

**McKinney
Vento/Fostering
Connections**

Angie Lauderbaugh, LSW
Homeless Liaison
Bemidji Area Schools

Greg Liedl
Director of Transportation
Bemidji Area Schools

tran-si-tion

- tran'ziSH(ə)n, tran'siSH(ə)n/
- *Noun*
- the process or a period of changing from one state or condition to another.

States of Change

```

graph LR
    A[Current] --> B[Transition]
    B --> C[ ]
  
```

McKinney-Vento Roles

<p>State Coordinator</p> <ul style="list-style-type: none"> • Every state in the U.S. has a State Coordinator • Identifies children and youth in transition and determines eligibility for program • Coordinates with other agencies to determine services for children in transition • Educates schools and districts on working with students in transition 	<p>Local Liaison</p> <ul style="list-style-type: none"> • Every district has a Homeless Liaison • Identifies children and youth in transition • Assists with enrollment and services • Advocates for students and their ability to succeed in school • Assists and advocates for children utilizing special education services • Supports parents to get involved in their children's school activities • Collaborates with programs within the district as well as other agencies and community service providers • Provides students and families with school supplies, hygiene products, and clothing if needed
--	---


Source: Dr. Pat Poppy, Project Home, 2013

Who qualifies?

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence."

Qualifying Factors:

- Sharing a house with other family
- Living in motels, hotels, trailer parks, or camping grounds
- Living in emergency or transitional shelter
- Abandoned children
- Awaiting foster placement
- Living in vehicles, parks, public spaces, or substandard housing
- Unaccompanied youth




Source: McKinney-Vento Act, Title X, Part C of ESEA, 2002

Overview

- Requires schools to remove barriers to enrollment, attendance, and success for homeless students
- Keeps students in their schools of origin - provides stability
- Schools must provide adequate transportation for students in transition (*when feasible and in the best interest of the student*)
- Schools are required to provide classroom materials to students in transition
- Schools are also required to pay for students in transition to attend school functions and educational programs

Challenges

- Children in transition often face many unique challenges
 - Lack of routine – lack of stability
 - Inadequate or unstable housing
 - Inadequate living conditions (overcrowded, limited space and play area)
 - Inconsistent or inadequate health care
 - Inadequate nutrition
 - Inadequate clothing
 - Limited extended family support
 - Single-parent families
 - Adolescent parents
 - Emotional distress



Source: Dr. Pat Poppe, Project Hope, 2012

Educational Challenges

- Difficult starting without proper records
- Attending school irregularly due to circumstances outside of their control
- Frequent school changes – each time a child moves schools, they can lose 2-6 months of academic gain
- Not completing homework due to instability at home
- Lack of social skills – school clothes & supplies – may need to provide for the child more than one time
- Enrollment restrictions related to visa consistency
- Not knowing if a child is academically eligible for educational services – children could be tested for special education



Lesson 100-F-14, 2013

Fostering Connections to Success Act

"The Fostering Connections to Success and Increasing Adoptions Act of 2008 amends Titles IV-B and IV-E of the Social Security Act, to improve educational stability for children in foster care." Minnesota Department of Education, 2013

- Act that requires child welfare agencies to create and implement a plan to ensure educational stability for children in foster care
 - Assure that a child is placed with regards to an appropriate school setting as well as the proximity of the school in which a child is currently enrolled
 - County child welfare agency is responsible for ensuring the student's educational needs will be met at the new foster placement
 - If the current school is not in the best interest of the child, the child welfare worker and local education agency must provide immediate enrollment in a school that would best fit the student's needs
 - Must provide proper documentation for the new school
 - Cost of transportation should not be a factor for consideration under this act

Source: Minnesota Department of Education, 2013

Effects of Homelessness

- Children experiencing homelessness are mobile – which can lead to many implications
 - It may take four to six months for a child to recover academically from a school transfer
 - Highly mobile students are half as likely to graduate from high school
 - Isolation after a move impacts school attendance and performance
 - 21% of homeless children repeat a grade because of frequent absences from school, compared to 5% of other children
 - Have four times the average rate of delayed development
 - Are suspended twice as often as other children

Source: National Center on Family Homelessness (NCFH)


Every day, children in transition are confronted with stressful, often traumatic events.

- 60% has a parent who has been incarcerated
- 52% have a significant mental illness
- 58% worry they will have no place to sleep
- 27% have been sexually abused as a child
- 87% worry that something bad will happen to their family
- 44% have been physically abused as a child
- 16% have a substance abuse disorder
- 74% of homeless children worry they will have no place to live
- 32% have been neglected as a child
- 36% have a chronic physical health condition

Source: National Center on Family Homelessness (NCFH), Youth Moving Forward

Support & Guidance

- Understand services available for students and families
 - Create and share a fact sheet of the services McKinney-Vento provides as well as services in the area the student may benefit from
- Provide those eligible for services through McKinney-Vento a letter explaining the program and its benefits
- Educate educators in your district so everyone is aware of ways to support students
- Work with local agencies to help homeless families and collaborate



Show Video Removed

- Show youtube video
- <https://www.youtube.com/watch?v=IQeQUwdAjEo>
- There is a removed part 2
- <https://www.youtube.com/watch?v=JfGmFe6WnY>

Considerations for Placement

- Ensure the chosen school has a proper understanding of foster care and engage in efforts to reach out in such situations
- Placement with a relative
- A child's preference to change schools or remain in the same school
- The safety of the child in the current school
- The appropriateness of educational programs in the current school
- Special education considerations
- Preference of a child's parent
- Expected length of time in a placement

Source: Minnesota Department of Education, 2013

Small Group

- What are some things you have been a part of or seen co-workers do that was successful to help students conquer these challenges and become successful in school?

Trauma Informed Care

Many students & families experiencing transition have gone through major traumatic events

- Trauma-informed care – strengths-based framework
 - Understand and be responsive of the impact of trauma
 - Emphasize safety for the student
 - Empower the student to be in control
- Assess program's structure and alter it to incorporate trauma-informed practices and procedures
- Be committed to change practices and policies to best fit the student's needs
- Maintain a holistic view of the student
- Help heal relationship strife within the family

Source: Center for Children, Youth, & Families, 2014

Trauma Informed Care

- Trauma Informed care is about creating a culture built on six core principle
- **Trauma Understanding** - through knowledge and understanding trauma and stress we can act compassionately and take well-informed steps towards wellness.
- **Safety & Security** - increasing stability in our daily lives and having core physical and emotional safety needs met can minimize our stress reactions and allow us to focus our resources on wellness.
- **Cultural Humility & Responsiveness** - when we are open to understanding cultural differences and respond to them sensitively, we make each other feel understood and wellness is enhanced.
- **Compassion & Dependability** - when we experience compassionate and dependable relationships, we re-establish trusting connections with others or at fosters mutual wellness.
- **Collaboration & Empowerment** - when we are prepared for and given real opportunities to make choices for ourselves and our care, we feel empowered and can promote our own wellness.
- **Resilience & Recovery** - when we focus on our strengths and clear steps we can take toward wellness, we are more likely to be resilient and recover.

Be aware of your surroundings when talking about students and families

- Don't refer to students as "Homeless" - also when talking with parents talk about "looking for permanent housing vs. Homeless".
- Use the term in transition
- Focus on student and family strengths - comment on one thing the student has done well that day.
- Talk positively about resources
 - Ex. "Angies Store" vs. Donations

How to better serve our students

- Educate ourselves! We need a greater network of resources and - ask questions, voice our support
 - Research and train staff - social workers
- Practice cultural awareness & humility
- Understand and utilize a variety of interventions/methods
- Provide a support system for students
 - Readable!
 - Create realistic goals for students
 - Understand student's barriers
 - Practice patience & understanding
 - Take interest in students' lives - show compassion and understanding
 - Take frequent check-ins on what is going on

©2017 Oregon's Council for Accountability. All rights reserved. This document is for informational purposes only.

When a student is acting out of character or comes to school upset

- Practice Empathy
- Take a minute if you can to ask them if they are ok or want to talk about anything. Examples would be Indian Ed Staff, Angie Lauderbaugh, School Social worker, Mental Health Worker
- Offer to that student that if they want to talk about it later, just let you know
- If they are connected with a support staff ask if the teacher should have one of us come and talk with them. Examples would be Indian Ed Staff, Angie Lauderbaugh, School Social worker, Mental Health Worker

Support & Guidance

- Help children acquire a beloved object
 - Do not take away possessions. Students may need their "stuff" nearby for security
- Hold the student accountable for what she or he CAN control, not what he or she CANNOT control – do not discipline for not having homework done or materials when it is out of their control
- Maintain a supply of materials for students to use at school
- Help students get organized
- Help students keep up with homework at school as they often do not have that opportunity out of school
- Keep a supply of healthy snacks and extra school supplies (even clothes or personal products)

Source: National Center for Homeless Education

How to help students

- Help them identify their emotions and where those emotions are coming from
 - Ways to help with that
 - Feeling/Needs cards
 - Emotions bag
 - Sometimes when basic needs are not met they may be showing anger
 - Let students know you can communicate with their family and offer resources to meet basic needs.
 - Communication is Key

Supporting children in transition

- Make sure the student enrolls in your school's *free meal program*
- Discuss concerns with the Homeless Liaison, guidance counselor, school social worker, school psychologist, principle & assistant principle, and school nurse
- Ensure the student understands the class routine & schedule



Lesson Toolkit, 2013

Believe in all students talk positive about support programs





Transition Program

- Created to provide items for transition families.
- Provides place to meet away from school.



Transition Program

- Provide school supplies
- Provide personal hygiene items

Percent of Children Living in Poverty, 2014 According to Kids Count Data

Minnesota 15.0%

Beltrami County 24.8%

■ Percent of Children Living in Poverty, 2014


- 1 in 3 children in Minnesota are children of color.
- Minnesota families with lower incomes and children of color and American Indian children face chronic inequities that are often some of the worst in the country.

Source: Kids Count Data Book, 2016

Statistics

- Children Living in Concentrated Poverty By Race and Ethnicity 2010-2014:

- American Indian: 27%
- Asian: 19%
- Black: 26%
- Hispanic or Latino: 12%
- Two or More Races: 10%
- White: 2%



Source: Kids Count Data Book, 2016

Percentage of total population of American Indian people in MN

- Only 1.3% of Minnesotans claim to be American Indian
- 73% are low-income families
- 28% are living in poverty

Transportation

The #1 barrier for many families in transition is lack of transportation

Survey Results for Ballram County (n= 170):

- 52% of individuals surveyed do not have a vehicle
- Walking was the #1 solution listed
- 59% stated they could not afford a Paul Bunyan Transit punch card (\$6 for 125)
- The top 3 reasons a person needs reliable transportation are for doctor appointments, shopping, and work
- How the lack of transportation has affected individuals:
 - 59% stated "I cannot find work"
 - 55% stated "I have missed work"
 - 53% stated "I have missed child appointments"



Transportation OF Students Experiencing Homelessness


Greg Liedl
Transportation Coordinator
Bemidji Area Schools

Transportation Responsibility

- The district that enrolls the student will be responsible for the transportation.
- even when the student is living at a location outside the district where the school of origin is located.
- Minn. Stat. § 120A.20, Subdivision 2 (c).
 - The serving district is responsible for transporting a homeless pupil to and from the pupil's district of residence. The district may transport from a permanent home in another district but only through the end of the academic school year. When a pupil is enrolled in a charter school, the district or school that provides transportation for other pupils enrolled in the charter school is responsible for providing transportation. When a homeless student with or without an individualized education program attends a public school other than an independent or special school district or charter school, the district of residence is responsible for transportation.


Transportation could be provided by:

- Rerouting regular school bus routes past shelters, motels and other places students live.
- Using existing routes such as those set up to serve special education programs, designated programs or nonpublic schools.
- Contracting with the parent or guardian of the child.
- Issuing public transit passes.
- Using a taxi service.
- Contracting with other districts.
- Collaborating with other public agencies.



Transportation Funding

Finance Dimension 723
 Transportation of Pupils Attending Special Education Programs
 Finance Dimension 728
 Special Transportation of Selected Students (Homeless)
 Finance Dimension 720
 Regular To-And-From School
 Title IV-E reimbursement through local Health and Human Services for students in Foster Care



Formerly Homeless Students

* School districts that elect to transport a formerly homeless student from his or her permanent home in another district to the school of origin can claim this transportation cost under Finance Dimension 728.

* It is implied in federal law that when the student has a permanent residence, the student should be transported through the end of the school year.

Other Important Information about Student

Transportation in Minnesota

- It is illegal to use a vehicle with a seating capacity of more than 10 persons to transport students unless the vehicle meets school bus construction requirements (yellow in color, stop arm, flashing lights, etc.). In other words, large vans (greater than 10 persons) cannot be used to transport students to and from school or on school-related trips in Minnesota because they do not meet school bus construction requirements.
- The State Patrol must inspect most vehicles before they are used to transport students. The exceptions are parents transporting their own children, taxis if used occasionally, public transit buses, and any vehicle used to transport a student in an emergency situation (sick child home from school).
- Contracted transportation requires written contract and proof of insurance.

Other Important Points about Transportation

- Students must receive transportation services comparable to those provided other students. For example, districts providing late activity bus service for resident (housed) students must also provide this level of service for students experiencing homelessness.
- The cost of transporting a child who does not have a school of origin to the same school attended by that child's sibling, if the siblings are homeless, may be claimed under Finance Code 728.
- Students who have been identified as homeless may have their bus ride privileges revoked. Under state law, transportation to school is not a right, but a privilege which may be revoked for violations of school bus rules (Minn. Stat. § 121.59). This provision of state law applies to all students including students who have been identified as homeless. There are some conditions that limit a revocation of this privilege, for example if transportation is a related service in the student's IEP.

Important info.

- A district should have a school board policy on the procedure when a student who is provided homeless transportation does not ride (no-loads). The policy and procedures should address further action to be taken by the bus driver. The district transportation office staff and homeless liaison should be notified of any instances where this occurs, to be able to follow up and prevent future problems.
- Students may be provided late activity or extra-curricular transportation in order for the student to participate in classes, programs or events other than general education, for example athletics.
- Students initially placed in the foster system in Minnesota now are in a different category

"The battle begins"

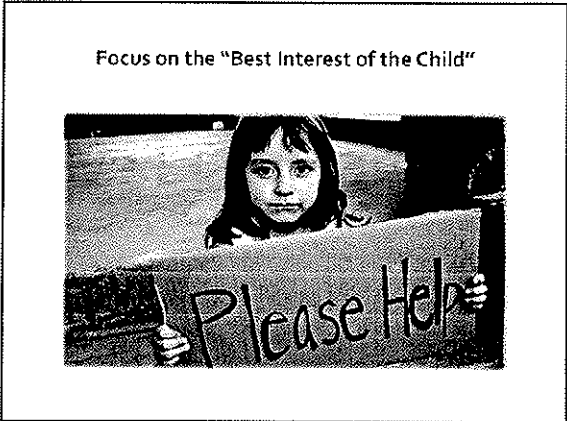
District Transportation
 Contracted Transportation
 Superintendent or Business Manager
 School Staff



Questions regarding transportation of students whom are
 Homeless, "In Transition" or in Foster placement

Greg Liedl, Transportation
 Coordinator, Bemidji Area Schools
 (218) 333-3225
 gliedl@bemidji.k12.mn.us





References and Information

- Children's Defense Fund-Minnesota Kids Count Data Book 2016
- Beth Chaplin, MN Department of Education, Foster Care Specialist
- Roberto Reyes, MN Department of Education, McKinney-Vento specialist #1-651-582-8302

<http://www.nctsn.org/homeless-01/factsheet-01-14-10>

<http://doh.state.mn.us/D7/Child/SE/Appendices/McKinney-Vento>

http://www.wildfire.org/ildar/Research/Research_Areas/Child/Appendices/Popbook/ark.aspx

<http://www.nctsn.org/nctsn/child-care/family-homelessness>

<http://www.wyctw.org/news/06-10-13>

<http://nationalhomeless.org/>

<http://www.nctsn.org/nctsn/child-care/family-homelessness>

Liaison Toolkit, 2013. National Center on Homelessness

Minnesota Department of Education, 2013. Fostering Connections

Minnesota Department of Education, 2016. Early Childhood Intervention

Dufresne, M. Good, S. 2010. The Long-Term Economic Benefits of High-Quality Early Child and Intervention Programs

Papp, P. Project HOPE. Early Childhood Education for Children Experiencing Homelessness. PPT

Thank you!

Angie Lauderbaugh,
alauderbaugh@bemidji.k12.mn.us
218-368-1059

Greg Leidi
gleidf@bemidji.k12.mn.us
#218-333-3225
