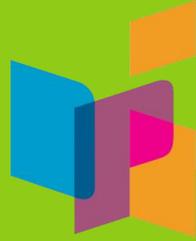


NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

North Dakota Homeless Education Program

Jacki Harasym

Homeless Coordinator



NORTH DAKOTA DEPARTMENT OF
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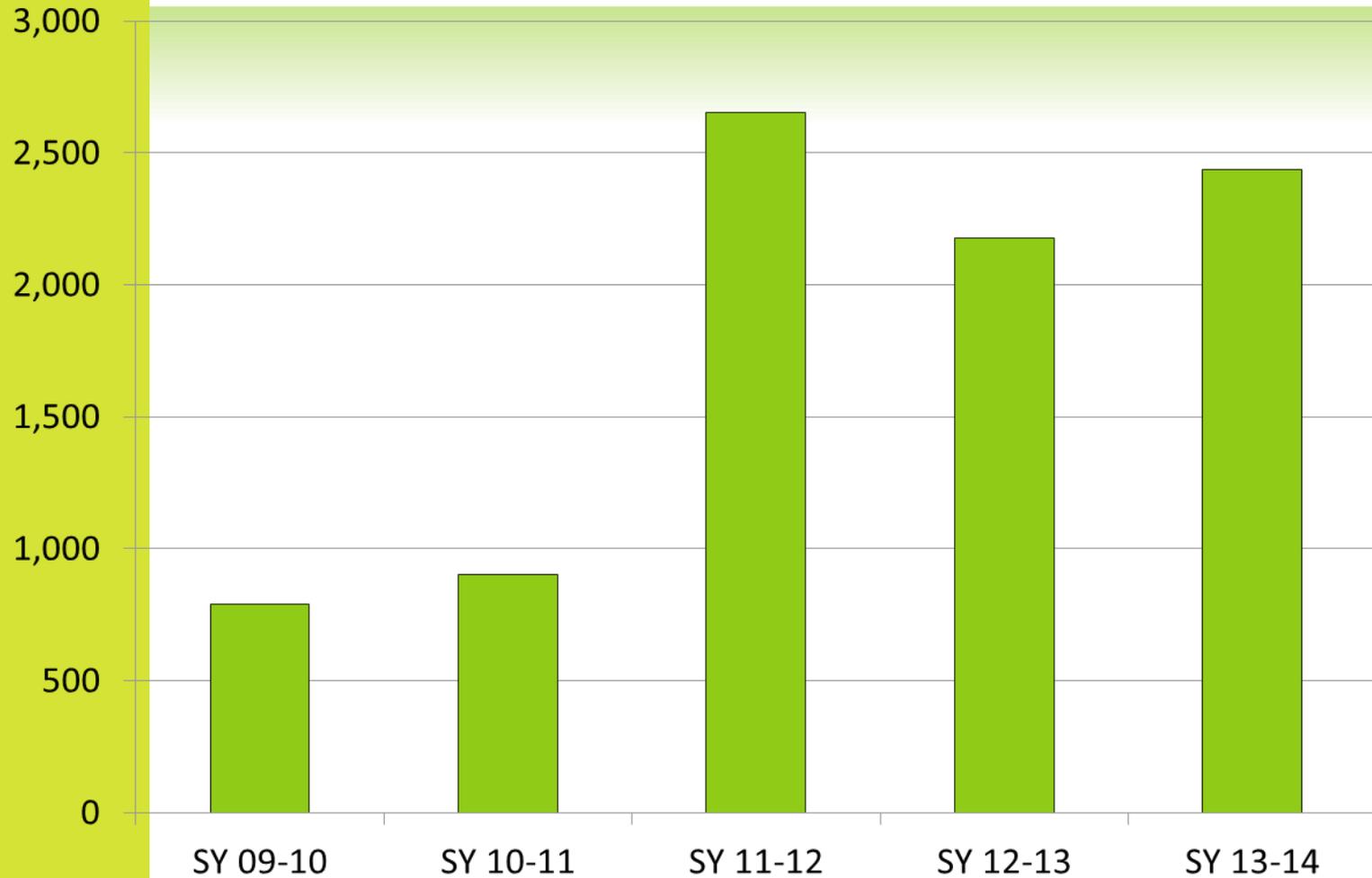
North Dakota Homeless Education Program

Jacki Harasym, Coordinator
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jharasym@nd.gov
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PRESENTATION GOALS

- ◎ Become familiar with important concepts of North Dakota's Homeless Education Program (NDHEP)
 - McKinney-Vento Act
 - Title I Part A Set-Aside
 - Liaison Responsibilities
 - Targeted Population
 - Eligibility
 - Immediate Enrollment
 - School Selection
 - Transportation
 - Unaccompanied Youth

REPORTED HOMELESS STUDENTS IN ND



North Dakota Receives National Attention

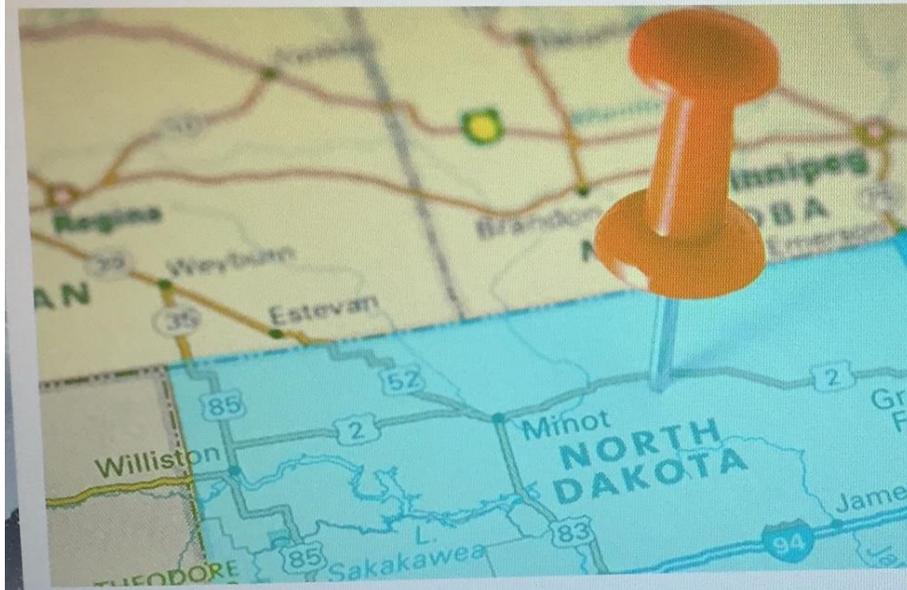
from our series: **TEACH**

The 10 Worst States for Student Homelessness

New data from the Department of Education demonstrates how poverty in the U.S. affects kids and which states have the fastest-growing issues.

November 26, 2013 | Suzi Parker

SHARE       **YOUR REACH** 



#1 North Dakota

North Dakota has seen the largest growth of homeless students in the nation, with a staggering 212 percent increase. That equates to 2,712 homeless kids.

“These numbers are devastating, but sadly, entirely predictable,” Ruth White, executive director of the National Center for Housing and Child Welfare, said in a release. “This report simply provides more evidence that the federal government has abandoned its commitment to fill yawning gaps in affordable housing options for low-income families. The consequences reach far beyond housing, beyond education, and into the job market.”

(Photo: [ilbtsca](#)/Gerry Images; design: Lauren Wade)

THE MCKINNEY-VENTO ACT

- ◎ Main themes of the McKinney-Vento Act
 - School access
 - School stability
 - Support for academic success
 - Child-centered, best interest decision making
 - Critical role of the local homeless education liaison

Title I Part A Set-Aside Funds

- Section 200.77(a)(1) of the Title I Regulations states that LEAs “must reserve funds as are reasonable and necessary” to serve homeless children.
- There are two types of Title I services:
 - **Support Services:** Services that are not ordinarily provided to other Title I students and that are not available from other sources, such as eye glasses, dental services, birth certificate, immunizations, school supplies, uniforms, etc.
 - **Educational Services:** Instructional services, such as tutoring, remedial programs, extended day, summer programs, family literacy, etc.

DISTRICT LIAISONS

- ◎ Play a critical role in implementing the McKinney-Vento Act
- ◎ **Every school district** must designate a liaison
- ◎ Responsibilities include:
 - Identify homeless children and youth
 - **Ensure that homeless students are enrolled immediately and participate fully in school**
 - Inform parents, guardians, or youth of educational rights
 - Supporting unaccompanied homeless youth (UHY) with school selection and disputes

LOCAL LIAISONS (CONT.)

- Link students with educational and other services, including preschool and health services
- Ensure the public posting of educational rights through the school district and community; NCHE Educational Rights Posters are available at www.serve.org/nche/products.php
- Ensure that disputes are resolved promptly
- Collaborate with other district programs and community agencies

WHO QUALIFIES FOR SERVICES: TARGETED POPULATION

- ◎ Children or youth who **lack a fixed, regular, or adequate nighttime residence**, including:
 - **Doubled Up**
 - Sharing the housing of others due to loss of housing, economic hardship, or similar reason
 - **Hotel and Motels**
 - Living in motels, hotels, trailer parks, camping grounds due to the lack of adequate alternative accommodations

TARGETED POPULATION

➤ **Unsheltered**

- Living in a public or private place not designed for humans to live

➤ **Sheltered**

- Living in emergency or transitional shelters
- Living in hospitals
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or a similar setting

Also Includes:

- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances
- Children waiting foster care placement



DETERMINING ELIGIBILITY: THE GROUND RULES

- ⊙ Determinations are made on a case-by-case basis by examining the living arrangement of each student as defined by “fixed, regular, or adequate”
- ⊙ Some instances are clear-cut; others require further inquiry and then a judgment call



DETERMINING ELIGIBILITY: THE GROUND RULES (CONT.)

- ◎ Fixed, regular, and adequate are guiding principles
 - If living arrangement does not meet all three criteria, it likely will be considered a homeless situation
- ◎ List of examples given in the definition describes common homeless situations, but is not inclusive

DETERMINING ELIGIBILITY: FIXED, REGULAR, AND ADEQUATE?

- ◎ **Fixed:** Stationary, permanent, and not subject to change
- ◎ **Regular:** Used on a predictable, routine, or consistent basis (e.g. nightly)
- ◎ **Adequate:** Sufficient for meeting both the physical and psychological needs typically met in home environments

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

DETERMINING ELIGIBILITY: DISTRICT PROCESS

- ◎ Step 1: Get the facts
- ◎ Step 2: Analyze the facts
 - Does the living situation fit into one of the specific examples of homelessness listed in the law?
 - Is the living arrangement another type of situation that is not fixed, regular, and adequate?

DETERMINING ELIGIBILITY: THE PROCESS (CONT.)

- ◎ Step 3: Get additional input
 - Contact previous school district
 - Contact the North Dakota Homeless Education Program Coordinator:
Jacki Harasym at 701-857-7770
 - Reference NCHE's *Determining Eligibility* and *Confirming Eligibility* briefs at
www.serve.org/nche/briefs.php
 - Contact the NCHE Helpline: 1-800-308-2145

DETERMINING ELIGIBILITY: DOUBLED-UP

- ◎ “Sharing the housing of others *due to loss of housing, economic hardship, or similar reason*”
 - Considerations for the district liaison
 - Why did the parties move in together?
Due to a crisis or by mutual choice as a plan for mutual benefit?
 - How permanent is the living arrangement intended to be?
 - Where would family/youth live if not doubled up?
 - Is the living arrangement fixed, regular, and adequate?

AWAITING FOSTER CARE PLACEMENT

- © US Department of Education Guidance states:
 - Awaiting foster care placement = homeless
 - Already in foster care = not homeless
 - Local DSS agencies and school districts should coordinate to determine how to support students in and awaiting foster care

Guidance available at

www.ed.gov/programs/homeless/guidance.pdf

UNACCOMPANIED HOMELESS YOUTH

- ◎ An unaccompanied homeless youth is
 - 1) Living in a situation that meets the McKinney-Vento definition of homeless
 - 2) NOT in the physical custody of a parent or guardian (definition of “unaccompanied youth”)

UNACCOMPANIED HOMELESS YOUTH (CONT.)

- ◎ Age limits
 - No lower age limit
 - Upper age limit (*as with all McKinney-Vento eligible students*) is the state's upper age limit for public education
- ◎ Youth can be eligible regardless of whether he/she was asked to leave the home or “chose” to leave; sometimes there is “more than meets the eye” for youth's home life situations

UNACCOMPANIED HOMELESS YOUTH: SCHOOL'S RESPONSIBILITY

- ◎ Enroll and educate students
 - *When Legal Guardians Are Not Present* brief
<http://center.serve.org/nche/downloads/briefs/guardianship.pdf>
 - Does not need to understand or agree with all aspects of students' lives
- ◎ Become familiar with state laws and local policies related to unaccompanied youth (*medical signature authority and reporting*)

SCHOOL SELECTION

- ◎ Students have the right to attend:
 - Local Attendance Area School
 - Any public school that students living in the same attendance area are eligible to attend
 - School of Origin
 - The school attended when permanently housed; or
 - The school in which the student was last enrolled
- ◎ Based on best interest determination; keep student in school of origin, *to the extent feasible*, unless this is against the parent, guardian, or youth's wishes

SCHOOL SELECTION (CONT.)

- ⊙ If parents/guardians/youth disagree with school, the dispute resolution process is used
- ⊙ Students can continue attending school of origin the entire time they are homeless, and until the end of any school year in which they move into permanent housing
- ⊙ Students who become homeless in between school years can continue attending the school of origin for the following school year

DETERMINING FEASIBILITY FOR SCHOOL SELECTION

- © Feasibility factors (USDE Guidance, July 2004)
 - Age of the child or youth
 - Distance of a commute and the impact it may have on the student's education
 - Personal safety issues
 - Need for special educational services
 - Length of anticipated stay in a temporary shelter or other temporary location
 - Time remaining in the school year

DETERMINING FEASIBILITY FOR SCHOOL SELECTION (CONT.)

- ⊙ Student's best interest is at the forefront
- ⊙ Case-by-case determination
- ⊙ No time or distance limit on transporting student to the school of origin; consider the unique situation of student and how the transportation will affect his/her education

Reference NCHE's *Guiding the Discussion on School Selection* brief at

www.serve.org/nche/briefs.php

ENROLLMENT

- ③ Definition includes attending classes and participating fully in school activities
- ③ Right to enroll in school immediately, even if lacking documentation normally required for enrollment
 - If student does not have immunizations, or immunization or medical records, local liaison must assist in obtaining them

ENROLLMENT (CONT.)

- © Federal law (McKinney-Vento) supersedes state or local law or practice if there is a conflict [U.S. Constitution, Article VI]
- © *Prompt and Proper Placement* Brief at <http://center.serve.org/nche/downloads/briefs/assessment.pdf>

TRANSPORTATION FOR HOMELESS STUDENTS

- ◎ Districts must transport students to and from the school of origin, if requested by parent or guardian (or liaison for unaccompanied homeless youth)
- ◎ If the student's temporary residence and school of origin are in the same district, that district arranges transportation
- ◎ If the student is living in one district but attending school in another, the districts decide how to divide the responsibility and cost



TRANSPORTATION FOR HOMELESS STUDENTS (CONT.)

- © Districts must provide students in homeless situations with transportation services comparable to those provided to other students
- © Districts can consider other safe transportation options beyond the school bus, at their discretion

DISPUTE RESOLUTION

- ◎ If a dispute arises over enrollment or school selection, the school must
 - Provide parent, guardian, or youth with a written explanation of the school's decision, including the right to appeal
 - Refer parent, guardian, or youth to the liaison to carry out the dispute resolution process as expeditiously as possible
 - Admit student immediately into requested school and provide all services to which he/she is entitled while the dispute is being resolved

YOUNG HOMELESS CHILDREN

- ◎ States ensure access to public preschool programs
- ◎ Liaisons ensure children can access Head Start, Even Start, and other public preschool programs administered by the school district
- ◎ Head Start Act provisions for serving young homeless children www.naehcy.org/early.html
- ◎ IDEA and homeless liaisons work together to identify, evaluate, and serve children who may need special education services. More on *IDEA Child Find* at <http://www.childfindidea.org/>

ADDITIONAL RIGHTS FOR HOMELESS STUDENTS

- ⊙ Automatically eligible for free school meals
- ⊙ Undocumented students have the right to attend public school (Plyler v. Doe) and are covered by the McKinney-Vento Act to the same extent as other eligible students
- ⊙ IDEA has provisions for serving homeless students with disabilities. See www.serve.org/nche/ibt/sc_spec_ed.php

RESOURCES

- LEGISLATION: www.ed.gov/programs/homeless/legislation.html
- GUIDANCE: www2.ed.gov/programs/homeless/guidance.pdf
- OSSE WEBSITE:
<http://osse.dc.gov/service/education-homeless-children-and-youth-program>
- The National Association for the Education of Homeless Children and Youth: www.naehcy.org
- NAEHCY Higher Education: www.naehcy.org/educational-resources/helpline
- National Association for College Admission Counseling: www.nacacnet.org/Pages/default.aspx

FREE TRAINING FOR DISTRICTS

- © The Department of Public Instruction is offering **FREE** trainings for any district interested in receiving additional information on North Dakota's Homeless Education Program services and requirements. If interested, contact Jacki Harasym, North Dakota Homeless Education Program Coordinator.



FOR MORE ASSISTANCE

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National Center for Homeless Education

1-800-308-2145

www.serve.org/nche