



# Arizona Homeless Education Program

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Supporting Migratory Students Experiencing  
Homelessness

March 2026

# Housekeeping Items

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- If you have questions throughout today's session, please share them in the following ways:
  - Enter simple questions into the Q&A feature or type them into the chat.
  - Save in-depth questions for after session office hours.
  - Email [homeless@azed.gov](mailto:homeless@azed.gov) with any LEA-specific questions.
- Today's session is being recorded. The recording and presentation slides will be made available to attendees after the training.
- All resources referenced in this training as well as the recording and presentation slides will be shared following the session on the Arizona Homeless Education Program website.
- AI note-taking and other tools are not permitted in ADE sessions.

# Arizona Department of Education

The Arizona Department of Education is a service organization committed to raising academic outcomes and empowering parents.

## Arizona Homeless Education Program

The mission of the Arizona Homeless Education Program is to ensure positive comparable academic outcomes for children and youth experiencing homelessness through implementation of the McKinney-Vento Homeless Assistance Act.

# Mission Statements





# Meet the Team

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**Academic  
Achievement**  
Catherine Barrett

**Title I & ESEA  
Consolidated Unit**  
Sarka White

**Office of Homeless,  
Foster Care, Refugee, &  
Title I-D Education  
Programs**  
Brittani Roy

**21<sup>st</sup> Century Community  
Learning Centers (CCLC)**  
Megan Cameron

**Character Education**  
Mila Makal

**Office of English  
Language Acquisition  
(OELAS)**  
Adela Santa Cruz

**Migrant Education  
Program**  
Rogelio Ruiz

# Academic Achievement Division





**Dr. Brittani (Didi) Roy**  
*Director of  
Educational Policy  
& Program Integrity*

**Homeless Education  
Program**

**Homeless, Foster Care,  
and Refugee Student  
Support**



**Rita Rodriguez**  
*Homeless Education  
Program  
Coordinator*



**Marisa Peña**  
*Refugee Student  
Support – Lead  
Program Specialist*



**Jan Brite**  
*Homeless Education  
Program Grants  
Specialist*



**Gary Waiyaki**  
*Homeless Education  
Program Data &  
Monitoring Specialist*

# Arizona Homeless Education Program





**Fabiola Solorio**  
Data Specialist



**Bianca Cervantes**  
Identification & Recruitment



**Anahi Montañó**  
Quality Control



**Noemi Escamilla**  
Professional Learning



**David Aldaco**  
Family Engagement



**Rogelio Ruiz**  
Director

# Arizona Migrant Education Program



# Interagency Collaborations



**Arizona Homeless Education Program (HEP) &  
Migrant Education Program (MEP)**



# Today's Session

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# Common Acronyms and Terms

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**SEA** – State Education Agency

**LEA** – Local Education Agency

**ADE** – Arizona Department of Education

## Homeless Education Program

- **HEP** – Homeless Education Program
- **HCY** – Homeless Children and Youth
- **UHY** – Unaccompanied Homeless Youth
- **CBO** – Community-Based Organization
- **TA**- Technical Assistance
- **NCHE** – National Center for Homeless Education

## Migrant Education Program

- **MEP** – Migrant Education Program
- **ID&R** – Identification & Recruitment
- **MSIX** – Migrant Student Information Exchange
- **OSY** – Out of School Youth
- **OY** – Opportunity Youth
- **COE** – Certificate of Eligibility
- **EOE** – End of Eligibility
- **QAD** – Qualifying Arrival Date

# Objective

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Participants will be able to...

- **Identify** key **requirements** to serve **migratory students experiencing homelessness**;
- Describe **effective processes** for **coordinated identification** and **support** across programs; and
- **Apply** the **information** shared to **LEA** roles and responsibilities to enhance collaboration.

# Pre-Assessment

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Let's test your knowledge.

# Pre-Assessment

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1. A migratory student is defined as an individual...
2. McKinney-Vento Homeless Liaisons at LEAs without a MEP project are not responsible for supporting the identification of migratory students experiencing homelessness.
3. When might a MEP team member refer a student as potentially experiencing homelessness?
4. What indicators might suggest a student meets both migrant and homeless eligibility criteria?

## Ice-Breaker



**Have you or has anyone you know worked in agriculture?**

Answer the question in the pop-up poll!

# Migrant Education Program



- Introduction to the Migrant Education Program (MEP)
- MEP & Agriculture in Arizona
- Identifying Migratory Students
- Services and Supports for Migratory Students

# Children of Mobile Farm Workers

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They can be in your school and your community.

[Click here to view video.](#)

# History of the MEP Program

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- In 1966, Congress authorized the **Migrant Education Program (MEP)** under **Title I, Part C** of the Elementary and Secondary Act (ESEA) as a state-administered, state-operated program.
- It was enacted to reduce the unique challenges experienced by the **children of migratory agricultural workers** portrayed in the film *Harvest of Shame*.

# Our Goal

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- The goal of the **Migrant Education Program** is to assist all migratory students and youth in meeting challenging academic standards and achieving graduation from high school (or GED) with an education that prepares them for **responsible citizenship**, **further learning**, and **productive employment**.

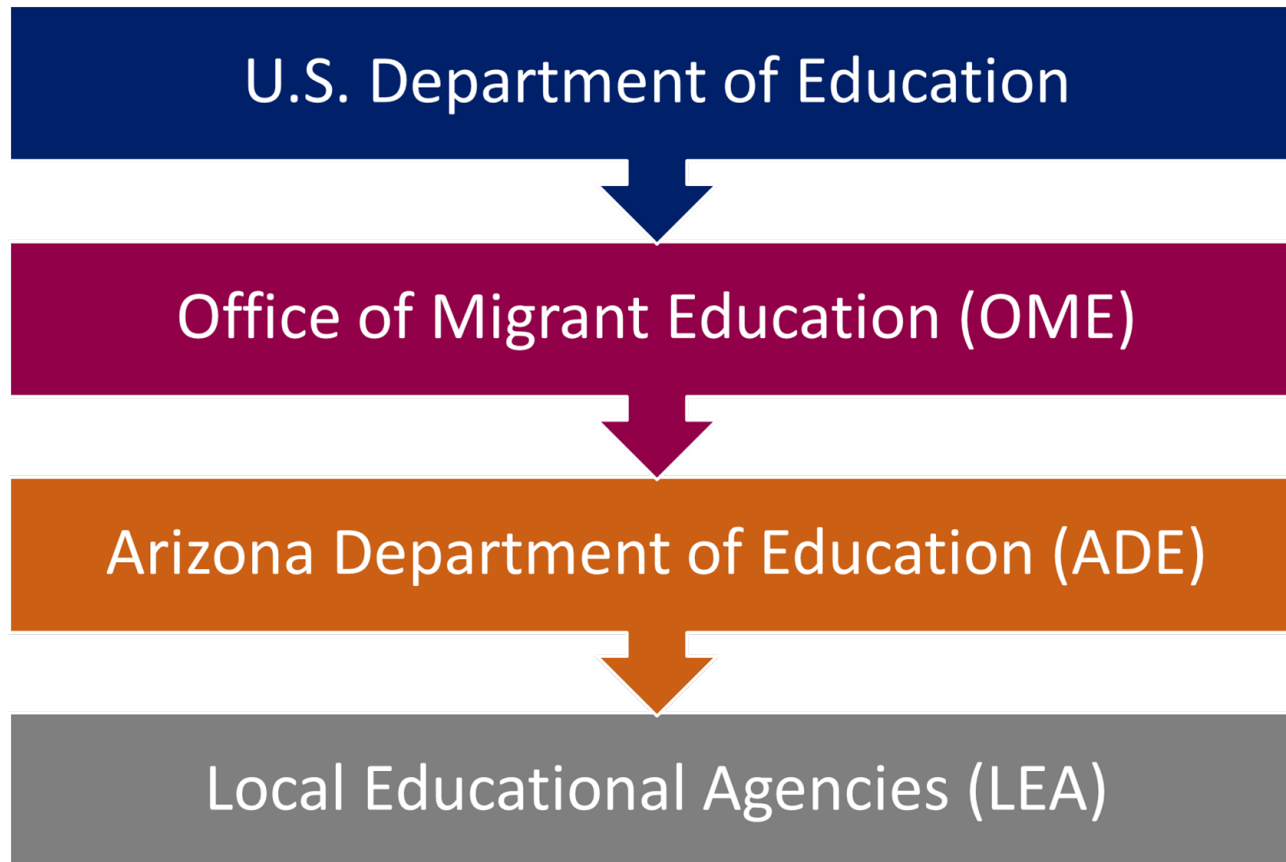
# Our Mission

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- Impact **teaching** and **learning** in K-12 classrooms by providing **supplemental instruction and support services** to children and youth of migratory workers from the ages of **three through twenty-one**.
- We provide **funding and support** to Local Educational Agencies (LEAs) to provide the **structure, support**, and scope of **available services** to migratory students and youth. This ensures their **achievement** of higher academic standards and graduation from high school.

# MEP Organization

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# ADE Team

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**Rogelio Ruiz**  
Director



**Fabiola Solorio**  
Data Specialist



**Bianca Cervantes**  
Identification & Recruitment



**Anahi Montaña**  
Quality Control

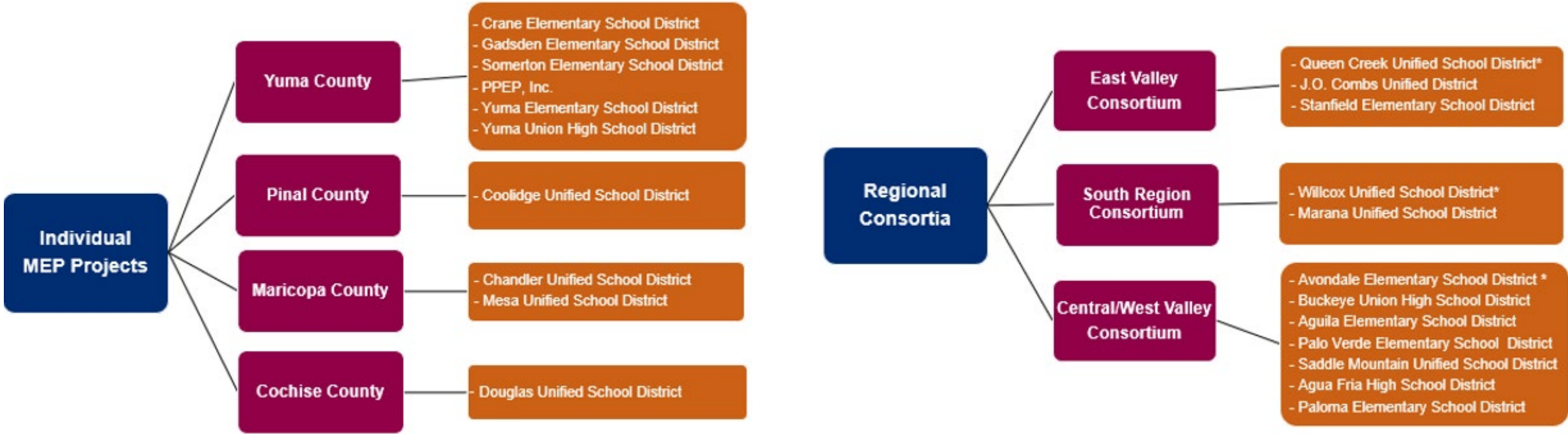


**Noemi Escamilla**  
Professional Learning



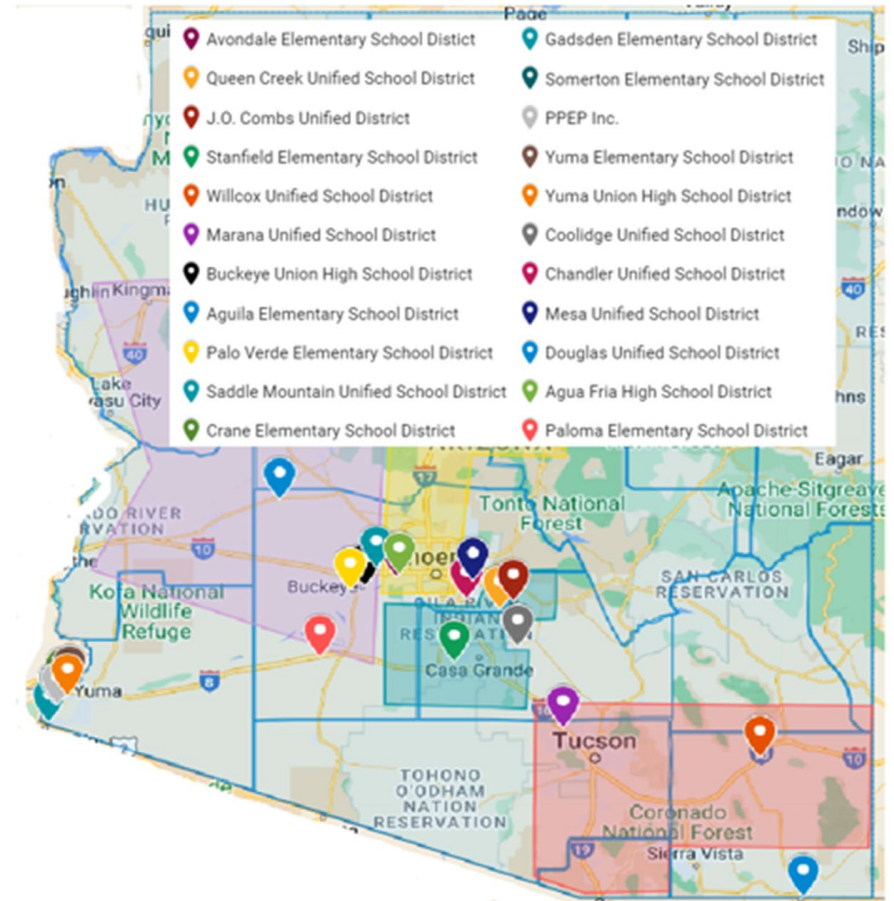
**David Aldaco**  
Family Engagement

# MEP Projects & Consortia



# MEP in Arizona

- Arizona has approximately **10,000** identified migratory children and has the **7<sup>th</sup> largest population** in the country (7 of 46).
- We **serve all identified migratory youth and children** in the state of Arizona, regardless of what district they reside in.
- If a migratory student attends a school district without a MEP program, the **closest district with a MEP program provides services** to them.



# Agriculture in Arizona

**Dairy** is currently **Arizona's leading agricultural product** and the State's ranchers produce enough beef annually to feed more than **4.6 million** Americans.

Arizona is a top producer of the nation's fruits and vegetables and continues to be the **winter lettuce capital of the world**, all while continuing to be recognized as a world-class leader in **water management**.

The Yuma area grows more **Medjool dates** than anywhere else in the world.



**Cotton** is one of the original and major agricultural commodities produced in Arizona.

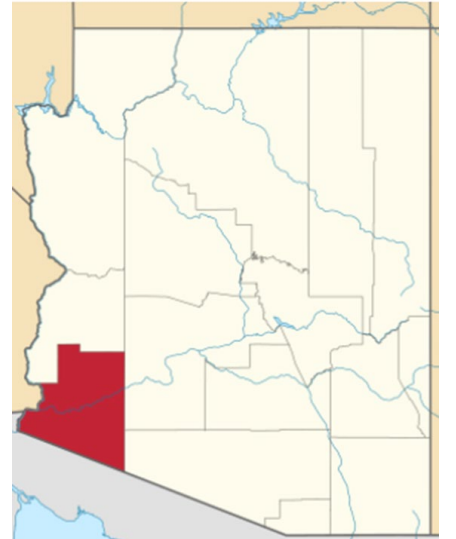
Arizona ranks **second** in the nation for **cantaloupe** and **honeydew melons**.

Arizona's border town of **Nogales** is the gateway for **50% of all fresh fruits and vegetables** shipped into the United States from México.

# Yuma County

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- The majority of migratory students in the state of Arizona have been identified in Yuma County (about 70%).
- Yuma is considered the winter lettuce capital because 90% of leafy greens consumed in the U.S are grown here during the winter months.
- Crops that are grown in Yuma County include lettuce, broccoli, cauliflower, spinach, celery, dates, and citrus.



# Identification & Recruitment

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- Recruiters across the state engage in balanced recruitment efforts to identify and recruit eligible migratory children and youth.
- Recruiters visit farms, housing units, stores, laundromats, and other strategic locations.
- They also collaborate with schools and community-based organizations that support the farming community.


# Recruitment Efforts



# Parent Occupational Surveys

- One of the most effective ways to identify eligible migratory students is to ask parents/guardians to complete a survey at the time of enrollment.
- If they mark “yes” to any of the survey questions, the family is referred to the closest recruiter. The recruiter will then conduct an eligibility interview to determine whether or not the student is eligible.

**MIGRANT EDUCATION PROGRAM**  
**PARENT OCCUPATIONAL SURVEY**









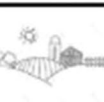
Student Name(s): \_\_\_\_\_  
 School District: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 Number of Children in Household: \_\_\_\_\_ Age(s) of Children: \_\_\_\_\_  
 Name(s) of the School(s) the Children Attend: \_\_\_\_\_  
 Name of Parent(s)/ Caregiver(s): \_\_\_\_\_  
 Current Address: \_\_\_\_\_  
 City / State / Zip Code: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Race/Ethnicity of the Children (select all that apply):  
 American Indian or Alaska Native (If selected, please provide tribal affiliation: \_\_\_\_\_)  
 Latino/a  Black/African American  White  Native Hawaiian/Pacific Islander  Asian

1. Have your children participated in the Migrant Education Program in Arizona or in any other state?  
 Yes  No If yes, please indicate the date and state where your children received services: \_\_\_\_\_

2. In the last three years, has your family moved to search for work in another city, county, or state?  
 Yes  No If yes, on what date did your family arrive in the city you reside in at this time?: \_\_\_\_\_

3. In the last three years, have you or anyone in your immediate family worked in one of the occupations listed below as a seasonal or temporary employee?  Yes  No  
 If yes, please select all that apply:

<input checked="" type="checkbox"/> <b>Agriculture</b> (harvesting/picking vegetables or fruits such as lettuce, tomatoes, broccoli, strawberries, dates, lemons, etc.) 	<input type="checkbox"/> <b>Dairy/Livestock/Poultry</b> (herding, handling, feeding, branding, slaughtering, deboning, etc.) 
<input type="checkbox"/> <b>Planting</b> (Planting seeds, growing or cutting trees, preparing the land, etc.) 	<input type="checkbox"/> <b>Meatpacking/ Meat Processing</b> (skinning, hanging, cutting, trimming, freezing, etc.) 
<input type="checkbox"/> <b>Processing/Packing agricultural products</b> (cleaning, weighing, cutting, sorting, freezing, packing, etc.) 	<input type="checkbox"/> <b>Fishing/ Seafood</b> (scaling, cutting, freezing, enclosing raw product in container) 
<input type="checkbox"/> <b>Personal Subsistence</b> (Family consumes the crops, dairy products, or livestock they produce or the fish they catch) 	<input type="checkbox"/> <b>Other agricultural or fishing occupation</b> Please specify: _____

# Parent Occupational Surveys

- There are additional questions in the survey that might indicate that the child is also eligible for McKinney Vento.
- Recruiters are instructed to refer these students to the HEP liaison at their school district to follow up with the family and determine eligibility.

#### 4. Additional Questions

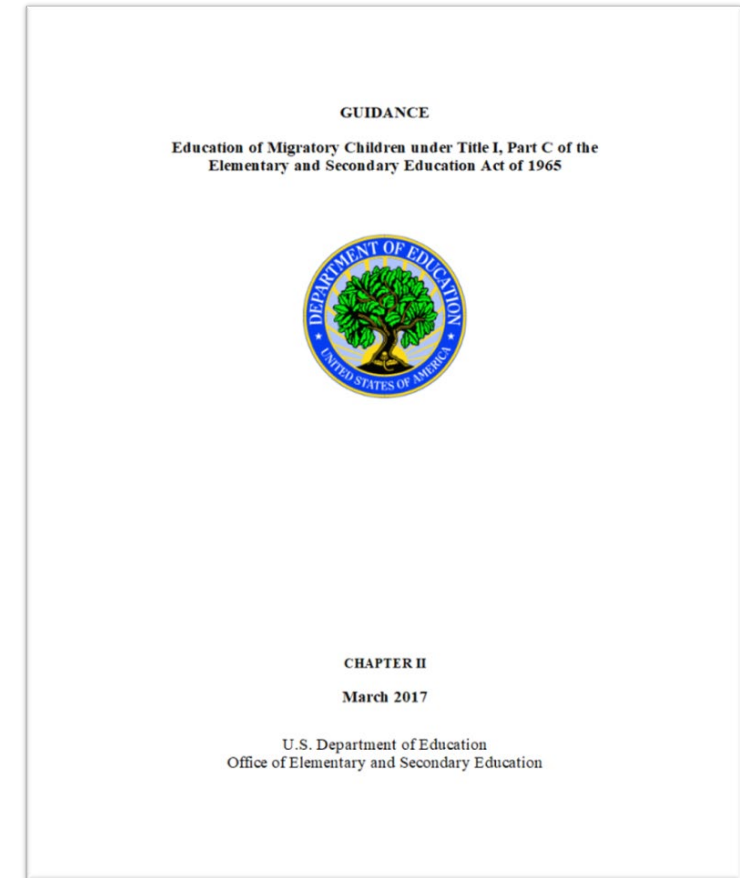
1. Did you lose housing due to an eviction, inability to pay rent or mortgage due to economic hardship, conflict, abuse, or damage to your previous home?  Yes  No
2. Is your family staying with a friend/relative because of loss of housing, economic hardship, or similar reason?  Yes  No
3. Is your family staying in an unsheltered location (e.g., storage unit, tent, vehicle, abandoned building, streets, campground, park, bus/train station, or similar place)?  Yes  No
4. Are you temporarily caring for a child or youth (ages 3-21) that has recently lost housing (e.g., their parent has moved away unexpectedly, their parent can no longer financially support them)?  Yes  No

*Please return this form to the school as soon as possible*

# Eligibility

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- Recruiters use the **Non-Regulatory Guidance** to determine if the children or youth are eligible for the Migrant Education Program.



# Basic Eligibility Elements

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Migratory  
Agricultural Worker

Migratory Child



Qualifying Moves

# Migratory Worker








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- A parent/guardian or youth that engages in **qualifying agricultural or fishing work** soon after a qualifying move (within 60 days) and engages in **seasonal or temporary work** (less than 12 months) for wages or personal subsistence.

# Qualifying Work



<input type="checkbox"/> <b>Agriculture</b> (harvesting/picking vegetables or fruits such as lettuce, tomatoes, broccoli, strawberries, dates, lemons, etc.) 	<input type="checkbox"/> <b>Dairy/Livestock/Poultry</b> (herding, handling, feeding, branding, slaughtering, deboning, etc.) 
<input type="checkbox"/> <b>Planting</b> (Planting seeds, growing or cutting trees, preparing the land, etc.) 	<input type="checkbox"/> <b>Meatpacking/ Meat Processing</b> (skinning, hanging, cutting, trimming, freezing, etc.) 
<input type="checkbox"/> <b>Processing/Packing agricultural products</b> (cleaning, weighing, cutting, sorting, freezing, packing, etc.) 	<input type="checkbox"/> <b>Fishing/ Seafood</b> (scaling, cutting, freezing, enclosing raw product in container) 
<input type="checkbox"/> <b>Personal Subsistence</b> (Family consumes the crops, dairy products, or livestock they produce or the fish they catch) 	<input type="checkbox"/> <b>Other agricultural or fishing occupation</b> Please specify: _____

# Migratory Child

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- Children and youth under 22 years of age
- Child is eligible for free public education
- Youth has not graduated from high school
- Youth does not have a high school diploma or equivalent (e.g. GED)

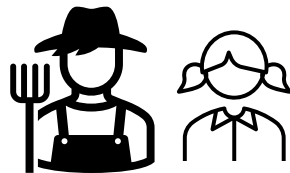
# Qualifying Move



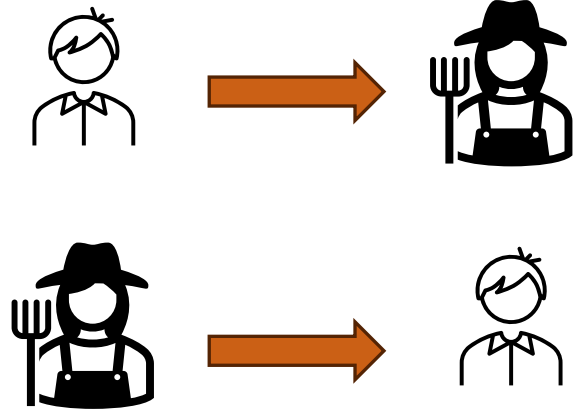
- Child/youth **moves on their own, with, or to join/precede** a parent/guardian or spouse who is a Migratory Agricultural Worker.



The child is the agricultural worker and moves on their own



The child and the agricultural worker move together



The worker moves before the child and then the child joins the worker or vice versa

# Qualifying Move

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- The child and the worker can make movements within the state (**intrastate**) or to another state (**interstate**).
- The move has to have occurred within the last **36 months** of the interview.
- The worker needs to have moved to seek or obtain qualifying work.

# Qualifying Moves

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From one **residence** to another,



Due to **economic necessity**, and



From one school **district** to another district

**Both the migratory worker and migratory child need to make a qualifying move**

# Clarifications

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- A parent/guardian does not need to be working in agriculture or fishing at the time of the interview. They can qualify based on **qualifying work and moves they have made in the last 36 months.**
- A **migratory child remains eligible to receive services for 36 months** from his/her most recent qualifying arrival date, until they turn 22, or they graduate – whichever occurs first.

# Clarifications

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- MEP can **serve all eligible children and youth regardless of the immigration status** of the children or the parents.
- MEP can serve **Out of School Youth** and **Opportunity Youth** as long as they are not older than 22 years old. This includes **H2A** workers and youth who have **dropped out of school**.

# Out of School Youth

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## Out of School Youth

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graph TD; A[Out of School Youth] --> B[Out-of-School Workers]; A --> C[Opportunity Youth];
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### Out-of-School Workers

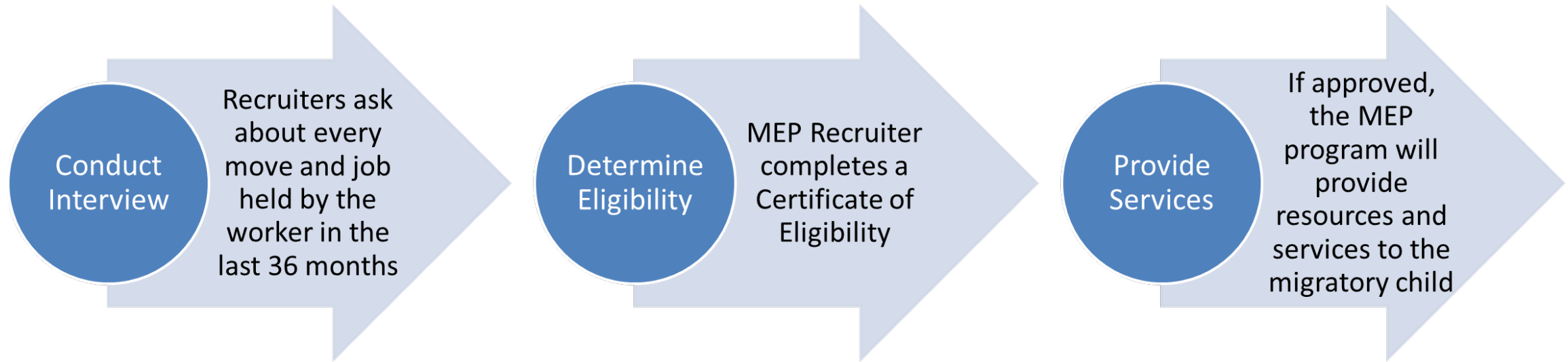
*Youth who are not enrolled in school and are typically here to work (e.g., H2A Workers). Services include English Language Lessons.*

### Opportunity Youth

*Youth who have dropped out of school due to extenuating circumstances. Services include GED prep classes.*

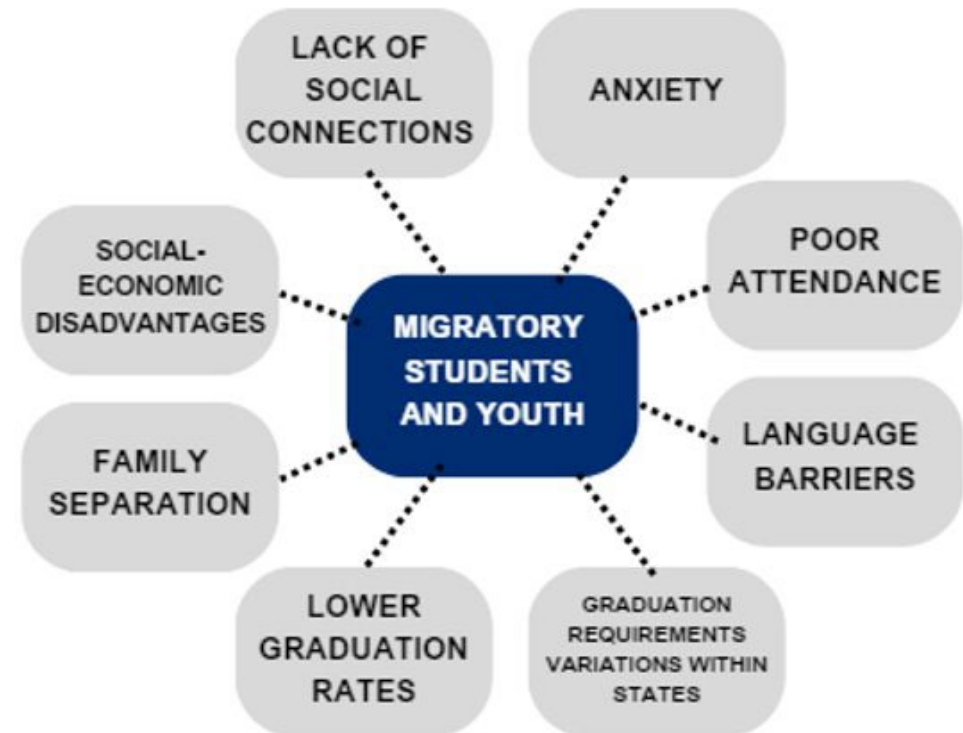
# Eligibility Process

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# Challenges

- Migratory children and youth face **multiple challenges** because of their migratory lifestyle.
- The Migrant Education Program provides **instructional and support services** to reduce the unique challenges of migratory children and youth.



# LEAs Provide Services

- Please note that each school district with a Migrant Education Program provides their own unique services.
- Services are provided based on the unique needs of each migratory child or youth.
- If an identified migratory student is at a school district that does not have a Migrant Education Program, they receive services from the closest district with a Migrant Education Program.



**Support Services  
for agricultural workers & their families**

Do you work or have you worked in agriculture?

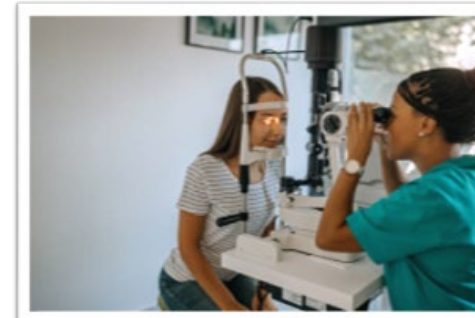
**You or your family may qualify for free services such as:**

- Assistance obtaining a GED
- Career education and awareness
- Scholarship information
- Online English/Spanish lessons
- Tutoring
- Free school breakfast and lunch
- Uniforms
- School supplies
- Preschool
- Parent engagement activities
- Summer school
- Credit accrual
- Referrals to other agencies

# Non-Instructional Support Services

Supplemental non-instructional support services include but are not limited to:

- **Health**
  - Vision, medical, and dental services
- **School Supplies**
  - Backpacks, calculators, graduation gowns, etc.
  - *Allowable when there are no other sources of funding.*
- **Transportation**
  - Necessary transportation access for instructional and non-instructional services.
- **College and Career Readiness**
  - Activities that promote a college-going mindset.
  - Paying for fees like CLEP tests, AP elective fees, GED test fees, field trip entrance fees, etc.
  - *Allowable when there are no other sources of funding.*



# Instructional Support Services

**Supplemental instruction includes but is not limited to:**

- Standard-Driven Tutoring Programs
- Standard-Driven Enrichment Programs
- In-Home Instruction
- Credit Recovery and High School Graduation Services
- Distance Learning Programs
- Student Leadership Programs
  - e.g., *Close Up*
- University Based Summer-Institutes
  - e.g. *Migrant Student Summer Academy (MSSA)*

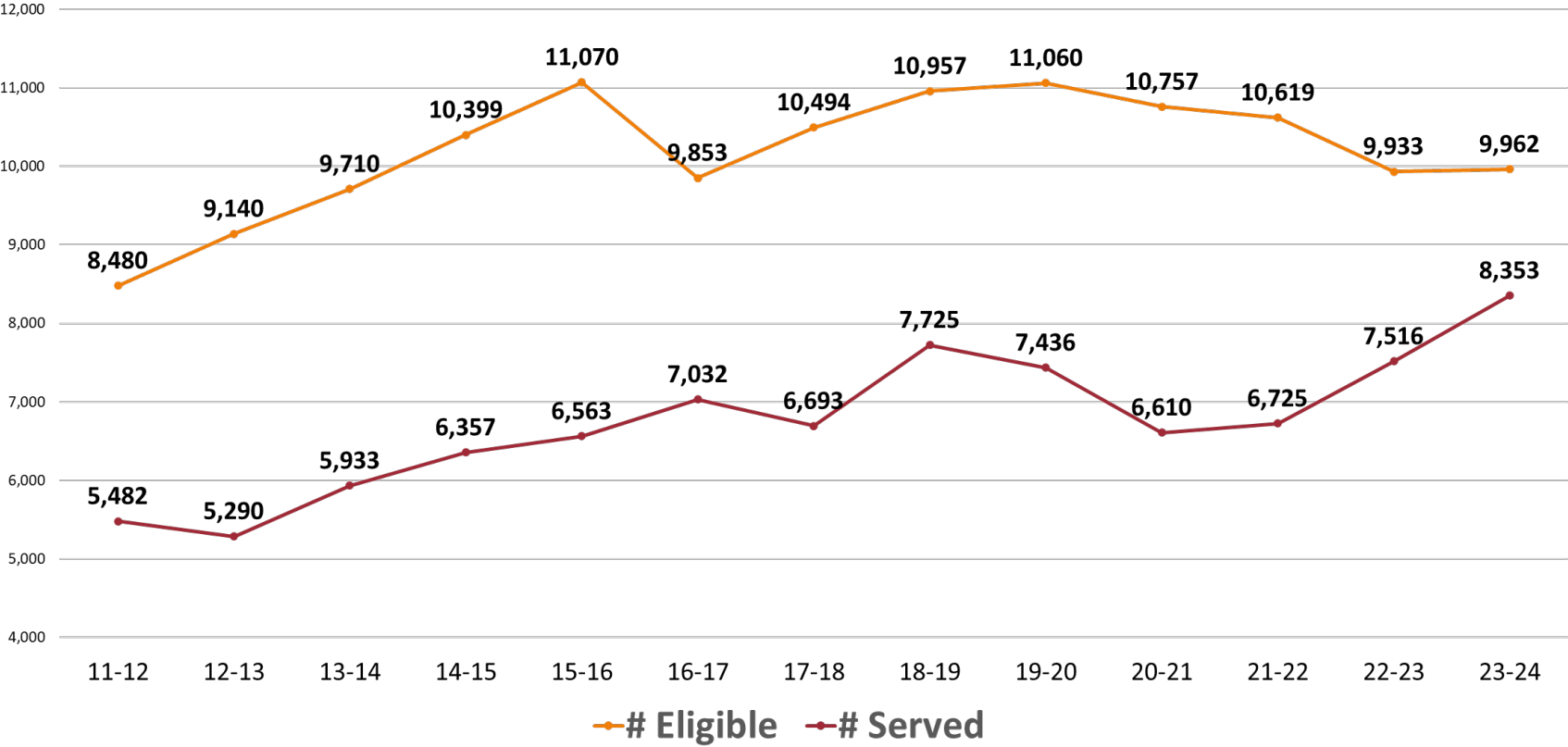


# Free Meals

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- Children that are identified as eligible migratory students are categorically eligible for free school meals.
- LEAs must establish procedures with the MEP Coordinator to document and certify migratory children for free meal benefits as promptly as possible.

# Eligible vs Served Migratory Children in AZ



# Family Engagement



- **Migratory parents** play a pivotal role in planning the educational programs and projects in which their children participate.
- The Arizona MEP's local Parent Advisory Councils (**PACs**) and State Migratory Parent Advisory Council (**SMPAC**) meet regularly throughout the year to participate in the program's planning and evaluation.



# Migratory Students Experiencing Homelessness



- Key Definitions
- Dual-Identification of Migratory Students Experiencing Homelessness
- Collaboration between HEP and MEP Programs

# McKinney-Vento Definition of Homeless

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



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



**Adequate:** Lawfully and reasonably sufficient.

Does it sufficiently meet the physical and psychological needs typically met in a home environment?

“The term "homeless children and youths"— (B) includes— (iv) **migratory children** (as such term is defined in section 6399 of title 20) who **qualify as homeless** for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

[42 U.S. Code §1432\(g\)\(6\)\(A\)\(i\)](#)

## McKinney-Vento Act:

### Migratory Children and Youths



# Common Qualifying Living Situations

## Sheltered

- Shelters
- Transitional or other housing programs that meet the shelter criteria

## Unsheltered

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

## Hotel / Motel

- Temporary housing in hotel or motel

## Doubled-Up

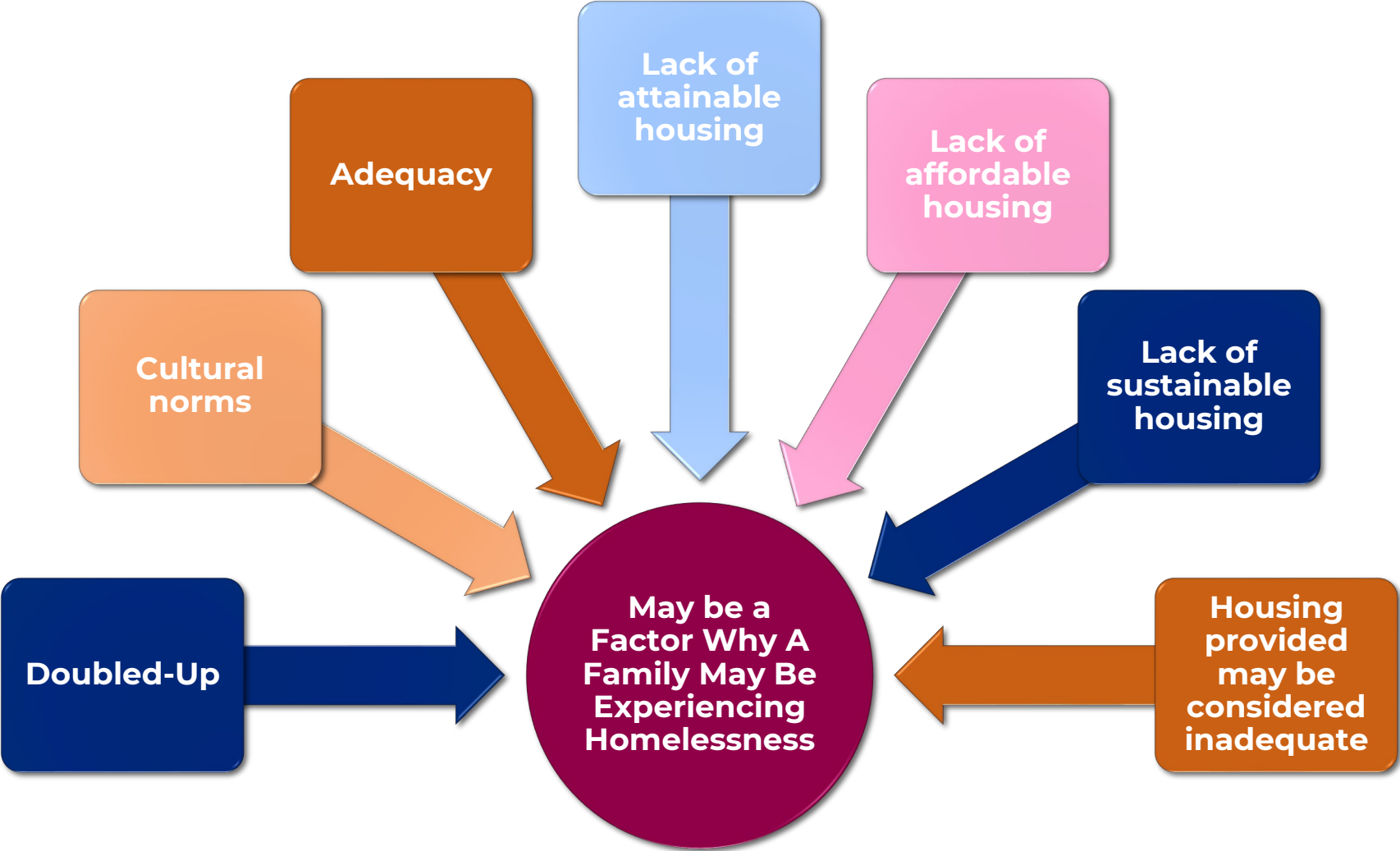
- Sharing housing with friends or family due to loss of housing, economic hardship, or similar reason.
- Typically not of mutual interest.

## 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.

**Migratory children may qualify as homeless for the purposes of this subtitle if the child or youth is living in circumstances described.**

# Key Considerations for Migratory Students Experiencing Homelessness



# Migratory Students Experiencing Homelessness

	Homeless Children and Youth (HCY)	Identified Migratory Students	Dual-Identified Children and Youth	Percentage of Migratory Students Experiencing Homelessness
School Year '19-'20	17,476	11,060	99	0.9%
School Year '20-'21	14,043	10,757	140	1.3%
School Year '21-'22	18,311	10,619	141	1.3%
School Year '22-'23	19,969	9,933	141	1.4%
School Year '23-24	22,225	9,962	161	1.6%

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

[42 U.S. Code §1432\(g\)\(6\)\(A\)\(i\)](#)

## McKinney-Vento Act:

Identification  
Through  
Outreach





# Share Your Knowledge

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What **strategies** do you utilize to **enhance collaboration** between your program and other programs in your LEA to **identify** and **meet the unique and dynamic needs** of students experiencing homelessness enrolled in your LEA?

Use the chat to share the strategies you utilize!

# Collaboration Best Practices



**Collaborate  
Across  
Programs to  
Learn**

**Create  
Frequent  
Check-Ins**



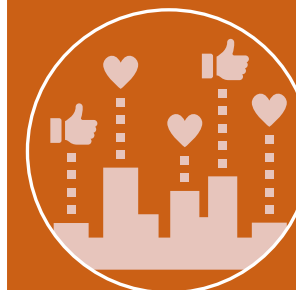
**Provide  
Combined  
Training  
Sessions for  
Faculty &  
Staff**



**Provide  
Awareness  
for Families  
Within the  
School  
Community**



**Coordinate  
Wraparound  
Services  
for Families  
in Your  
Community**



**Develop an  
Internal  
Procedure to  
Effectively  
Share  
Information  
Between  
Programs**




**Share Data  
Points to  
Support  
Between  
Programs  
Ongoing**



**Ensure a  
Warm Hand-  
off Between  
the McKinney-  
Vento  
Homeless  
Liaison and  
Family or  
Youth**

**Collaboration Best Practices**

# Interview Tool to Identify Migratory Students Experiencing Homelessness



**Interview Tool to Refer Migratory Students Experiencing Homelessness**

The Arizona Homeless Education Program (HEP), in collaboration with the Arizona Migrant Education Program (MEP), designed the following guidance and interview tool to assist MEP staff at local education agencies (LEAs) with homelessness, as required in the [§11432\(q\)\(6\)\(A\)\(ii\)](#).

The McKinney-Vento Homeless Assistance Act (MVA) states that all children and youth who are experiencing homelessness have equal access to preschool education, as provided by the McKinney-Vento Homeless Assistance Act. This includes migratory children who are experiencing homelessness, as defined in [U.S.C. §11434\(a\)\(2\)\(B\)\(iv\)](#).


Local education agencies (LEAs) are responsible for determining eligibility for services, providing supplemental services, and ensuring that all students succeed in school ([42 U.S.C. §11434\(a\)\(2\)\(B\)\(iv\)](#)).

Contact information for all McKinney-Vento Homeless Education Program (HEP) contacts is available on the [Arizona Homeless Education Program website](#).

**Supporting the Identification of Homeless Students**

When conducting eligibility interviews with families and youth, LEA MEP staff should qualify under the McKinney-Vento Homeless Education Program (HEP) Liaison.

Once an individual is referred, the interview to determine if the family or youth qualify under the McKinney-Vento Homeless Education Program (HEP) Liaison. Local MEPs and HEPs should be available and provided to migratory students.



**Interview Tool to Refer Migratory Students Experiencing Homelessness**

The Arizona Homeless Education Program (HEP), in collaboration with the Arizona Migrant Education Program (MEP), designed the following guidance and interview tool to assist MEP staff at local education agencies (LEAs) with the identification and referral of migratory families and youth who may be experiencing homelessness. Family members or youth who answer "Yes" to any of the following questions may be experiencing homelessness and should be referred to the LEA's McKinney-Vento Homeless Liaison for an official eligibility determination.

Yes	No	Question												
<input type="checkbox"/>	<input type="checkbox"/>	1. Have you lost housing due to an eviction, inability to pay rent or mortgage due to economic hardship, conflict, abuse, or damage to your previous home?												
<input type="checkbox"/>	<input type="checkbox"/>	2. Is your family staying with another individual, such as a friend or relative? <i>If the family or youth is sharing housing, ask them to share more about their living situation and listen for the following which may indicate a qualifiable living situation. These are a few examples and not an exhaustive list:</i> <table style="width: 100%; font-size: small;"> <tr> <td><input type="checkbox"/> eviction or other loss of housing</td> <td><input type="checkbox"/> not named on the lease or rental agreement</td> </tr> <tr> <td><input type="checkbox"/> economic hardship</td> <td><input type="checkbox"/> length of stay is temporary, subject to change without notice, or unknown</td> </tr> <tr> <td><input type="checkbox"/> unable to meet income or other housing requirements</td> <td><input type="checkbox"/> not contributing to housing payment</td> </tr> <tr> <td><input type="checkbox"/> lack of sufficient housing</td> <td><input type="checkbox"/> moving around often ("couch-surfing")</td> </tr> <tr> <td><input type="checkbox"/> lack of attainable housing</td> <td><input type="checkbox"/> no alternative housing options</td> </tr> <tr> <td><input type="checkbox"/> lack of affordable housing</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> eviction or other loss of housing	<input type="checkbox"/> not named on the lease or rental agreement	<input type="checkbox"/> economic hardship	<input type="checkbox"/> length of stay is temporary, subject to change without notice, or unknown	<input type="checkbox"/> unable to meet income or other housing requirements	<input type="checkbox"/> not contributing to housing payment	<input type="checkbox"/> lack of sufficient housing	<input type="checkbox"/> moving around often ("couch-surfing")	<input type="checkbox"/> lack of attainable housing	<input type="checkbox"/> no alternative housing options	<input type="checkbox"/> lack of affordable housing	<input type="checkbox"/> Other:
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<input type="checkbox"/> lack of attainable housing	<input type="checkbox"/> no alternative housing options													
<input type="checkbox"/> lack of affordable housing	<input type="checkbox"/> Other:													
<input type="checkbox"/>	<input type="checkbox"/>	3. Is your family staying in an unsheltered location (e.g., storage unit, tent, vehicle, abandoned building, streets, campground, park, bus/train station, or similar place)?												
<input type="checkbox"/>	<input type="checkbox"/>	4. Is your living situation unsafe, insufficient, or inadequate? <i>If the family or youth is living in an unsafe, insufficient, or inadequate living situation, ask them to share more about their living situation and listen for the following which may indicate a qualifiable living situation. These are a few examples and not an exhaustive list:</i> <table style="width: 100%; font-size: small;"> <tr> <td><input type="checkbox"/> substandard or does not meet local building codes</td> <td><input type="checkbox"/> not enough space to sleep or store belongings</td> </tr> <tr> <td><input type="checkbox"/> unsafe or dangerous structure</td> <td><input type="checkbox"/> over-crowded</td> </tr> <tr> <td><input type="checkbox"/> infestation</td> <td><input type="checkbox"/> lacks heat or cooling</td> </tr> <tr> <td><input type="checkbox"/> nowhere to prepare food</td> <td><input type="checkbox"/> electrical issues or lacks electricity</td> </tr> <tr> <td><input type="checkbox"/> lacks functioning bathroom or plumbing</td> <td><input type="checkbox"/> lacks running water</td> </tr> <tr> <td><input type="checkbox"/> residing in dwelling not intended for humans</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> substandard or does not meet local building codes	<input type="checkbox"/> not enough space to sleep or store belongings	<input type="checkbox"/> unsafe or dangerous structure	<input type="checkbox"/> over-crowded	<input type="checkbox"/> infestation	<input type="checkbox"/> lacks heat or cooling	<input type="checkbox"/> nowhere to prepare food	<input type="checkbox"/> electrical issues or lacks electricity	<input type="checkbox"/> lacks functioning bathroom or plumbing	<input type="checkbox"/> lacks running water	<input type="checkbox"/> residing in dwelling not intended for humans	<input type="checkbox"/> Other:
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<input type="checkbox"/> lacks functioning bathroom or plumbing	<input type="checkbox"/> lacks running water													
<input type="checkbox"/> residing in dwelling not intended for humans	<input type="checkbox"/> Other:													
<input type="checkbox"/>	<input type="checkbox"/>	5. Is your family staying in a hotel or motel?												

Interview Tool to Identify Migratory Students Experiencing Homelessness, 7/2025

Interview Tool to Identify Migratory Students Experiencing Homelessness, 7/2025

1

- The Arizona HEP, in collaboration with the Arizona MEP, designed this guidance and **interview tool to assist MEP staff** at local education agencies (LEAs) with the **identification and referral** of migratory families and youth who may be experiencing homelessness.
- **Important Note!** While **MEP staff must identify and refer** individuals potentially experiencing homelessness to the McKinney-Vento Homeless Liaison, it is ultimately the **responsibility of the McKinney-Vento Homeless Liaison** to make an **official eligibility determination** on a case-by-case basis.

# Interview Tool to Identify Migratory Students Experiencing Homelessness

This table outlines the **steps LEA MEP staff should take to identify individuals** who may be experiencing homelessness in any setting in which they are **learning about the needs** of migratory families or youth, such as:

- recruiting,
- conducting eligibility interviews,
- coordinating services, and
- providing ongoing support.

Step	Action
1	<b>Conduct</b> an interview using this tool.
2	<b>Listen</b> to learn about the family or youth’s living situation.
3	<p><b>For families and youth who may be</b> experiencing homelessness:</p> <ul style="list-style-type: none"> <li>a) <b>Obtain</b> the individual’s contact information.</li> <li>b) <b>Share</b> contact information for the McKinney-Vento Homeless Liaison.</li> <li>c) <b>Share</b> the Educational Rights of Homeless Children and Youths.</li> <li>d) <b>Explain</b> the next steps including the referral process and what the individual can expect.</li> </ul>
4	<b>Follow</b> your LEA’s McKinney-Vento referral process.
5	<b>Follow-up</b> with your LEA’s McKinney-Vento Homeless Liaison to ensure they were able to connect with the individual and make an eligibility determination. Provide support if needed.
6	<b>Work collaboratively</b> on an ongoing basis with your LEA’s McKinney-Vento Homeless Liaison to coordinate supplemental services.

# Homeless Education Program Information Card


Insert LEA  
Logo Here

The McKinney-Vento Act ensures that students experiencing homelessness have **equal access** to a **free and appropriate public education**.

If you would like more information or believe you or your child may qualify, use the following contact information for support.

Homeless Education Program Contacts	Contact Information
<p><span style="background-color: yellow;">(Input LEA Name Here)</span> McKinney-Vento Homeless Liaison</p> <p><span style="background-color: yellow;">(Input Name Here)</span></p>	<p><span style="background-color: yellow;">(Input Email Here)</span></p> <p><span style="background-color: yellow;">(Input Phone Number Here)</span></p>
<p>Arizona Homeless Education Program State Coordinator</p> <p>Rita Rodriguez</p>	<p><a href="mailto:homeless@azed.gov">homeless@azed.gov</a></p> <p>(602)542-4963</p>

Watch this video to learn more about the McKinney-Vento Act.



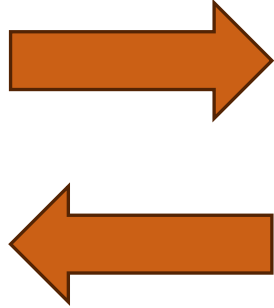
Visit the Arizona Homeless Education Program website for more information about the McKinney-Vento Act.

- Provides awareness for the parent, guardian or youth regarding
  - The Rights of Homeless Children and Youths
  - Contact information for the McKinney-Vento Homeless Liaison
  - Contact information for the Arizona Education State Coordinator
  
- Increases opportunity to
  - Cross-identify students in MEP and HEP
  - Ensure school enrollment, support and services are provided

# Receiving a Referral of a Migratory Student Experiencing Homelessness

- As a McKinney-Vento Homeless Liaison, you may receive **referrals** of migratory students experiencing homelessness from:
  - A MEP staff member from **within** your LEA
  - A MEP staff member from a **different** LEA
- MEP staff may have already **collected important information** from the parent, guardian, caregiver, or student. **Reach out** before conducting an Eligibility Interview and Needs Assessment.
- **All** students considered for McKinney-Vento eligibility **must receive** a Written Notice of Eligibility Determination.
- **Follow-up** with MEP staff to ensure that everyone is **aware, updated, and supported**.





**Homeless  
Education**

# Two-Way Referral

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# Making a Migratory Student Referral

## School District **with** a Migrant Education Program

- Communicate directly with the MEP recruiter at your school district if you identify a potentially eligible migratory student. You can make a simple referral or share a completed [Parent Occupational Survey](#). They will then conduct an interview to make a final determination.

## School District **without** a Migrant Education Program

- Contact the recruiter that is closest to your school district or contact the State ID&R Coordinator to help identify the closest recruiter. Ask the family to complete a [Parent Occupational Survey](#) and share a copy of it with the recruiter. The recruiter will then conduct an eligibility interview.

# Recruiter Contacts

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- The following is a list of MEP recruiters across the state of Arizona.
- If you come across a family that you think might be eligible for the MEP program you may contact them directly for them to conduct an eligibility interview and make an eligibility determination.
- The list includes the cities where they provide services. If the city you are looking for is not listed, usually the closest one is able to provide services.
- For any additional questions, you may contact the State ID&R Coordinator.

## Arizona Migrant Education Program Recruiters

School District / MEP Project	Cities	Recruiter Name	Email
<b>Chandler</b>	Chandler	Lorena Garcia	garcia.lorena@cusd80.com
<b>Mesa</b>	Mesa Tempe	Tillie Peralta	trperalta@mpsaz.org
<b>Coolidge</b>	Coolidge	Mary Wickes	mary.wickes@coolidgeschools.org
<b>Douglas</b>	Douglas	Terry Dillman	tdillman@douglasschools.org
<b>Yuma Elementary</b>	Yuma	Laura Vanegas Cinthia Machado Madai Arellano	lvanegas@yuma.org cmachado@yuma.org marellano@yuma.org
<b>Crane</b>	Yuma	Cecilia Vasquez Lilia Sandoval	cvasquez@craneschools.org lsandoval@craneschools.org
<b>Gadsden</b>	San Luis	Saul Godoy Esmeralda Villegas Veronica Verdugo Sotelo	sgodoy@gesd32.org evillegas@gesd32.org lsotelo@gesd32.org
<b>PPEP Inc</b>	San Luis Somerton Douglas	Erika Cazares Anhely Perez	ecazares@ppep.org APerezlsas@ppep.org
<b>Somerton</b>	Somerton	Ana Bernal Lizbeth Escobar	anabernal@ssd11.org lizescobar@ssd11.org
<b>Yuma Union</b>	Yuma	Beatriz Marin Ana Mena Isabel Montez Berenice Ortiz de Lara	bmarin@yumaunion.org amena@yumaunion.org imontez@yumaunion.org bortizdelara@yumaunion.org
<b>South Region</b>	Marana Nogales	Nohemi Vera	n.p.vera@maranausd.org
<b>South Region</b>	Willcox	Margie Palacios	margie.palacios@wusd13.org
<b>East Valley</b>	Queen Creek Eloy Casa Grande Maricopa	Pilar Crewse Margarita Reyes	pcrewse@qcusd.org mreyes@qcusd.org
<b>Central Valley</b>	Avondale Tolleson Phoenix Flagstaff	Angelica Meza	ameza@avondale.k12.az.us
<b>West Valley</b>	Buckeye Tonopah Aguila Kingman	Claudia Sarmiento	csarmie@chooseaesd.org

Click [HERE](#) to access this resource or scan the QR code below



# MEP Referrals

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- [MEP Referral System \(click link\)](#)



**Email the Migrant Education Program**  
[MEPInbox@azed.gov](mailto:MEPInbox@azed.gov)

**Bianca Fonseca Cervantes**  
**Identification & Recruitment Coordinator**  
[BianaFonsecaCervantes@azed.gov](mailto:BianaFonsecaCervantes@azed.gov)  
(602) 542-5169



# Our Goal for Collaboration

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Collaboration provides opportunities to:

- Create cohesive plans within the LEA to:
  - Provide **awareness** of each program
  - Ensure prompt **identification** and enrollment
- Share insights and trends to support migratory students experiencing homelessness
- Ensure positive comparable academic outcomes
- Supplement existing resources and services for the students we serve
- Build community-based collaborations that reach across all subgroups

# Post-Assessment

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Let's test your knowledge.

# Post-Assessment

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1. A migratory student is defined as an individual...
2. McKinney-Vento Homeless Liaisons at LEAs without a MEP project are not responsible for supporting the identification of migratory students experiencing homelessness.
3. When might a MEP team member refer a student as potentially experiencing homelessness?
4. What indicators might suggest a student meets both migrant and homeless eligibility criteria?

# Post-Assessment Results

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1. A migratory student is defined as an individual...
  - a) Aged 0 – 21
  - b) Who has moved across school boundaries with a parent/guardian to engage in agricultural work
  - c) ~~Who has moved between two or more countries~~
  
2. True or False? McKinney-Vento Homeless Liaisons at LEAs without a MEP project are **not responsible** for supporting the identification of migratory students experiencing homelessness.
  - a) ~~True~~
  - b) **False**

# Post-Assessment Results

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3. When might a MEP team member refer a student as potentially experiencing homelessness?
  - a) **When the student lacks a fixed, regular, or adequate nighttime residence**
  - b) **When the student is enrolled in their LEA**
  - c) **When the student is enrolled at a different LEA**
  - d) **When a family only feels comfortable talking with the MEP staff member about their living situation**
  
4. What indicators might suggest a student meets both migrant and homeless eligibility criteria?
  - a) **The family is doubled up**
  - b) **The living situation is overcrowded or inadequate in some way**
  - c) **A child is temporarily in the care of an individual who is not their legal guardian**
  - d) **A family is living in housing provided by their employer**

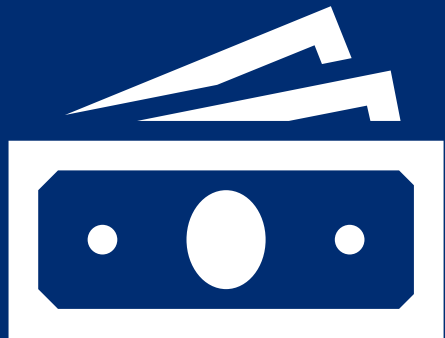


# Closing & Next Steps

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# Education of Homeless Children and Youth (EHCY) Grant Opportunity

*Application Window Opening Soon!*



## Allowable Uses of EHCY Funds

- **Supplement, not supplant**
- **Eliminate barriers for children & youth experiencing homelessness**
  - Identification
  - Immediate enrollment
  - Attendance
  - Academic success
- **16 Allowable Uses**
  - Outreach and identification
  - Immediate enrollment
  - School stability
  - Transportation
  - Educational & wrap-around services

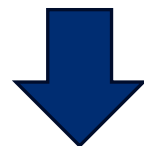
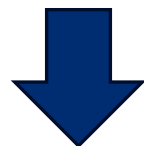
# Education of Homeless Children and Youth (EHCY) Grant Opportunity

*Application Window Opening Soon!*

**April 1, 2026**  
FY27 EHCY  
grant **opens**

**June 26, 2026**  
Reviews completed and  
feedback sent to  
applicants

**Director Approval-Sept.30, 2027**  
Subgrantees submit regular and timely  
reimbursement requests



**June 1, 2026**  
FY27 EHCY grant **closes**

**July 1, 2026**  
FY26 EHCY project period **begins &**  
**substantial approval deadline**

**Sept.30, 2027**  
FY27 EHCY grant project  
period **ends**

# Resources



## [EHCY Grant Website](#)

- **FY27 EHCY Grant Documents**
  - Program Information & Instructions
  - EHCY Assurances
  - Funding Formula
  - Program Narrative Questions
  - EHCY Year I Grant Application Evaluation Scoresheet & Checklist
  - Related Documents
    - Collaboration with Community Based Organizations
- **Use of Funding Tipsheet**
- **Budget Coding Cheat Sheet & More!**

# Feedback Survey & Certificates

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## Feedback survey

- Will only populate once you click **“Leave Meeting”**
- Must complete to receive a professional learning certificate of participation

## Recording and slides

- HEP website

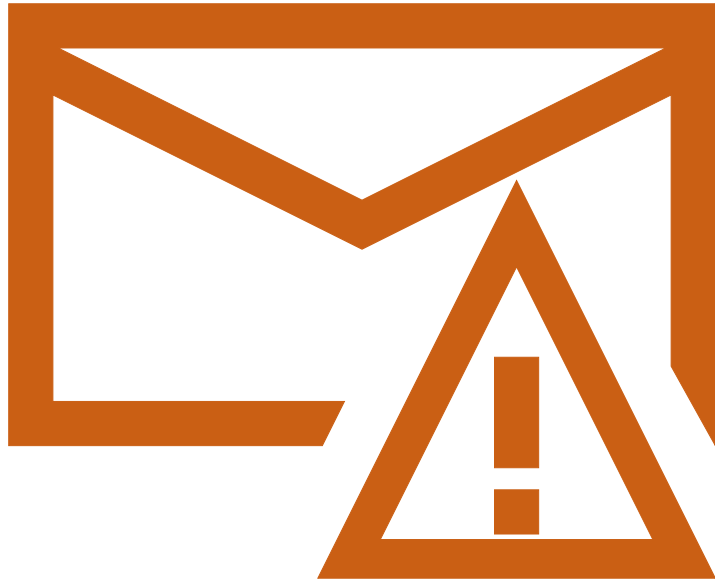
# Thank You!

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For further assistance, feel free to reach the  
**Migrant Education Program** at:



[MEPInbox@azed.gov](mailto:MEPInbox@azed.gov)



# Technical Assistance

Arizona Department of Education  
Homeless Education Program

(602)542-4963

[homeless@azed.gov](mailto:homeless@azed.gov)