

McKinney-Vento Homeless Education

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Homeless Education State
Coordinator

Amelia.lyons@maine.gov



Maine
Department of
Education

Intentions for Today

Who: Definition of McKinney-Vento

What: Educational rights

How: With your liaison

Why: ???



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Topics

Eligibility

Rights

Context

Unaccompanied Homeless Youth

Educational Surrogates for UHY with IEPs

Resources



McKinney-Vento Homeless Assistance Act

- The McKinney-Vento Homeless Assistance Act was the first -- and remains the only -- major federal legislative response to homelessness
- First passed in 1987, multiple amendments and reauthorizations



State Homeless Education Coordinator

- Every state has a State Coordinator who supports local liaisons with
 - technical assistance about State and Federal policies
 - provide funding to districts
 - Professional development

Maine DOE's website for Homeless Education can be found [here](#)

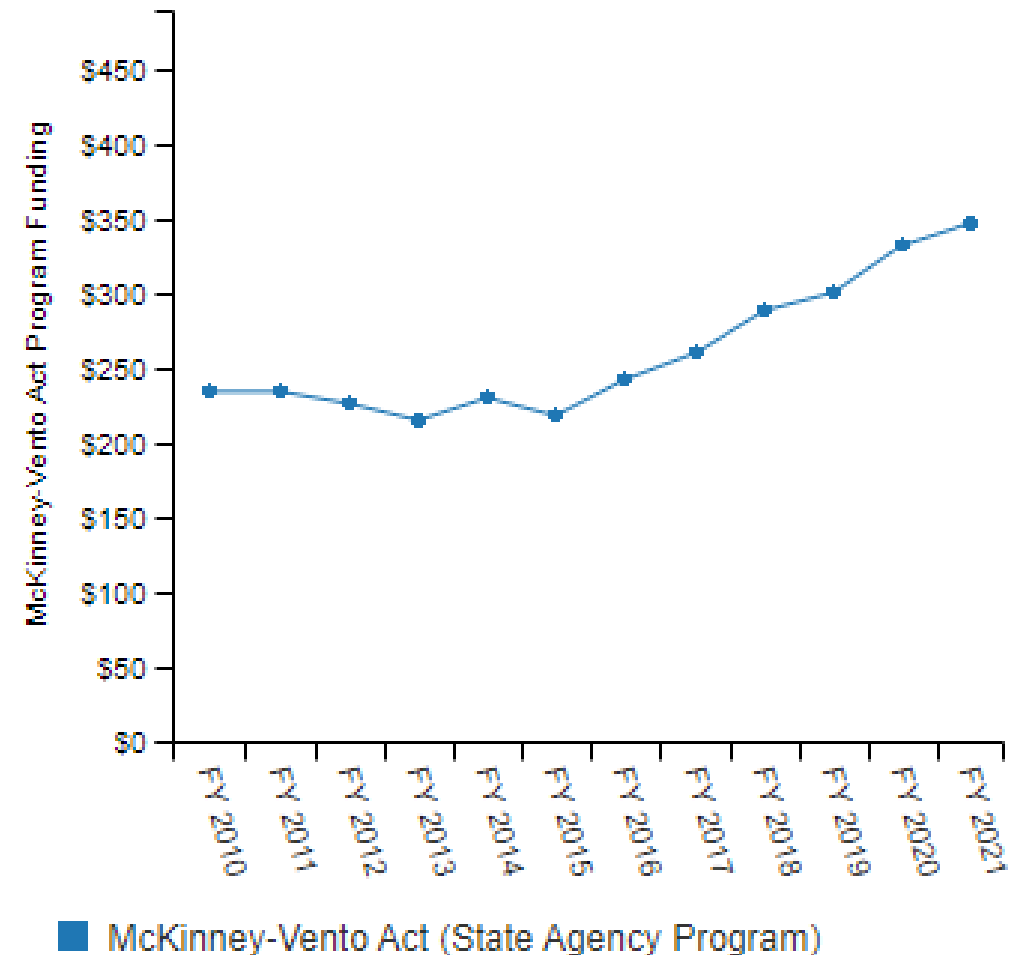


1. HCY are identified by school personnel through outreach and coordination with other entities and agencies.
2. HCY are enrolled and have full and equal opportunity to succeed in school.
3. HCY receive educational services for which they are eligible, including Head Start, early intervention (IDEA Part C), and preschool programs administered by the district/school.
4. HCY receive referrals to health, dental, mental health, housing, substance use, and other appropriate services.
5. Parents and guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate.
6. Public notice of HCY's rights is disseminated in locations frequented by parents, guardians and unaccompanied youth, including schools, shelters, libraries and soup kitchens, in an understandable manner and form.
7. Enrollment disputes are mediated.
8. Parents, guardians and unaccompanied youth are informed of and assisted in accessing transportation services, including transportation to the school of origin.
9. School personnel providing McKinney-Vento services receive professional development and other support.
10. Unaccompanied youth: a) are enrolled in school; b) have opportunities to meet the same challenging academic standards as other children and youth, including through receiving partial credits; and c) are informed of their status as independent students for the FAFSA and receive verification of that status.

Liaison
Role: What
did I (get)
sign(ed) up
for?

McKinney-Vento Program Funding

(Maine in thousands)

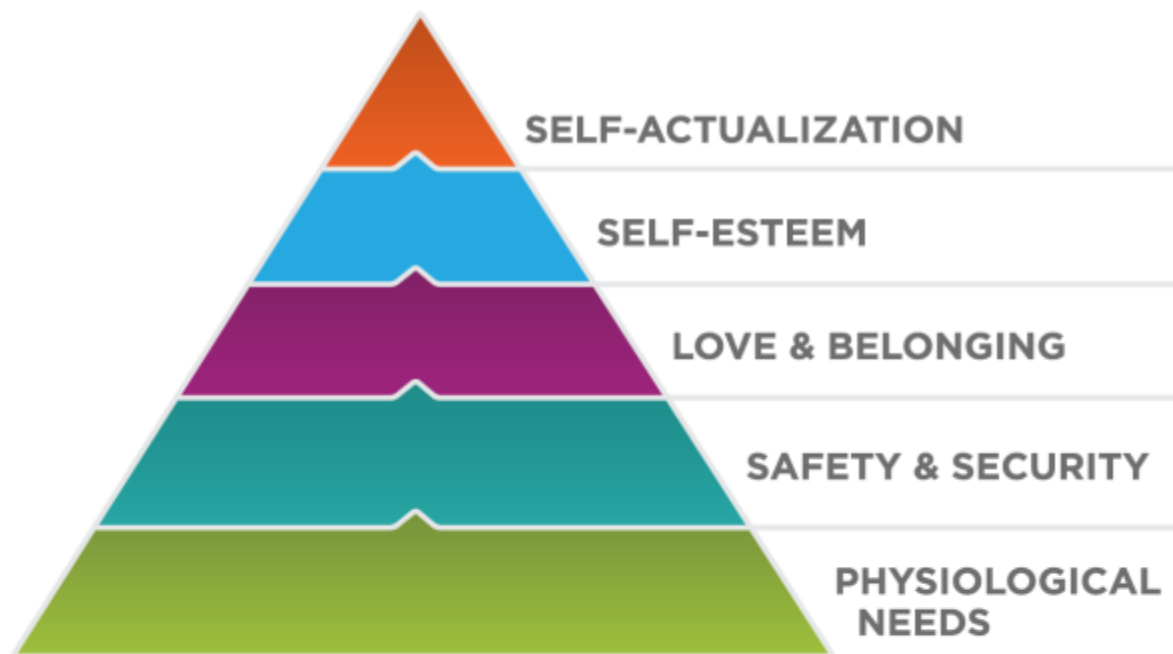


Source: U.S. Department of Education Budget Tables

Funding for MV?

- Title I Part A set aside
- McKinney-Vento Subgrants (7 LEAs)
- American Rescue Plan – Homeless Children and Youth Part I (15 LEAs: subgrantees and mini-grantees)
- American Rescue Plan – Homeless Children and Youth Part II (91 LEAs)
- *New!* Subgrant to Support the Needs of Students Experiencing Homelessness and/or Multilingual Learners

“More Than JUST Free Lunch & Tennis Shoes”



MASLOW'S HIERARCHY OF NEEDS

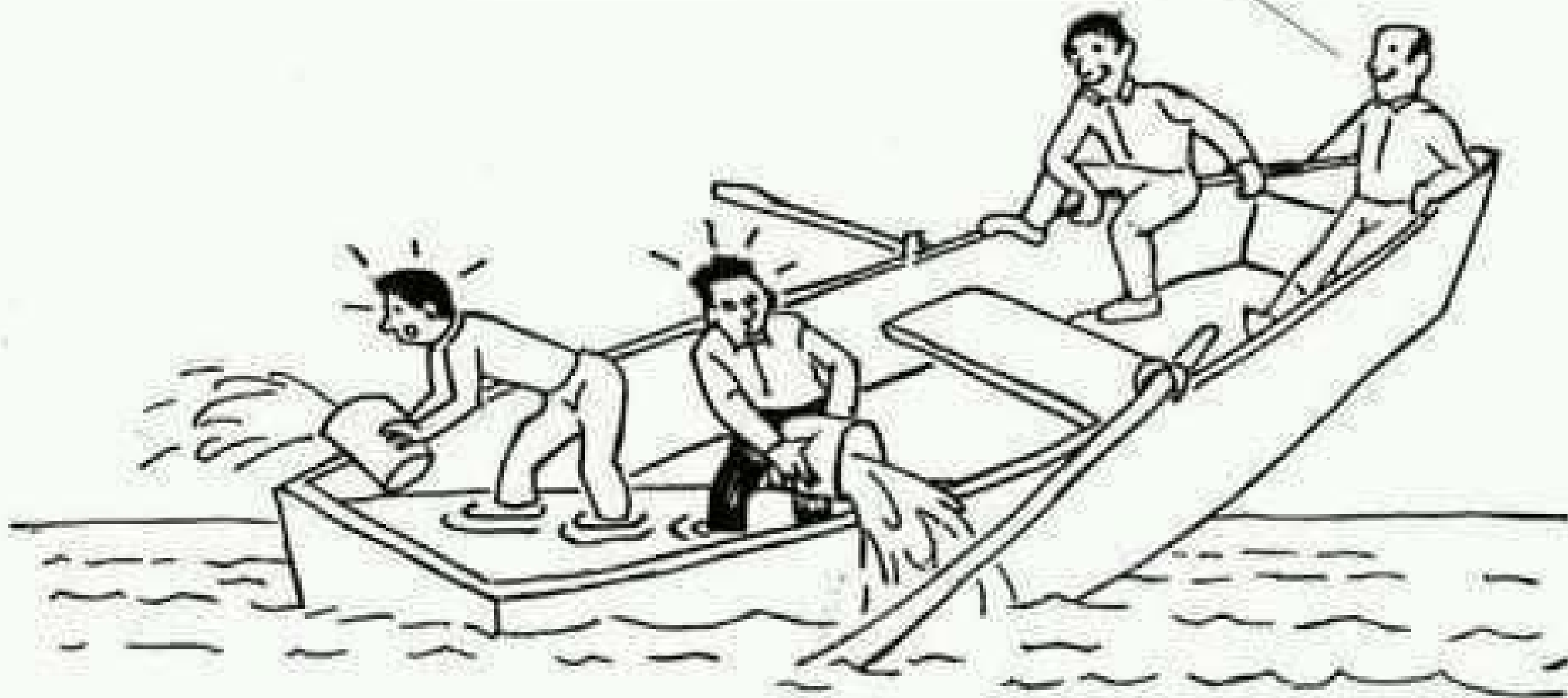
Intangible

- Tutoring
- Encouragement from a mentor
- Sense of belonging
- Hope for the future

Tangible

- School supplies
- Clothing/School uniforms
- Transportation
- Free meals

Sure glad the hole isn't at our end.



McKinney-Vento Screeners Form

SAMPLE RESIDENCY INFORMATION FORM

School Name _____

School District _____

Your child may be eligible for additional educational services depending on your housing situation. Additional services and rights include the right to stay at the same school even if you move and access to free meals at school. Eligibility can be determined by completing this questionnaire.

1. Where do you and your family currently live?

Section A

☐ Live in my own home (rent or own) with immediate family (spouse/partner, children, parents).

STOP: Please return this form without completing the remaining sections.

Section B

Where has your family stayed at night?

Please check ALL the boxes for places you have slept over the past year.

☐ Staying temporarily with friends, relatives or other people ("couch-surfing")

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

☐ At a hotel, motel, in a camper or 5th wheel

☐ In a place that lacks water, electricity, or heat; is infested with vermin or mold; lacks working kitchen or a working toilet; presents unreasonable dangers to adults, children, or persons with disabilities

☐ In a car, tent, park, bus or train station, abandoned building, shed, or other public place

☐ In a temporary shelter or other temporary housing

☐ In transitional housing or an independent living program

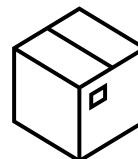
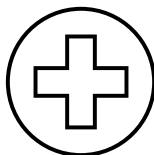
☐ Other (please note): _____

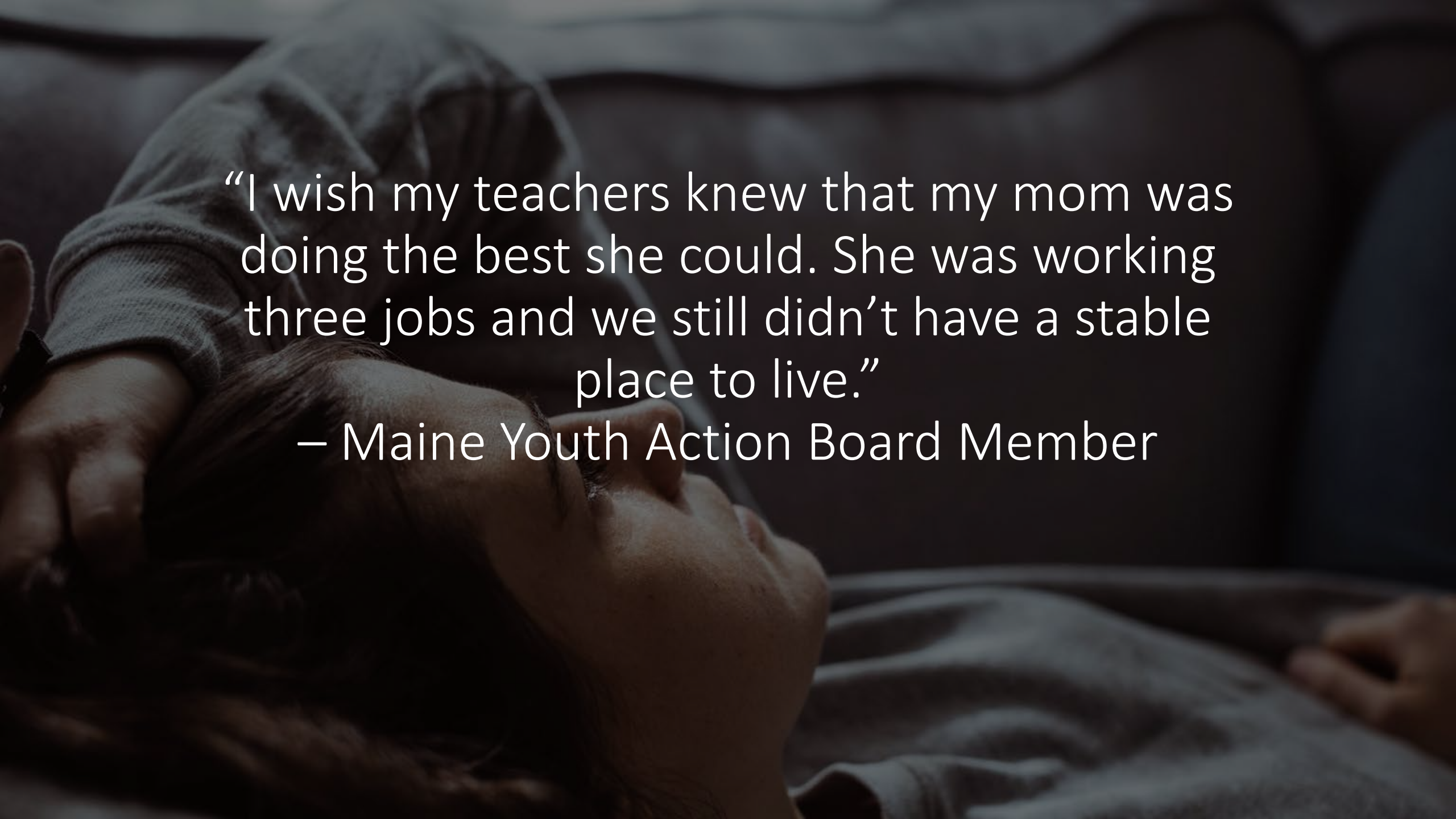
CONTINUE: If you checked a box in Section B, complete the remainder of this form.

2. If you checked a box in Section B, your child(ren) may be eligible for additional support. Please list their information below, including children who are not yet school aged.

Student(s) Name			D.O.B.	Grade	School Name
First	Middle	Last			


Second Story



A person with long brown hair is lying down, their head tilted back and eyes closed, resting on a grey fabric surface. The image is dimly lit, with a soft, natural light source from the side. Overlaid on the right side of the image is a quote in white text.

“I wish my teachers knew that my mom was doing the best she could. She was working three jobs and we still didn’t have a stable place to live.”

– Maine Youth Action Board Member



“Because I can tell you one thing: I struggled with being so uncomfortable, and it wasn’t even the students that made me uncomfortable. It was the teachers.”

– Maine Youth Action Board Member



How vulnerable are you to becoming homeless?

Answer “yes” or “no” to the following:

- Could you experience a flood, fire, tornado, or other natural disaster?
- Do you work in an area of the economy/job market where your job might become obsolete?
- Could you suffer from a long-term illness or accident without proper health benefits or other compensations?
- Are housing costs in your area increasing faster than wages?
- Does anyone in your family struggle with addictions such as drugs or alcohol?
- Do you live in a household with only one full-time wage earner?
- Are you behind in any monthly bills?

Adapted from Helping H.A.N.D.S., Paducah, NY



Change the Narrative

- Get the word out about McKinney-Vento!
- A resource for everyone in our communities.

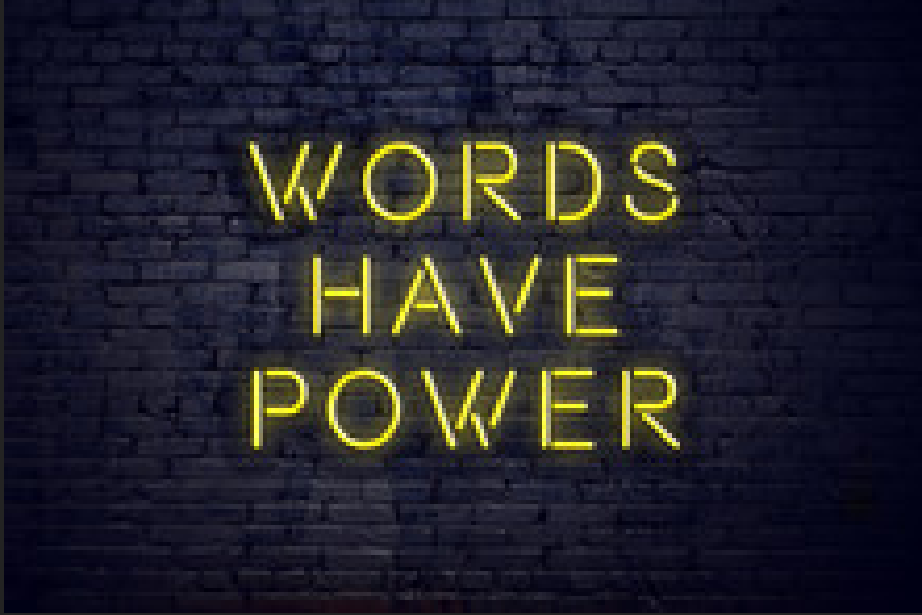
Family in transition
McKinney-Vento students

Lived expertise, Parents are subject matter experts

If a family identifies as homeless,
People first language
Homelessness is a temporary condition
(not a trait)

“Family experiencing homelessness”

Unhoused



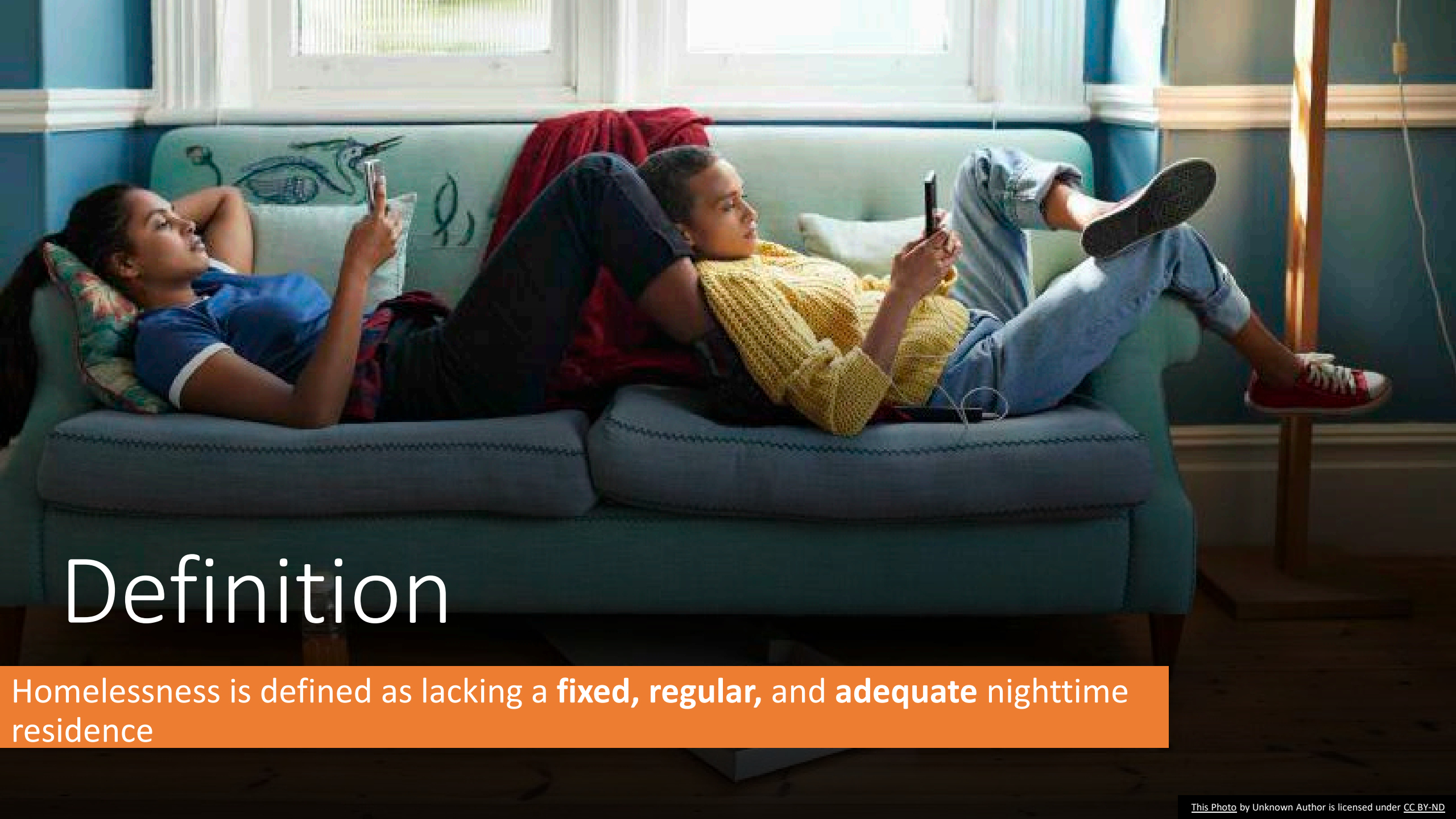
WORDS
HAVE
POWER

WHO QUALIFIES?

Are you temporarily staying with others? In between places? Staying in a place that is not home?

Your family could get extra support from your child's school with the McKinney-Vento program.

If you are not staying in your own home right now, talk to your child's school about it. Every school has a specific staff person whose job it is to support students in these situations.



Definition

Homelessness is defined as lacking a **fixed, regular, and adequate** nighttime residence



sharing housing
due to loss of
housing, economic
hardship, or a
similar reason;



living in
hotels,
motels, due
to lack of
adequate
housing;



trailers, or
camping
grounds due
to lack of
adequate
housing;



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

living in
emergency
or
transitional
shelters;

or children
abandoned
at hospitals



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living in cars,

parks, public
spaces,
abandoned
buildings





Substandard
Housing



Migratory students living in one of the previously mentioned situations

Can the student go to the...





Rights of McKinney-Vento Students

What can schools offer?

Free meals

Transportation to
school of origin

Immediate
enrollment,
without required
documents

School supplies

Clothing, hygiene
items

Access to showers,
laundry

Referrals for
health, mental
health, housing,
other needs

Mentoring and
connections to
community

—

What is school of origin?

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.





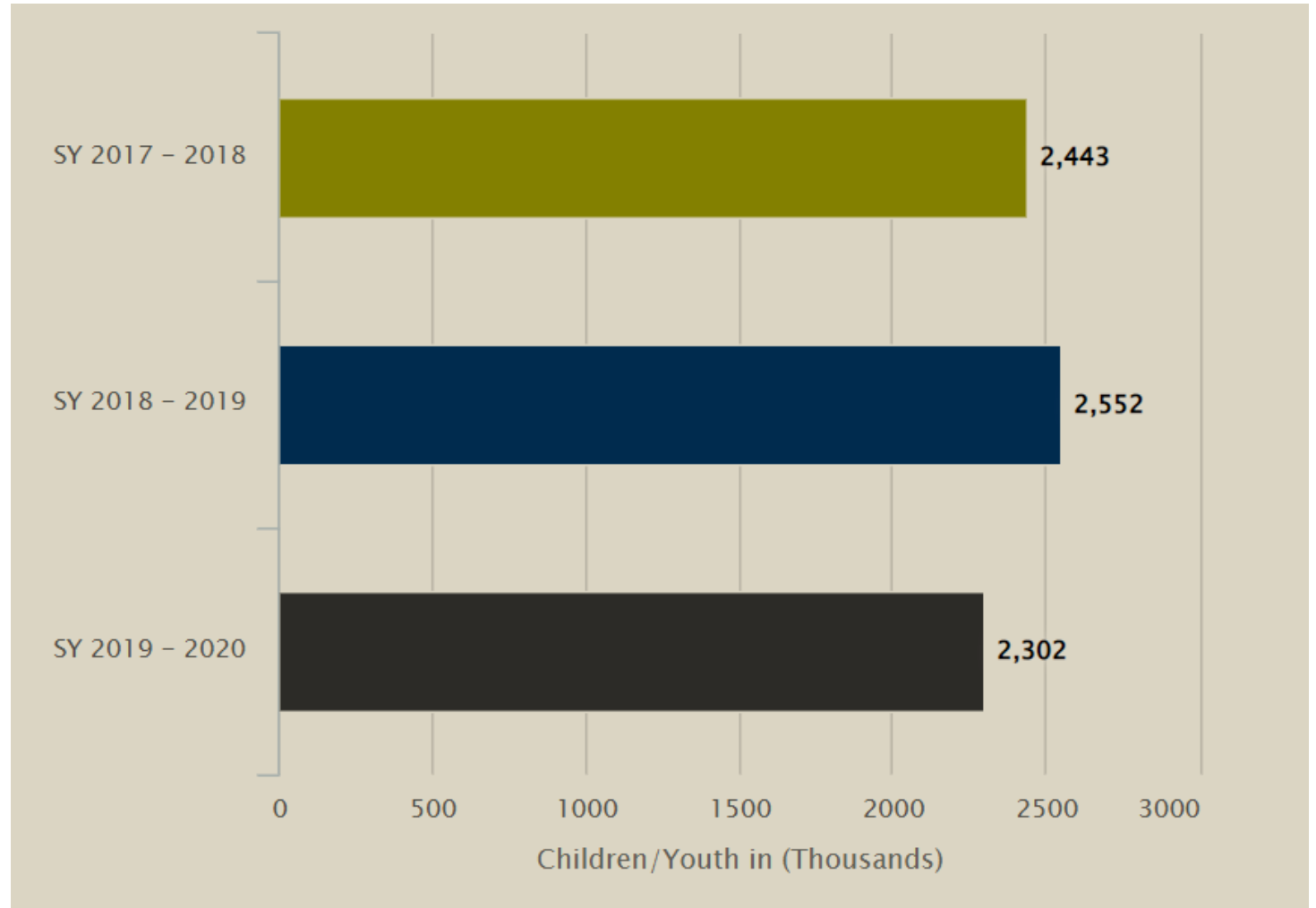
If M-V students want to participate in extracurriculars, school districts must

- develop a plan to help students cover expenses related to extracurricular participation and
- provide transportation to activities, if the lack of transportation is a barrier to their participation

Number of Homeless Children/Youth Enrolled in Public School by Year

Percentage of enrolled students who are homeless: 1.3 %

Percentage of people under 18 years old in the state who are below the poverty level ¹: 13.9%



Subgroups of Homeless Children/Youth

Number of homeless children/youth enrolled in public schools who are:

	SY 2018-2019	SY 2019-2020	SY 2020-2021
Migratory children/youth	9	6	11
Unaccompanied homeless youth	428	375	363
Children with disabilities (IDEA)	725	637	678
Limited English Proficient (LEP) students	372	431	326

Note: These subgroups are not mutually exclusive. It is possible for homeless students to be counted in more than one subgroup.

Percentage of homeless children/youth enrolled in public schools by type of primary nighttime residence

Percent of homeless children/youth enrolled in public schools who are:

	SY 2018-2019	SY 2019-2020	SY 2020-2021
Doubled-up (e.g., living with another family)	63.79%	60.56%	61.81%
Hotels/Motels	11.13%	12.38%	19.47%
Shelters, transitional housing	20.96%	23.94%	15.03%
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned building)	4.11%	3.13%	3.69%



Who's tasked with identifying students?

- Any school staff!
- Liaisons ensure that homeless students are identified “by school personnel through outreach and coordination activities with other agencies”
- Liaisons are not expected to do the work alone
- Collaboration with other educational programs and agencies outside the LEA is not only encouraged, but it is expected.

Timeframe

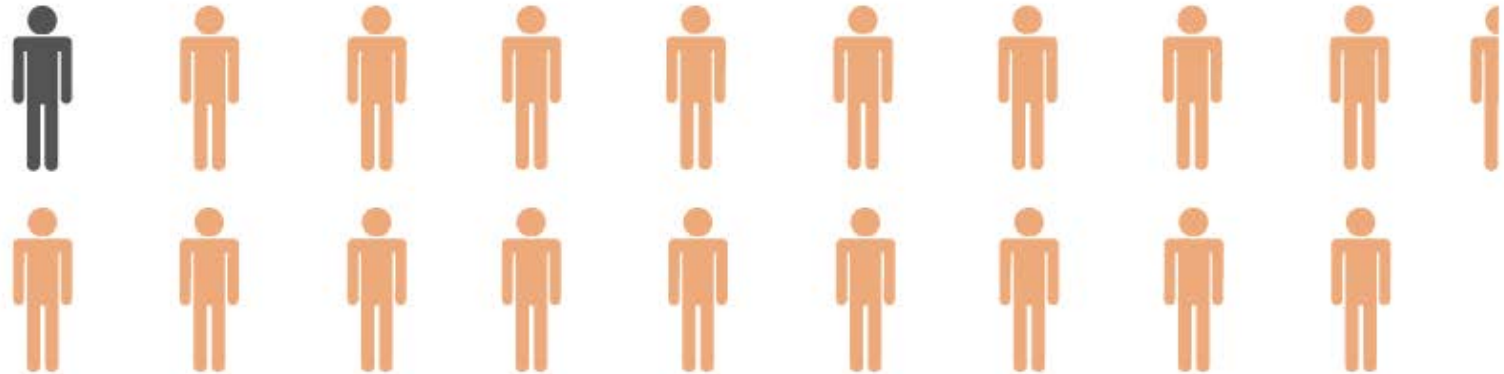
- Homelessness must be documented each school year, but **a child is eligible for MV services through the academic year**, even if they become stably housed part way through the year.
- Is there a time limit on how long a child or youth can be considered homeless?



Survey results show:

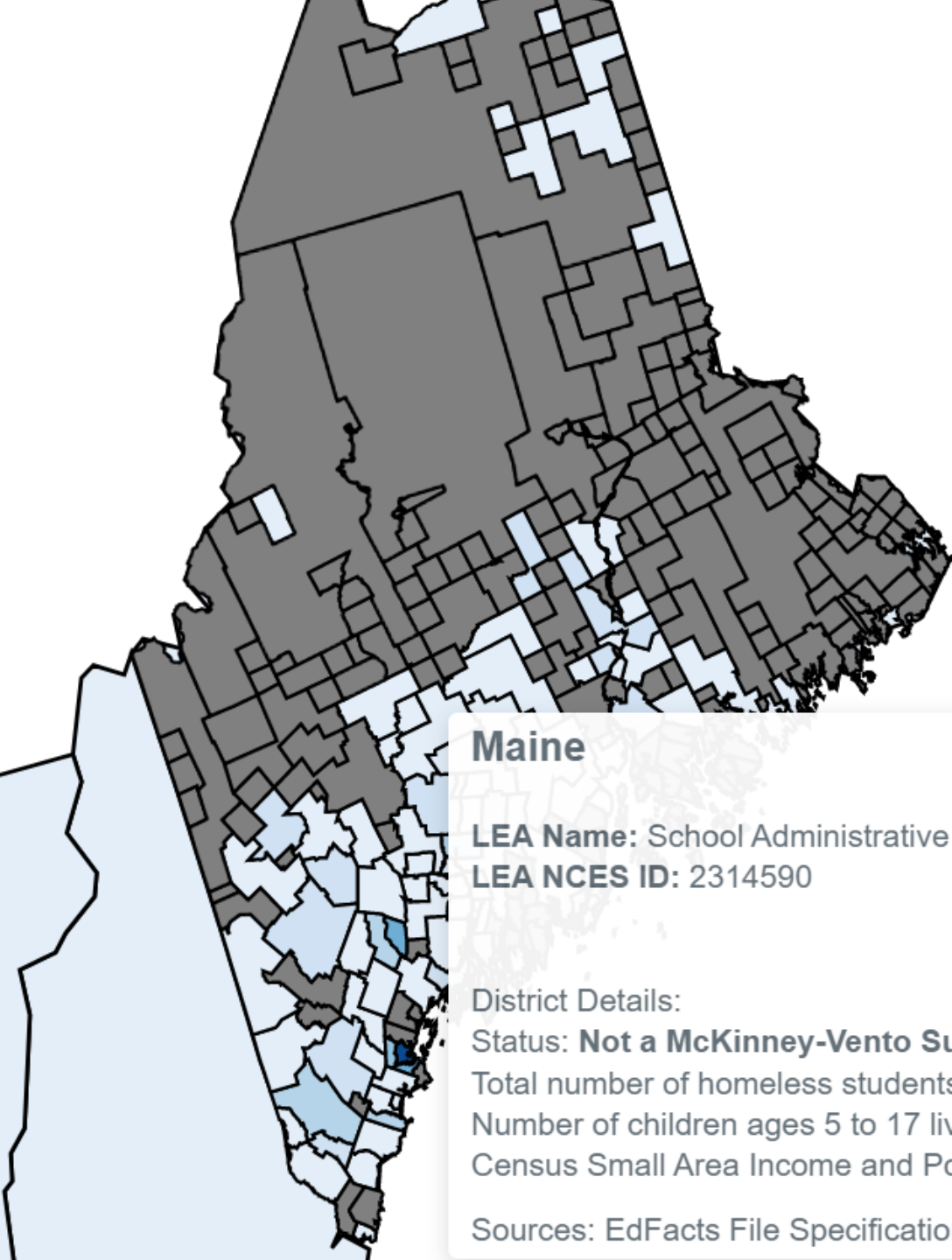
5.4% OF HIGH SCHOOL STUDENTS INDICATED THEY HAD EXPERIENCED HOMELESSNESS IN THE 2018-2019 SCHOOL YEAR

For every
18.5 high school
students,
1 has
experienced
homelessness.



Data: SchoolHouse Connection's analysis of 2019 YRBS data from 27 states (AK, AR, CA, CO, CT, DE, HI, ID, IL, KS, KY, LA, ME, MD, MI, MT, NH, NM, NC, ND, PA, RI, SC, SD, VT, VA, WI)

eddataexpress.ed
.gov



Maine

LEA Name: School Administrative District 54

LEA NCES ID: 2314590

District Details:

Status: **Not a McKinney-Vento Subgrantee**

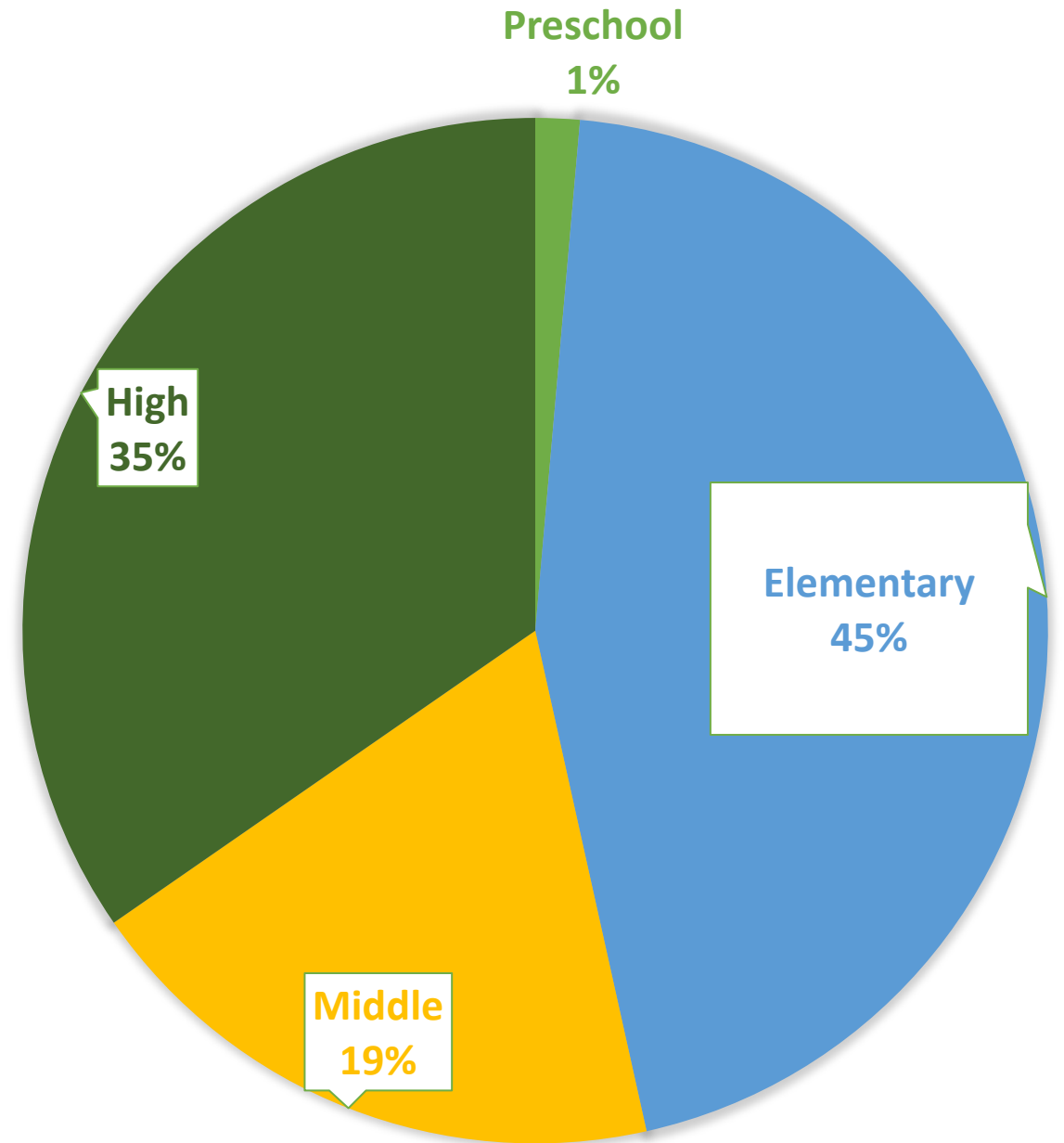
Total number of homeless students enrolled: **11**

Number of children ages 5 to 17 living in poverty: **390**

Census Small Area Income and Poverty Estimate (SAIPE) rate: **16.4%**

Sources: EdFacts File Specifications 118, 170, and U.S. Census Bureau SAIPE

Student Homelessness in Maine by grade -poll



Youth Homelessness Affects Rural and Urban Areas Alike

Rates of youth experiencing homelessness were similar in rural and nonrural areas.

Young Adults 18-25

9.2%	9.6%
Population prevalence in rural counties	Population prevalence in urban counties



Youth 13-17

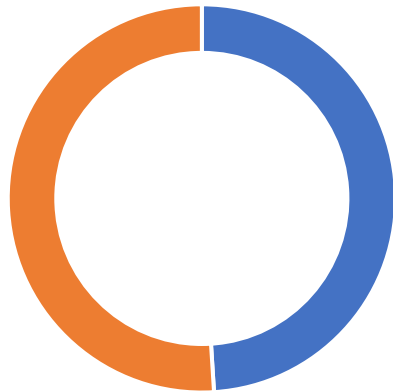
4.4%	4.2%
Household prevalence in rural counties	Household prevalence in urban counties



2021 Maine Integrated Youth Health Survey

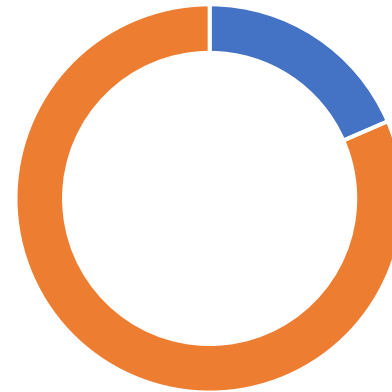
- 45% of middle and 49% of high school students did not feel they mattered in their community.
- 20% of middle and 18.5% of high school students seriously considered suicide

High School Students



■ Did not feel they mattered in their community
■ Did feel they mattered

High School Students

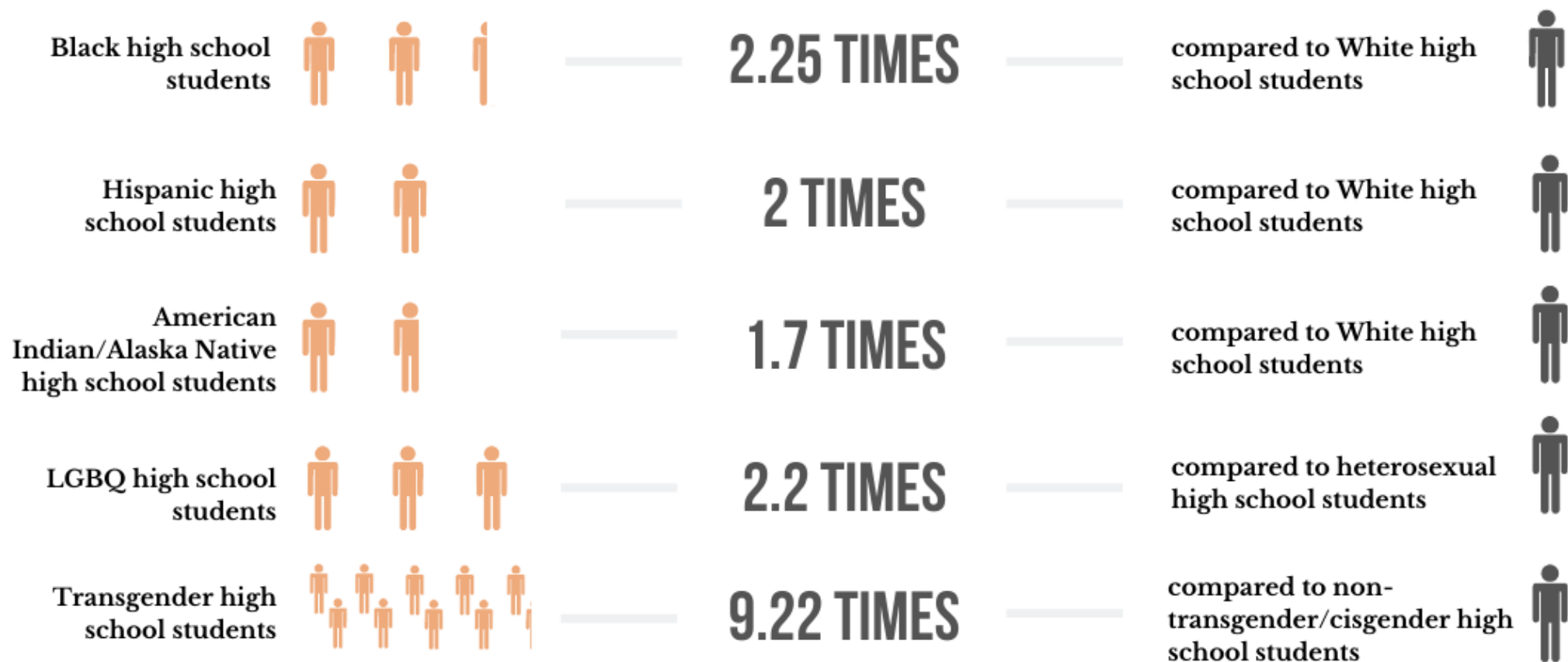


■ Seriously considered suicide
■ Did not seriously consider suicide

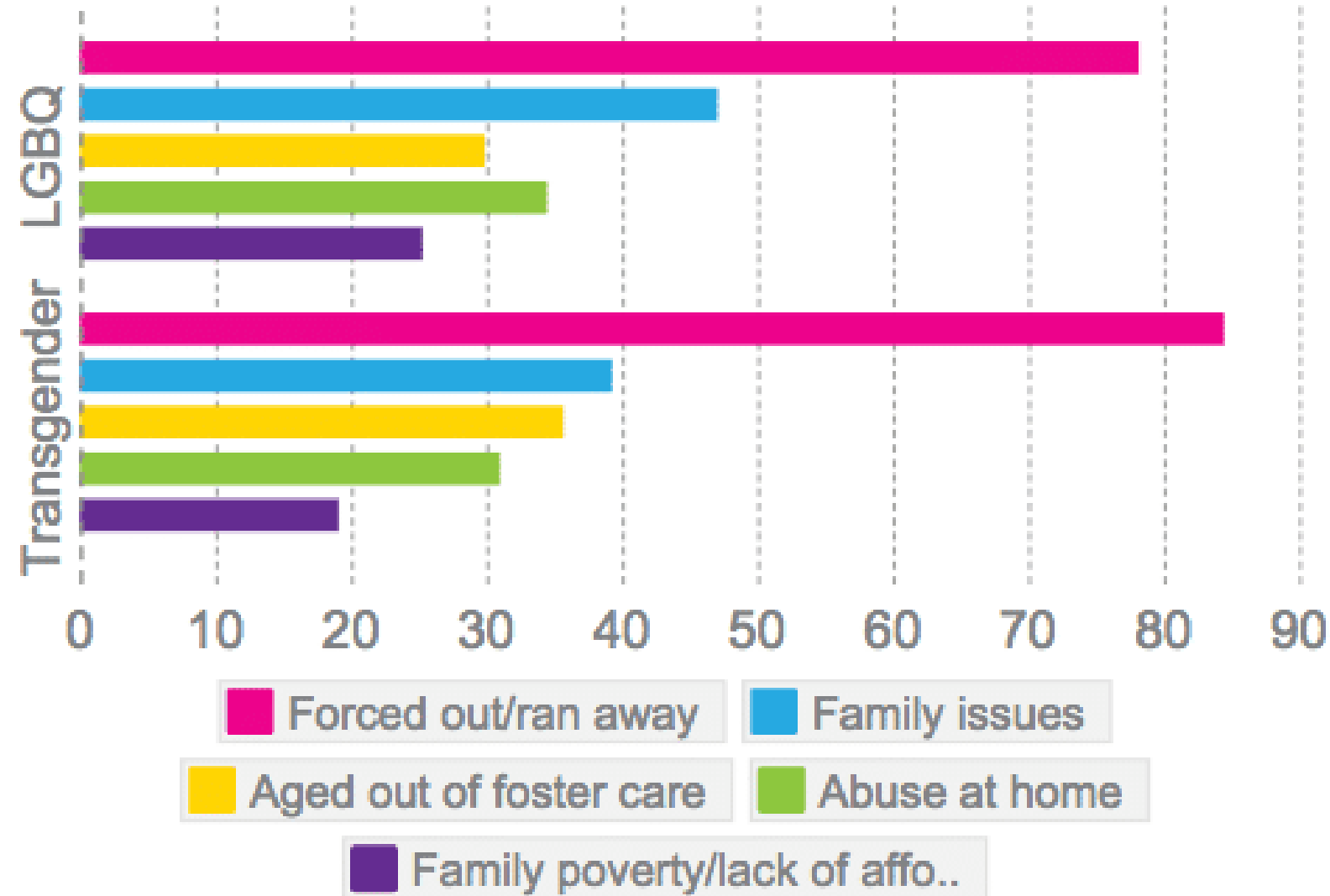


LIKELIHOOD TO EXPERIENCE HOMELESSNESS

Data: All the numbers are from SchoolHouse Connection's analysis of 2019 YRBS data from 27 states (AK, AR, CA, CO, CT, DE, HI, ID, IL, KS, KY, LA, ME, MD, MI, MT, NH, NM, NC, ND, PA, RI, SC, SD, VT, VA, WI).



Why Do LGBTQ Youth Experience Homelessness?



From True Colors United
<https://truecolorsunited.org>

Unaccompanied Homeless Youth

- A McKinney-Vento student who is not in the physical custody of a parent or guardian
- Often report family dysfunction as a reason they no longer live at home (blended families, substance use, pregnancy, sexual orientation)
- **includes youth who ran away from home and youth who were kicked out**
- **eligibility based on their current nighttime living arrangement, not the circumstances that caused them to leave home**

“If runaway youth would just follow their parents’ rules, they could live at home; why should we encourage their bad behavior?”

Studies show...

- 50% of unaccompanied youth report sexual abuse in their homes, 60% physical abuse
- over 2/3 of unaccompanied youth surveyed reported that at least one parent abused drugs or alcohol
- Many young people are not welcome in their homes due to their sexual orientation or identity, pregnancy, or other family conflict.
- 20 to 40% of homeless youth identify as gay, lesbian, bisexual, questioning and/or transgender

Studies show...

- 10% of currently homeless female teenagers are pregnant
- More than half of youth living on the streets became homeless for the first time because they were asked to leave home by a parent or caregiver
- In a recent survey of unaccompanied homeless youth in California, over half felt that being homeless was as safe as or safer than being at home.
- More than 60% of homeless youth report being raped, beaten, robbed or otherwise assaulted while living on the streets, and homelessness is the largest risk factor for commercial sexual exploitation and sex trafficking of minors.



Unaccompanied Youth Eligibility Flowchart

HOMELESS:

SHOULD be enrolled as UHY under MV



Family was evicted; cannot find housing all together; parent placed child temporarily with a friend or relative

Student left home due to danger or extreme conflict; student was put out of home by parent for a similar reason

The family was homeless prior to the parent's incarceration or the caregiver arrangement is not fixed, regular, and adequate

The family lost housing; the parent placed the child temporarily with a friend or relative

Is the student residing with someone who is not a parent or court-appointed legal guardian?

Why is the student with this person?

NEED MORE INFORMATION



Parent is incarcerated and a relative or friend agreed to care for the child

Parent enrolled the student and then left the area

NOT HOMELESS:

SHOULD NOT be enrolled as UHY under MV



Parent transferred for work; plan for student care & support in place so student can stay to finish school

Student moved in with a friend, relative, or coach to play sports, be in the band, attend a magnet school, etc.

Student did not change residences, caregiver moved in; parent made arrangements for the student prior to incarceration

Parent's work schedule was problematic, so the child stays with relatives for school

A vertical white line on the left side of the slide, extending from the middle to the bottom.

• Unaccompanied Homeless Youth + IEP



Educational Surrogate Parents

IDEA §300.519 Surrogate parents.

(a) General. Each public agency must ensure that the rights of a child are protected when—

- (1) No parent (as defined in §300.30) can be identified;
- (2) The public agency, after reasonable efforts, cannot locate a parent;
- (3) The child is a ward of the State under the laws of that State; or
- (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

Educational Surrogate Parent responsibilities

IDEA §300.519 Surrogate parents.

(g) Surrogate parent responsibilities The surrogate parent may represent the child in all matters relating to—

- (1) The identification, evaluation, and educational placement of the child; and
- (2) The provision of FAPE to the child.

Students with situations listed in (a) who are in referral to special education have a right to an educational surrogate parent.

Students with situations listed in (a) who are enrolled in special education have a right to an educational surrogate parent.

MUSER VI. 2. B.. [20 USC 1414(d)(1)(B) and 34 CFR 300.321(a)]

Each IEP Team shall include the following members:

- 1) The child's parents;
- 2) No less than one regular education teacher for the child *which should include career and technical or adult education teachers, if appropriate* (if the child is, or may be, participating in the regular education environment);
- 3) No less than one special education teacher or, where appropriate, not less than one special education provider (licensed or certified special education provider);
- 4) A representative of the school administrative unit who
 - (a) Is qualified to provide or supervise the provision specially designed instruction to meet the unique needs of students with disabilities;
 - (b) Is knowledgeable about the general education curriculum;

IEP Team Membership

(c) Is knowledgeable about the availability of resources of the local educational agency *and has written authorization to obligate the unit (or written delegation of that authorization by the responsible SAU to the SAU in which the child is placed)* ;
and

- 5) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- 6) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (2) through (5);
- 7) Whenever applicable, the child; *and*

IEP Team Membership

- 8) *For a child who is a state ward or state agency client, the child's caseworker representing a youth serving state agency. The surrogate parent retains the sole authority to represent the child by exercising the procedural safeguards available under this rule.*

The determination of knowledge or special expertise of an individual described in (B)(5) above shall be made by the party (parent or public agency) who invited the individual to be a member of the IEP Team.

Educational Surrogate Parent Name goes in Parent section on all Special Education Paperwork



Written Notice

Maine Unified Special Education Regulations (MUSER) Appendix I, 34 CFR 300.503

Date Sent to Parent:			SAU:	
Child's Name:			School:	
Date of Birth:		Grade:	School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Date of Team Meeting:	
Date of agreement for amendment without Team	

Date amended IEP/IFSP sent, if parent requested a copy:	
---	--

Educational Surrogate Parent

Educational surrogate parents are appointed for students receiving special education services when:

- ❖ Parent cannot be identified or located
- ❖ Student is state ward
- ❖ Student is unaccompanied homeless youth as defined in McKinney-Vento

A surrogate parent may not be:

- ❖ Employee of the SAU or provider agency that serves the student
- ❖ Employee of DHHS if student is state ward
- ❖ Employee of DOE
- ❖ Person with conflict of interest

DHHS Guardian

The DHHS Child Protective Worker, as guardian, holds parental rights for regular education matters such as enrolling/registering in school and signing permission to participate in a field trip. MUSER allows for DHHS guardians as members of the IEP team, however, explicitly states that “the surrogate parent retains the sole authority to represent the child by exercising the procedural safeguards available under this rule.”

5.5.22 SF/MA

Educational Surrogate Parent

Most students in DHHS custody are in foster care. Foster parents are in MUSER under the definition of parent, and therefore most often hold parental rights for special education matters. For those students without someone to advocate for them as listed in the MUSER definition of parent, DOE appoints the Educational Surrogate Parent. Foster parents fulfill the role of the educational surrogate UNLESS a surrogate has already been appointed.

Educational Surrogate Parents have all the powers of a parent for special education matters for instance, waiving the right to prior notice, signing consent for special education evaluation, and signing consent for initial placement.

05-071 Chapter 101, Maine Unified Special Education Regulation

page 255

34 CFR §300.519

Surrogate parents

General. (a)

- Each public agency must ensure that the rights of a child are protected when—
 - (1) No parent (as defined in §300.30) can be identified;
 - (2) The public agency, after reasonable efforts, cannot locate a parent;
 - (3) The child is a ward of the State under the laws of that State; or
 - (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

Duties of public agency (b)

- The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—
 - (1) For determining whether a child needs a surrogate parent; and
 - (2) For assigning a surrogate parent to the child.

Wards of the State. (c)

- In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (d)(2)(i) and (e) of this section.

Criteria for selection of surrogate parents (d)

- (1) The public agency may select a surrogate parent in any way permitted under State law.
- (2) Public agencies must ensure that a person selected as a surrogate parent—
 - (i) Is not an employee of the SEA, the LEA, EIS provider or any other agency that provides early intervention services, education, care, or other services to the child or any family member of the child;
 - (ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
 - (iii) Has knowledge and skills that ensure adequate representation of the child

Non-employee requirement; compensation (e)

- A person otherwise qualified to be a surrogate parent under paragraph (d) of this section is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

Unaccompanied homeless youth (f)

- In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to paragraph (d)(2)(i) of this section, until a surrogate parent can be appointed that meets all of the requirements of paragraph (d) of this section.

Surrogate parent responsibilities (g)

- The surrogate parent may represent the child in all matters relating to—
 - (1) The identification, evaluation, and educational placement of the child; and
 - (2) The provision of FAPE to the child.

SEA responsibility (h)

- The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

Educational Surrogate Parents

❖ Appointment of educational surrogates:

❖ Request for appointment of surrogate parent on DOE Special Services website under Special Education Initiatives at: <https://www.maine.gov/doe/learning/specialed/initiatives/surrogate>

❖ Sarah Ferguson, MDOE, Office of Special Services, ESP coordinator

Sarah.Ferguson@maine.gov

207-592-6498

For special education matters.

Educational Surrogate Parents have all the rights of a parent

What about M-V and IDEA and 504?

- Should McKinney-Vento Act, IDEA, or Section 504 be implemented first?
- The priority must be made on a case-by-case basis
- None of the federal laws overrules the others; **they must be applied concurrently** if the student is eligible for services under more than one.



Transportation

Transportation Strategies

- Pay parents/guardians/students mileage reimbursement, gas cards
- Pay staff to transport on their commute
- Community collaboration: Partner with other community transportation services, afterschool programs, churches, who has a van/vehicle?
- Speak with local car dealerships about donations
- Public Transportation, taxis, private drivers, rideshare services
- Volunteers/retirees/other parents
- Flexible bus routes, tech bus
- Inter-district collaboration, meet on town lines with districts



Rural Strategies

- In WI, some rural school districts partner with farmers to provide transportation. Since the farming season ends by the time the school year begins, farmers with CDL are qualified to drive school buses without the need for additional training.
- Districts may consider transporting students to the school district's boundary, where they meet the neighboring district's transportation service. Districts also can consider arrangements where one district transports to school and another district transports back home after school.



TRANSPORTATION OPTIONS

- There are contracting companies that transport students for some Maine Schools. That information is typically available in Maine DOE data. Districts can submit a data request for contact information of school bus contractors. The “**submit a data request**” button is located at the bottom of the Maine DOE Data Warehouse website
- School Bus Purchase Program. With an increase in student population the district would be eligible for priority approval of new bus purchases.
- Contracted school bus services. A district can typically cut transportation costs about 25% to 50% when they change from contracted to local school bus ownership and operations.
- SAUs receive some subsidy for all other transportation costs, e.g., contracted services.



What to do – look closer

Potential signs of homelessness might include:

- Hearing children or parents talking about having to leave where they are staying, or staying with other people
- Being in public places during the school day
- Unmet hygiene needs
- Unmet medical/dental needs
- Wearing the same clothes repeatedly
- Fatigue
- Social and behavioral challenges
- Lack of participation in field trips and/or afterschool activities, lack of basic school supplies, inability to complete special projects
- Enrollment at multiple schools, lack of records, gaps in learning, poor/inconsistent attendance
- **If you notice any of these signs, check in with your district liaison**

What to do – learn more

- Speak with the student/family privately
- Connect with them to ask in a caring way
- Be conversational so that families do not feel interrogated
- Request permission to ask questions
- Share your commitment to problem-solving and sharing resources with the family
- Avoid unnecessary questions that may cause embarrassment
- Explain the reasons for your questions
- Show respect by conveying that you see the parents as the experts on their family
- Apply active listening skills that demonstrate compassion and respect
- Avoid using the word “homeless”

Forms to Know as a Liaison

- McKinney-Vento Screener Form
- Best Interest Determination Form
- Caregiver Form (for Unaccompanied Homeless Youth)
- Student Needs Assessment (Check In Form)





MV Student Needs Assessment Template

- What are your/your child's educational goals?
- What challenges make it difficult to achieve these goals?
- Do you have an adult you can trust? Who is that person?



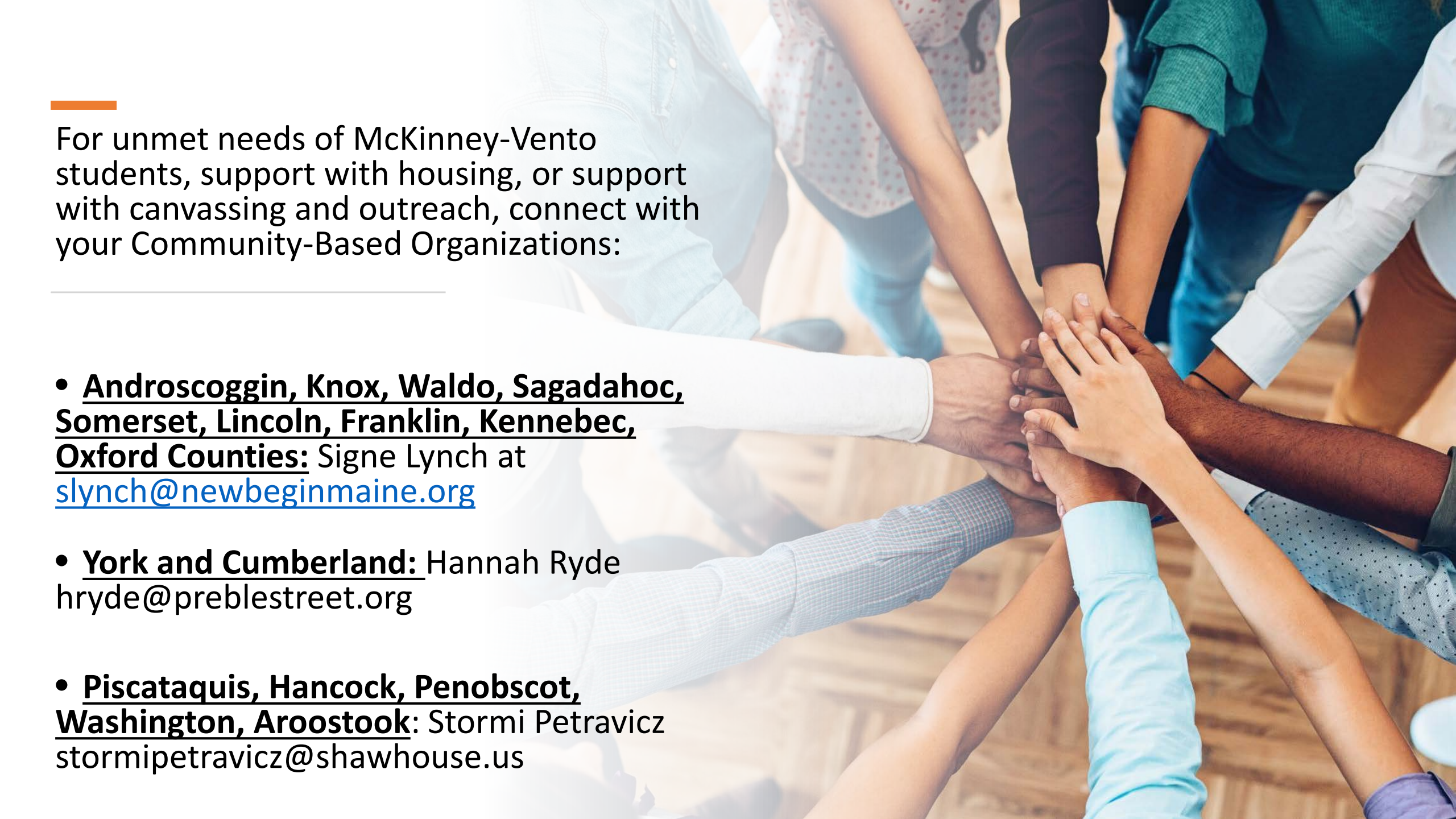
MV Student Needs Assessment Template

- There is one question that may not be confidential and that is this one. As a school employee, I am a mandated reporter. That means if I'm concerned about you experiencing abuse or neglect **right now where you are staying**, I am required to report it to the Department of Health and Human Services. Are you currently safe where you are staying?
- The school has a lot of resources available for students who are in-between places. Let's go through this list together and see if there's anything that would be helpful. None of this will be shared with anyone besides me unless you give me permission to make referrals or follow up.

What about truancy?

Maine's school attendance statute **includes an explicit provision that youth who experience educational disruption due to homelessness cannot be subject to truancy proceedings.**





For unmet needs of McKinney-Vento students, support with housing, or support with canvassing and outreach, connect with your Community-Based Organizations:

- **Androscoggin, Knox, Waldo, Sagadahoc, Somerset, Lincoln, Franklin, Kennebec, Oxford Counties:** Signe Lynch at slynch@newbeginmaine.org

- **York and Cumberland:** Hannah Ryde hryde@preblestreet.org

- **Piscataquis, Hancock, Penobscot, Washington, Aroostook:** Stormi Petravicz stormipetravicz@shawhouse.us

Maine Youth Action Board

- Peer to peer support from Youth Action Board and mentoring
- Training on Authentic Youth Partnerships
- Resources for both adults & young people regarding Youth Collaboration and Advocacy for unhoused youth



- Mentoring for new immigrant students
- Workshops online or in-person, for staff on how to work with new arrivals or workshops for new arrivals on cultural orientation
- Culturally and linguistically responsive case management, counseling, and other mental health services
- Support with signing up for MaineCare
- Virtual or in-person tutoring on any subject, with access to devices if needed



Regional Meetings- In Person!

<u>Location</u>	<u>Date</u>	<u>Time</u>
Lewiston	Wednesday, Nov 16	8:30-10:45am
Augusta	Wednesday, Dec 7	9:00-11:15am
Biddeford	Thursday, Dec 8	9:00-11:15am

McKinney-Vento Programming Roadmap

Prepare MV Liaison

- Assess capacity and FTE
- District Needs Assessment
- Complete ME DOE MV Orientation Training
- Join ME DOE webinars and trainings
- Hire additional staff to support outreach and services for MV students (systems navigator, outreach staff, success coaches, AmeriCorps, contracts with community based organizations)
- Update contact info in NEO and with MV ME DOE Listserv
- Review MV documentation in school student information system

Build School Awareness

- Train school staff (especially registrars, transportation, food service, teachers, counselors, social workers)
- Dedicate building Points of Contacts system, with stipends
- Set up and share referral protocol
- Review and update forms and templates (enrollment, BID, caregiver, etc.)
- Develop, translate, print outreach materials
- District website/ social media / online enrollment information on McKinney-Vento

Build Community Awareness

- Connect with community partners, neighboring SAUs
- Establish connections with referral sources for health, dental, mental health, housing, substance abuse, and other appropriate services
- Conduct outreach in community, including laundromats, DHHS offices, general assistance, food pantries, housing providers, etc.
- Create resource list for families facing housing instability
- Build family awareness (KYR materials)

Build Program

- Monthly meetings with Liaison, POCs
- Preschool engagement
- Collaborate with Head Start
- Unaccompanied Homeless Youth
- Credit accrual and recovery, FAFSA completion, and college transition
- Provision of tutoring, supplemental instruction, and enriched educational services
- Before- and after-school, mentoring, and summer programs
- Expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services

Expand Program

- Offer teachers extra paid hours to provide individual academic support & weekly check-ins
- Training on trafficking, housing instability, trauma-informed care, social-emotional learning
- Summer programming & outreach
- Build partnerships with local businesses for donations
- Stock clothing closet, food pantry, school supplies for students
- Partner with local colleges for tutoring
- Collaborate with Migrant Education program
- Ongoing PD for school staff
- Ongoing family awareness activities
- Ongoing collaboration with local districts, community partners,

Maine Needs

<https://www.maineneeds.org/>



MAINE
NEEDS

a community effort

3/17/22

OUT IN THE COM

	2021	2022
Coats	7,013	1,834
Snowpants	2,738	696
Boots/Shoes	5,030	1,616
Shirts	25,657	6,708
Pants	20,145	4,409
Socks	13,271	5,450
Underwear	13,136	3,839
Bedding	2,456	958
Kitchen items	6,487	1,840
Baby Gear	4,071	2,276
Sleeping Bags	520	103



Me. Rev. Stat.
§22:1503

A minor may give consent to all medical, mental, dental and other health counseling and services if the minor is living separately from parents or legal guardians and is independent of parental support. The minor may prove that status with documentation including, but not limited to, a written statement from a nonprofit homeless services agency, local educational agency McKinney-Vento homeless liaison, or attorney.

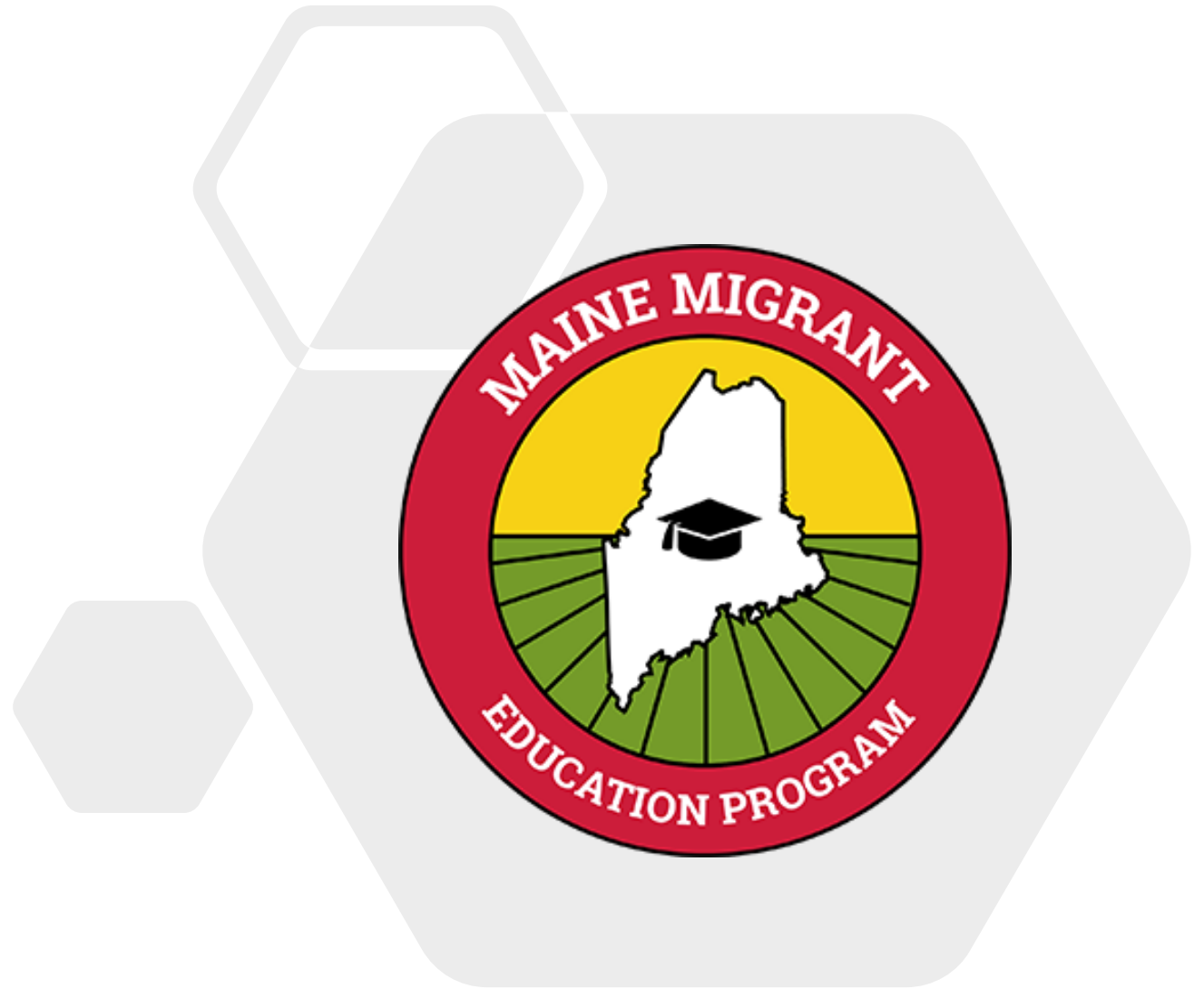
Higher Education

The University of Maine System, the Maine Community College System, and Maine Maritime Academy may all have designated homeless student liaisons. These liaisons have expertise in the financial aid eligibility, financial assistance, priority for housing, and connecting to services for homeless students.



Migrant Education

The Maine Migrant Education Program (MEP) works with migratory agriculture and fishing workers and their families to minimize the potential impact of family mobility on school success.





Help Me Grow Maine

Help Me Grow is a free service available to children up to eight years of age and their families. Help Me Grow connects you to information and services about child development and community resources.

In partnership with 2-1-1, any parent, caregiver, or provider can call for support. The Help Me Grow team will listen, link you to services, and supply ongoing support when needed.



Maine DOE Diploma

The Maine Department of Education Diploma is intended as an option for students who have experienced educational disruption. They may apply for this diploma if they cannot meet local graduation requirements but can provide evidence that they have fulfilled the core state requirements.



“Information is not **implementation**.”

Zaretta Hammond

#schooltalk 2/3/22

Now, take a moment -
1 word you're still thinking about
or
1 thing you don't want to forget a month
from now

What is
your call to
action?

Do you have the MV Screener?

Who is your local liaison? Ask them to train your team!

What families do you know who may qualify?

Post materials in your classroom/office/space/bathrooms

How do you build a school community of trust?

Link to Certificate

- https://www.maine.gov/tools/whatsnew/index.php?topic=DOE_PD_Certificate&id=8695866&v=article
- Feedback: <https://forms.office.com/g/5W4smRBj3Q>
- Optional assessment: <https://forms.office.com/g/LCCSdcY8zj>



Looking for more resources?

- Find your local school district liaison here:
<https://www.maine.gov/doe/schools/safeschools/counseling/highmobility/homelessed/liaisonlookup>
- Or contact Maine's McKinney-Vento State Coordinator Amelia Lyons at amelia.lyons@maine.gov or 207-557-1787
- www.maine.gov/doe/schools/safeschools/counseling/highmobility/homelessed

Thank you!

What questions do you have?

