

Enrollment and Identification of Students Experiencing Homelessness

Kristine Nadolski and Karen Rice

Department of Public Instruction

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Using Microsoft Teams

- We will mute everyone while we are presenting, please do not unmute yourself.
- If you have a camera on your computer please turn off the video by moving your mouse over the screen and clicking on the camera icon. It should show a line through the camera.
- To be able to use the chat function, click on the chat bubble on your screen to have the chat pop up on the right side of the screen.
- You can enter full screen by clicking on the three dots and choosing Enter Full Screen.
- We are recording the webinar.
- Feel free to enter questions into the chat at any time. We will answer at the end as time allows.

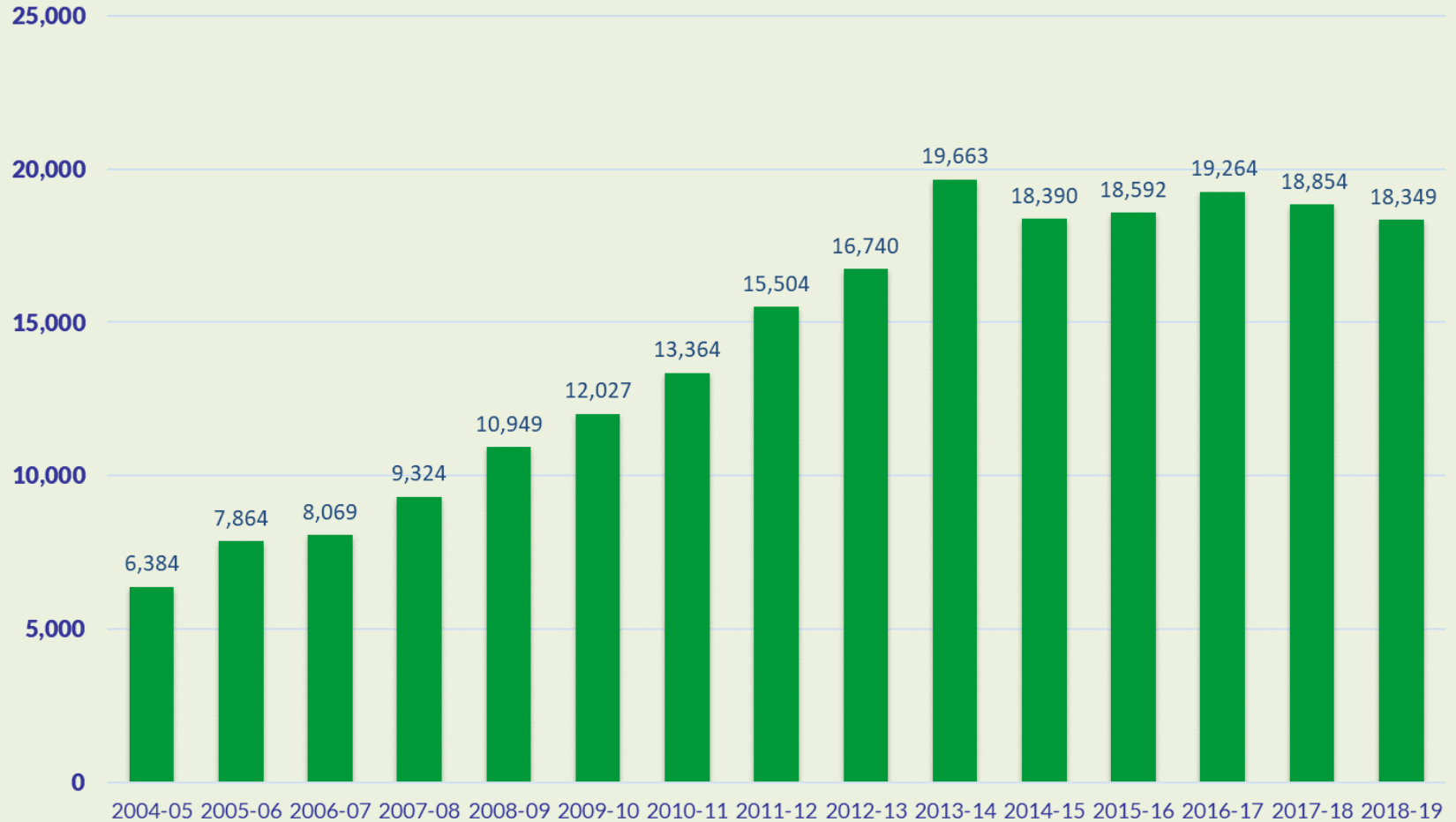


Learning Outcomes

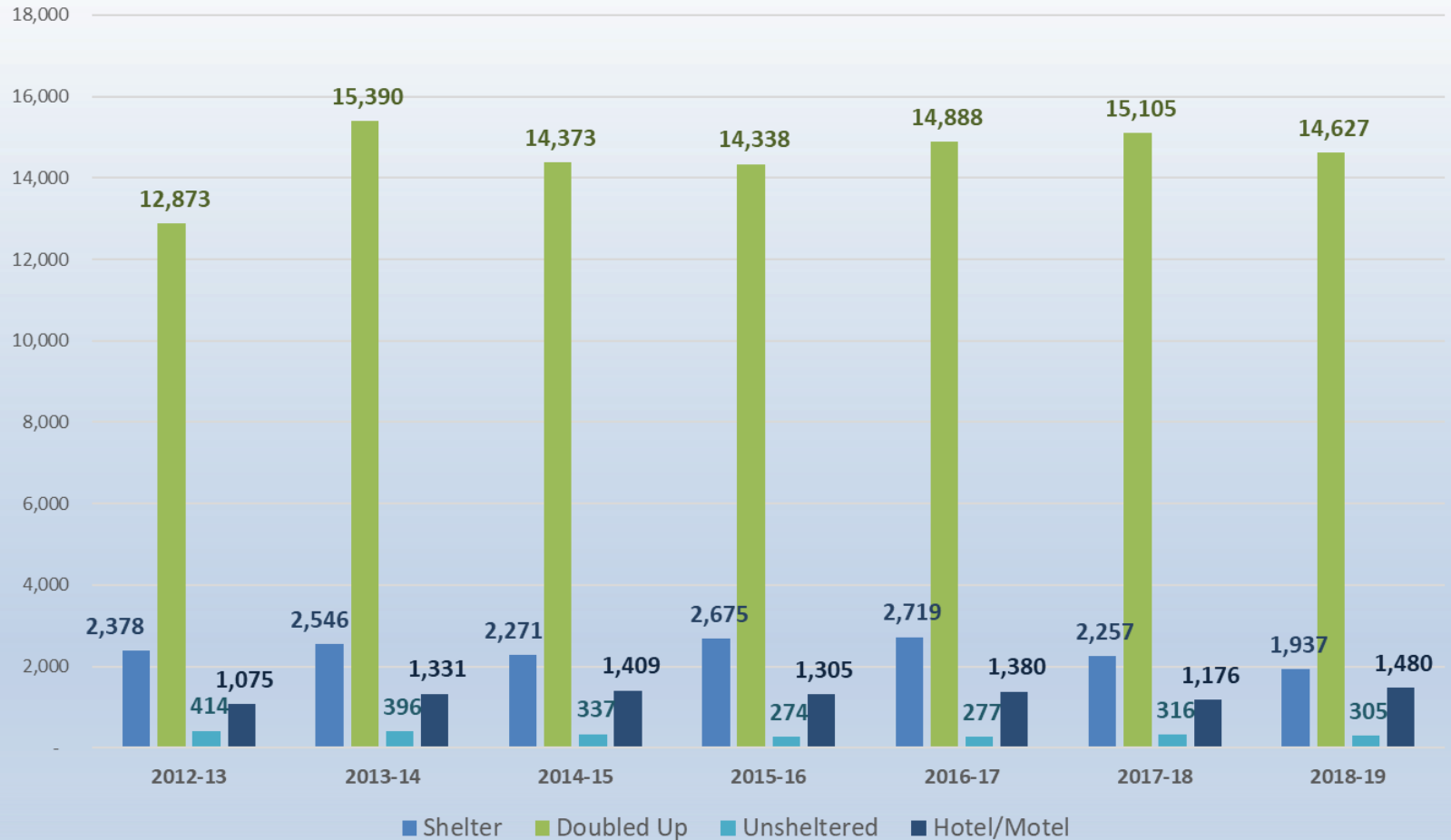
- Understand McKinney-Vento requirements around identification and enrollment of students experiencing homelessness
- Learn strategies to enhance your work with students experiencing homelessness
- Learn best practices from school districts across the state



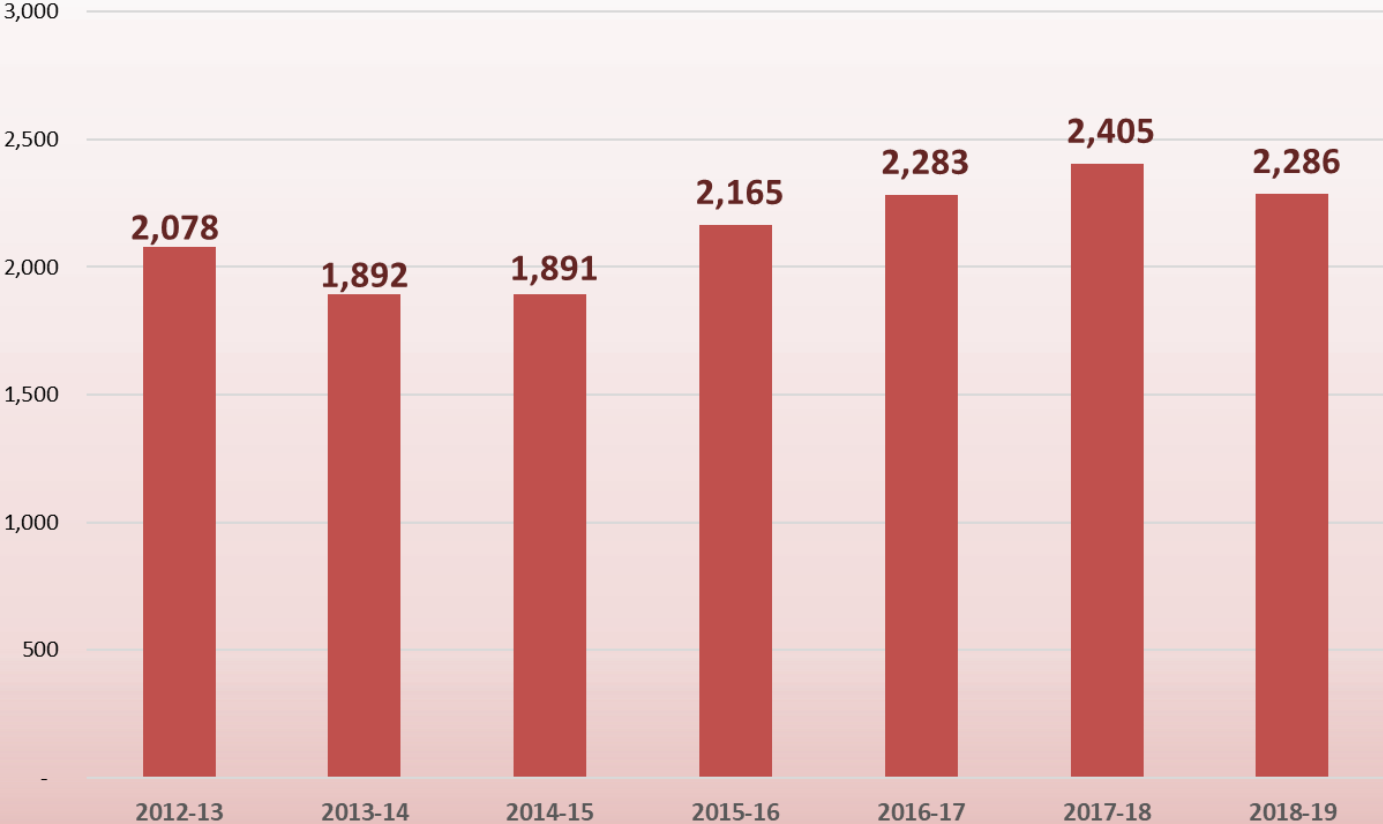
Homeless Student Enrollment in Wisconsin 2003-2019



Homeless Student Nighttime Residence Data 2012-2019



Total Unaccompanied Youth Enrollment 2012-2019



Homelessness Defined

Under McKinney-Vento, the term “homeless” children and youth means:

“Children who lack a fixed, regular, and adequate nighttime residence.”

What exactly is a fixed, regular, and adequate nighttime residence?



Fixed, Regular, and Adequate

- **Fixed:**
 - Stationary, permanent, not subject to change
- **Regular:**
 - Used on a predictable, routine, consistent basis
 - Consider the relative permanence
- **Adequate:**
 - Lawfully and reasonably sufficient
 - Sufficient for meeting the physical and psychological needs typically met in a home environment

Can the student go to the **SAME PLACE** (fixed) **EVERY NIGHT** (regular) to sleep in a **SAFE AND SUFFICIENT SPACE** (adequate)?



Eligibility

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason (sometimes referred to as doubled-up)
- Living in motels, hotels, trailer parks, campgrounds due to lack of adequate alternative accommodations
- Living in emergency or transitional shelters
- Living in a public or private place not designed for ordinary use as a regular sleeping accommodation for humans (cars, parks, bus or train stations, abandoned buildings, substandard housing, etc.).
- Children from migratory families who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth living in the above circumstances

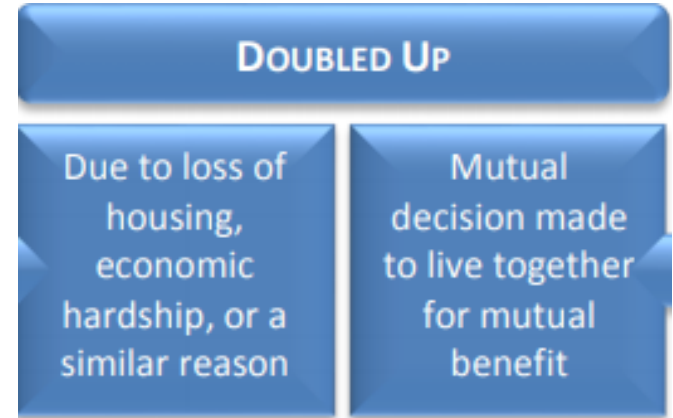


Understanding Doubled Up

Sharing housing with others...

- due to loss of housing OR
- economic hardship OR
- similar reason

[National Center for Homeless Education \(NCHE\) Understanding Doubled Up Webinar](#)



Sharing the Housing of Others

- Implies that the child or youth is staying in someone else's residence
- Clarifying questions:
 - Does the family or youth have any legal right to be in the home?
 - Can the family or youth be asked to leave at any time with no legal recourse?



Due to Loss of Housing

- Implies that the student has no personal housing available
- Clarifying questions: Did the family or youth lose previous housing due to:
 - An eviction or foreclosure?
 - Destruction of, or damage, to the previous home?
 - Unhealthy or unsafe conditions?
 - Domestic violence?
 - Abuse or neglect?
 - The absence of a parent or guardian due to abandonment, parental incarceration, or a similar reason?



Due to Economic Hardship

- Implies that limited financial resources have forced the family or youth to leave the personal residence and share housing due to an inability to pay the rent/mortgage and other bills
- Clarifying question:
 - Did economic hardship due to an accident or illness, loss of employment, loss of public benefits, or a similar reason force the family or youth to share the housing of others temporarily?



Hotels/Motels

HOTELS, MOTELS, TRAILER PARKS, CAMPGROUNDS

Due to lack of
adequate
alternative
accommodations

Due to family
choice; e.g., when
a permanently
housed parent
accepts a new job
and the family
stays temporarily
in a hotel, RV, etc.
until they obtain
new, permanent
housing



Transitional Living Programs

- Not all are automatically McKinney-Vento eligible situations
- Has to be time limited, with case management and a housing subsidy



How do I know?

Ask questions!

[Sample Questions for Information Gathering](#)

[Flow Chart](#)



Identification Strategies

- Avoid using the word "homeless" with school personnel, families, or youth.
- Provide awareness activities for school staff (registrars, secretaries, counselors, nurses, teachers, tutors, bus drivers, security officers, dropout prevention specialists, attendance officers, administrators, etc.).
 - <https://www.schoolhouseconnection.org/learn/webinars/upcoming-webinars/>
 - https://nche.ed.gov/web/online_tr.php
- Post outreach materials and posters in all schools, and where there is a frequent influx of low-income families and youth in high-risk situations, including: motels, campgrounds, libraries, health centers, and youth services.
 - <https://nche.ed.gov/downloads/>



Identification Strategies (continued)

- Coordinate with community service agencies such as shelters, soup kitchens, law enforcement, legal aid, public assistance and housing agencies, mental health agencies and public health departments.
- Coordinate with youth-serving agencies such as drop-in centers, street outreach, child welfare, juvenile courts, teen parent programs, and LGBTQ youth organizations.
- Make special efforts to identify preschool children, including asking about siblings of school-aged children.
- Use enrollment forms to inquire about living situations.

<http://dpi.wi.gov/homeless/forms>



COVID-19 Challenges & Strategies

Challenges:

- Increased mobility of McKinney-Vento students and families
- Maintaining contact with McKinney-Vento students, including unaccompanied homeless youth
- Identifying families and youth who became homeless
- Understanding the definition and nature of homelessness

Strategies:

- Coordinate district responses and resources
- Identify and target funding for outreach and support - personnel, pre-paid cell phones
- Support coordinated outreach to campgrounds, motels, laundromats, grocery stores, food pantries, etc.
- Provide information about homeless services and contact information for the district's homeless liaison at meal distribution sites
- Provide training to liaisons
 - [DPI EHCY Training Resources](#)
 - [SchoolHouse Connection Back to School Training Resources](#)

Related Resources

[Washington State](#)

- Homeless Education Posters and Brochures for Outreach- for download
- Available in 9 languages
- Website provides best practices for maximizing outreach

SchoolHouse Connection

- Checklist: [Keeping in Touch with Students and Families Experiencing Homelessness During School Closures](#)

School of Origin and Residence

- School of origin: school that child or youth attended when permanently housed or last enrolled.
- School of residence: school in the local attendance area where the child or youth is staying.



School Enrollment

When remaining in the school of origin is not in the student's best interest, or what the parent, guardian, or youth requests:

Students eligible under McKinney-Vento are entitled to immediate enrollment in any public school that students living in the same attendance area are eligible to attend, even if:

- Students do not have required documents, such as school records, records of immunization and other required health records, proof of residency, guardianship, or other documents; or
- Students have missed application or enrollment deadlines during any period of homelessness.



Enrollment of Unaccompanied Youth

- Immediate enrollment applies, even without parent or guardian.
 - Youth self-enrollment; caregiver forms
 - [Resources](#)
- Liaisons must help unaccompanied youth choose and enroll in a school, give priority to the youth's wishes, and inform the youth of his or her appeal rights.
- School personnel (administrators, teachers, attendance officers, enrollment personnel) must be made aware of the specific needs of runaway and homeless youth.



Enrollment in Preschool

- Liaisons must ensure access to Head Start, early intervention [Individuals with Disabilities Education Act (IDEA) Part C], and other preschool programs administered by the LEA.
- Preschools are included in the school of origin definition.



Preschool Enrollment— Strategies

- Facilitate enrollment: include homelessness in needs assessments and priorities; put families eligible under McKinney-Vento at the top of waiting lists; provide enrollment forms on-site at shelters and motels.
- Expedite records by working together: joint release forms; share records within a family.
- Develop joint/streamlined procedures and forms: joint intake forms; provide uninterrupted services as children move.
- Work with families and providers to meet school of origin and comparable transportation requirements appropriately for young children.
- Cross-train preschool, school, and service providers.



Identification and Enrollment Strategies from Districts

- Surveys, questionnaires to families
- Home visits
- Family check ins via zoom, Google Meet, Google chat
- Flyers in food deliveries/Connecting during food pick ups
- Facebook, Social Media
- Partnering with community agencies, local shelters
 - Building awareness of identification, not just services like transportation
- Monitoring attendance
- Staff PD (specifically about Doubled Up)
- Counselors connecting with students virtually
- Connect with local places families frequent


Resources

Sample enrollment form links

<https://dpi.wi.gov/homeless/forms>

Forms for District Internal Recordkeeping Purposes

[Homeless Student Identification Form for local use](#) 

[\(Fillable PDF\) Homeless Student Identification Form for local use](#) 

[Identification and Transportation for Students](#) 

Middleton-Cross Plains Area School District

[Family Data Sheet](#) 

Ashwaubenon School District

Self-identification forms (for use during enrollment with families/students)

[Families in Transition Questionnaire - English](#)  and [Spanish](#) 

Racine Unified School District

[Eligibility Form/Residency Questionnaire](#) 

Middleton-Cross Plains Area School District

[McKinney-Vento Voluntary Survey](#) 

Montello School District



Identification Resources

[NCHE Determining Eligibility Brief](#)

[NCHE Confirming Eligibility Brief](#)



New Resources

- [Eviction Moratorium Fact Sheet](#) (until December 31, 2020)
- [SchoolHouse Connection COVID-19 Resources](#)
 - [Resources for Educators, Providers, Parents, Youth and Families Experiencing Homelessness During the Pandemic](#)
 - Message from Elmo to Children and Parents Experiencing Homelessness

Contact Us

Kristine Nadolski

Kristine.Nadolski@dpi.wi.gov

Karen Rice

Karen.Rice@dpi.wi.gov

Please complete our [evaluation!](#)

