoom Poll!



# Q & A



# Services

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# Homeless Education Program

## Services



“While it is true that local liaisons themselves will and should identify many of the homeless students in an LEA, the actual charge in the law is for local liaisons to ensure that homeless students are **identified** “by school personnel through **outreach** and **coordination** activities with other **entities** and **agencies**”

42 U.S.C. § 11432(g)(6)(i)



“Under this collaboration, the educational and child welfare agencies could **engage community stakeholders**, such as representatives from the court, community providers, tribal leaders, education advocacy groups, and parent mentor groups; create an open and transparent process, and work towards a **shared vision of supporting the educational well-being of children in foster care.**”

*Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* by U.S. Department of Education and U.S. Department of Health and Human Services, 2016

# Foster Care Education Program

## Services





- Students in foster care may remain in school of origin when experiencing a foster care related move
- If not in the best interest to remain at the school of origin, the new school would immediately enroll, even without all paperwork
- Students in foster care are categorically eligible for free/reduced lunch

# Foster Care Education Program

## Services





- Students in foster care may receive waiver to take the SAT or ACT
- LEAs/Charter Districts may give enrollment preference & reserve capacity for students in foster care during the open enrollment process
- Students in foster care would be eligible for the same general Title I, Part A services as their peers
- LEA/Charter District registrar staff may mark absences excused if the absence is due to their foster care status

# Foster Care Education Program

## Services





# Q & A





# Post-Assessment

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# Post-Assessment

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1. Are students in foster care identified as McKinney-Vento / Homeless?
2. What tools, resources, and connections do McKinney-Vento Homeless Liaisons/Foster Care Points of Contact need? (Select all that apply.)
3. Can a mileage or dollar limit be placed by an LEA for transportation of students experiencing homelessness and those in foster care?
4. Who is responsible for making eligibility determinations for homeless children and youth?
5. Which school does a student in foster care attend through the duration of the best interest determination (BID) process?
6. All students are provided the rights of homeless students at the time of enrollment and at least twice annually.

# Post-Assessment Answers

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1. Are students in foster care identified as McKinney-Vento / Homeless?
  - **Answer: No**
2. What tools, resources, and connections do McKinney-Vento Homeless Liaisons/Foster Care Points of Contact need? (Select all that apply.)
  - **Answer: All apply**
3. Can a mileage or dollar limit be placed by an LEA for transportation of students experiencing homelessness and those in foster care?
  - **Answer: No**

# Post-Assessment Answers

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4. Who is responsible for making eligibility determinations for homeless children and youth?
  - **Answer: The McKinney-Vento Homeless Liaison**
5. Which school does a student in foster care attend through the duration of the best interest determination (BID) process?
  - **Answer: School of Origin**
6. All students are provided the rights of homeless students at the time of enrollment and at least twice annually.
  - **Answer: True**



# **Closing & Next Steps**

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# HEP & FCEP Reference Sheet

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All the resources covered in today's session, including sample forms and procedures, are located on the **Homeless and Foster Care Education Program Reference Sheet**.

You can access the Reference Sheet via:

- QR code here,
- The link in the chat,
- On the ADE homeless and foster care education program websites,
- In the APLD Blackboard for this session, and
- In an email following the session.



# Feedback Survey & Certificates

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## Feedback survey

- Will only populate once you **“Leave Meeting”**
- Must complete to receive PL certificate in APLD Blackboard

## Recording and slides

- APLD session Blackboard
- HEP and FCEP Websites via email provided to register on APLD

# The Office of Homeless, Foster Care, and Refugee Education Programs



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*Director of Educational  
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# Thank You!

Reach us at

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