2022 McKinney-Vento Fall Liaison Training

Session 2 - September 28th, 2022

OSPI Homeless Education Team

Washington Office of Superintendent of
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Welcome Back!

- Drop into the chat
  - What you learned from day 1 that you will apply to your work?
  - Do you have any remaining questions?

Please Mute Your Microphone

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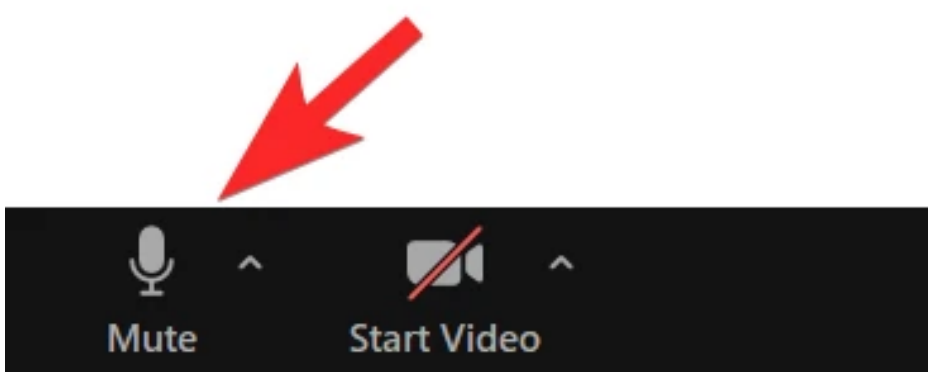

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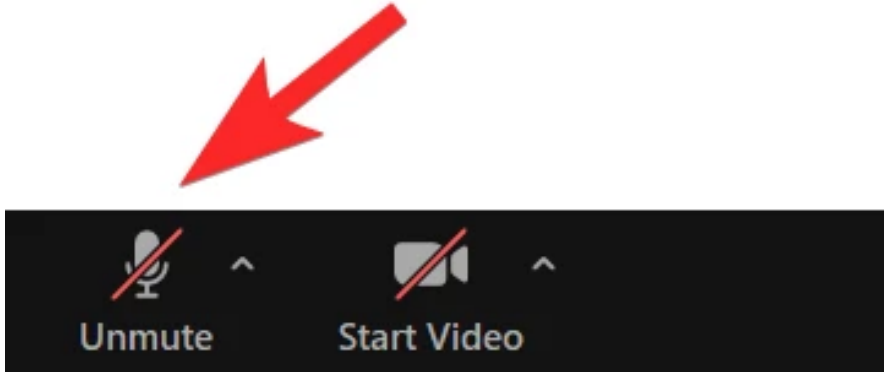

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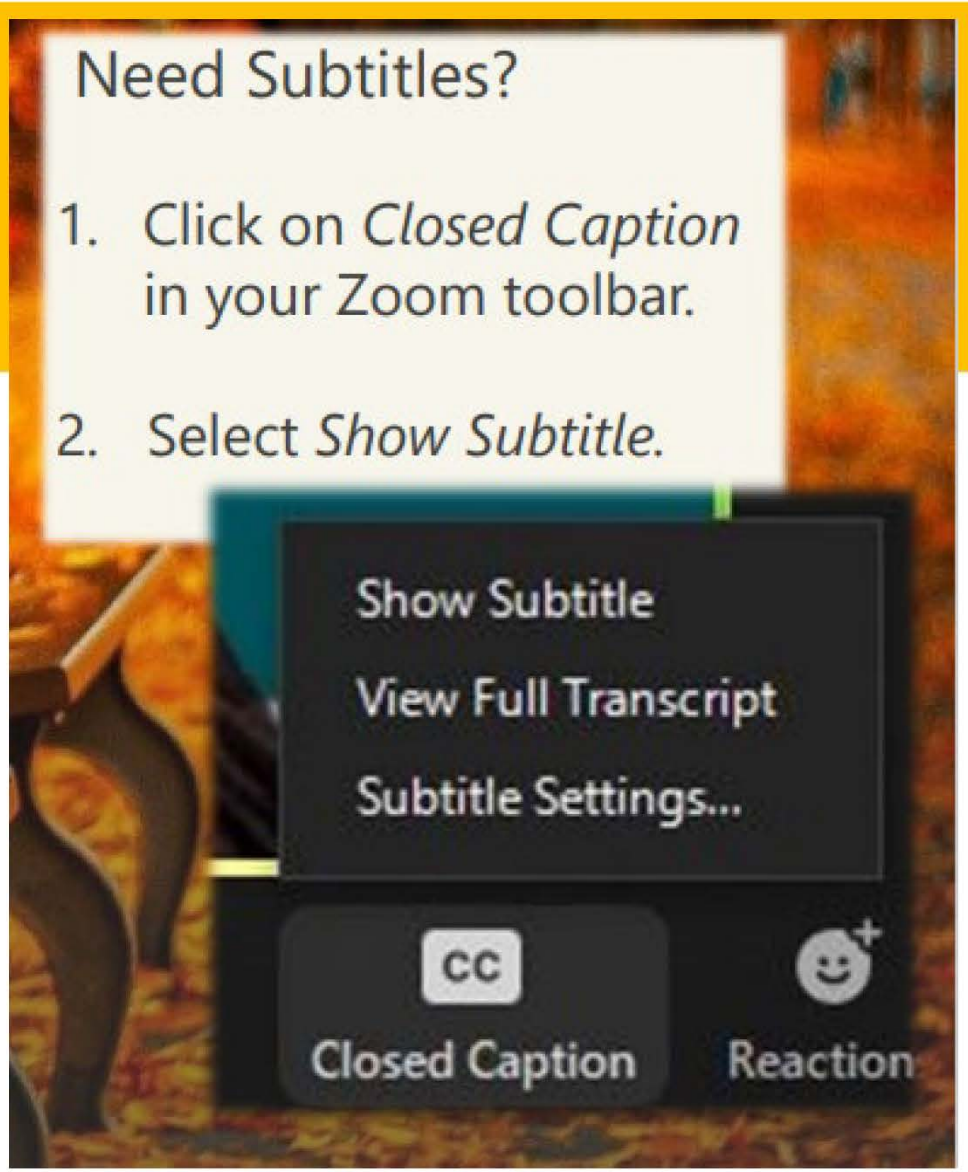
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Step #1

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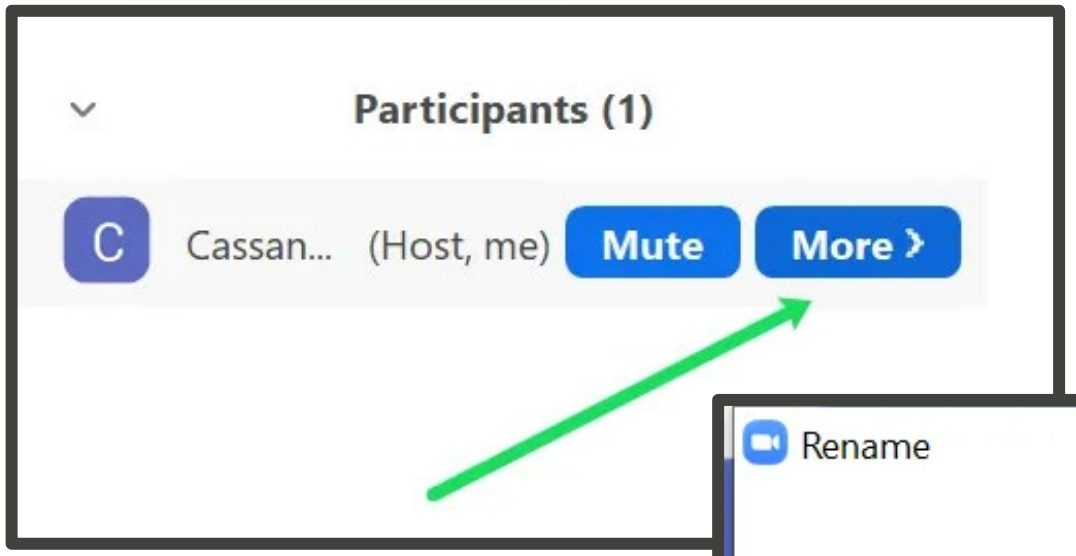
Step #2



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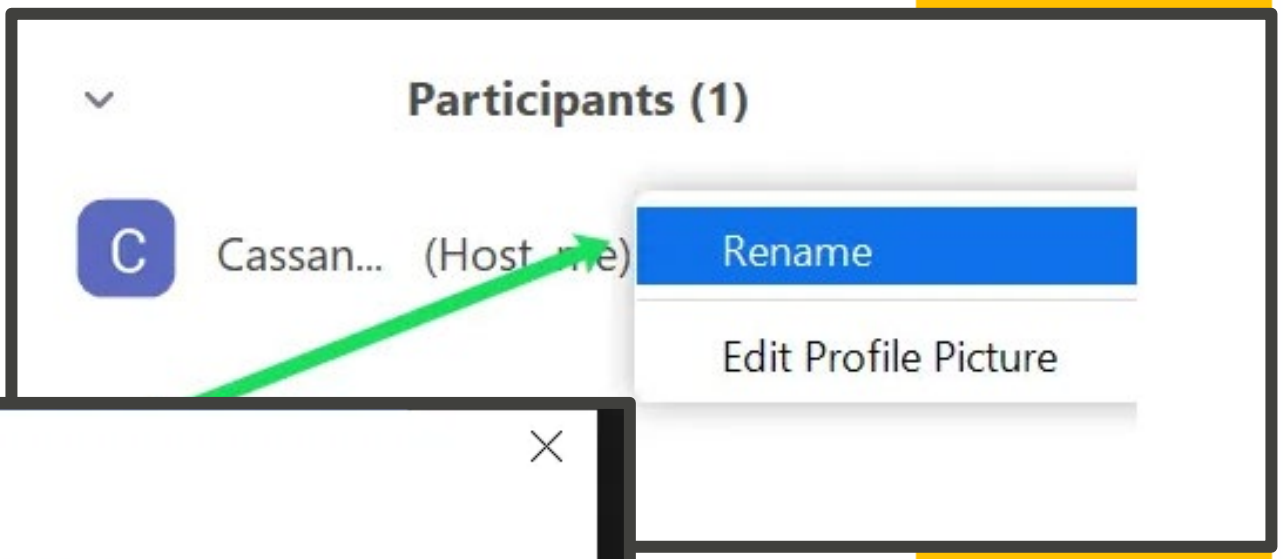

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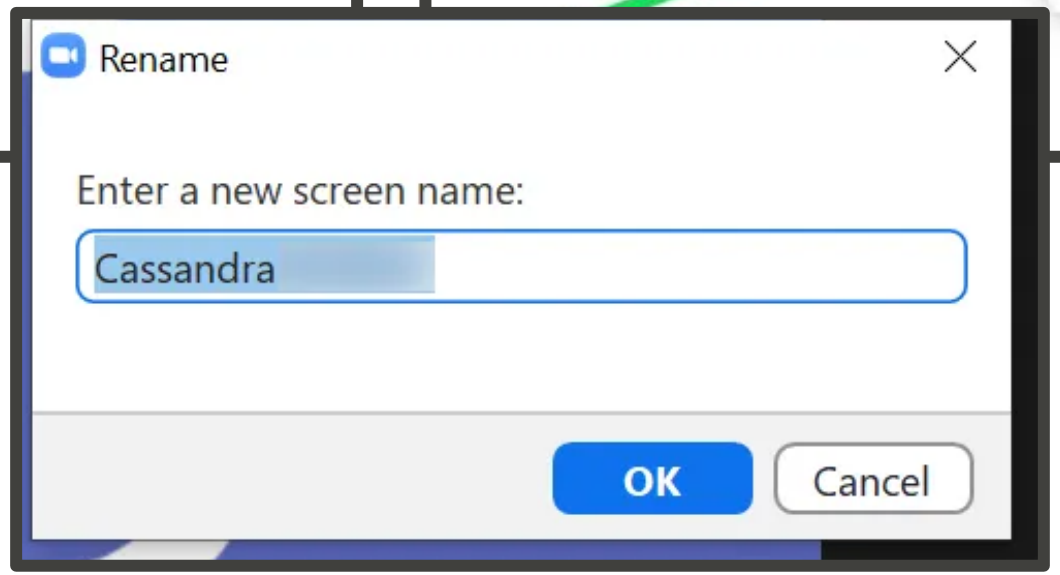

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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today.

If you would like to acknowledge the land you are joining from today, here are a couple of links to direct you to more information:

https://www.washingtontribes.org/the-tribes-of-washington/

https://native-land.ca/

You can add your tribal acknowledgement in the chat feature. Thanks!

Today's Goals

- Understand the basic foster care provisions and what resources are available, such as the joint letter and Treehouse.org
- Understand how school selection and immediate enrollment requirements are defined by the McKinney-Vento Act.
- Gain exposure to best practices for school selection and immediate enrollment for students experiencing homelessness.
- Gain a better understanding around transportation requirements as defined by the McKinney-Vento Act
- Be able to identify common occurrences pertaining to McKinney-Vento liaison responsibilities.

Agenda

- Welcome Back
- Christina Endres, Program Specialist with the National Center for Homeless Education
- Foster care provisions and resources, Stacey Klim from OSPI and Heidi Hiatt from Treehouse.org
- McKinney-Vento liaison breakout sessions

The McKinney-Vento Act

Christina Endres is a Program Specialist with the National Center for Homeless Education. During her 10-year tenure as a state coordinator for homeless education, she also served as president of NAEHCY and Even Start state coordinator. Christina started her career providing direct services to families, including mental health, home-based, and family preservation services, as well as mentoring and helping youth build independent living skills.

Critical Knowledge for Critical Needs: Educating Students Experiencing Homelessness

Washington Fall 2022

School Selection

Option 1: School of origin

- Defined as the school the students attended when permanently housed or the school the students last attended
- Includes public preschools
- Includes receiving schools

Option 2: Local attendance area school

- Includes any public school that nonhomeless students living in the same location have the right to attend

Transportation

HCY are eligible for transportation to the school of origin

42 U.S.C. §11432(g)(1)(J)(iii)

Right to transportation extends

- For the duration of the homelessness or
- Until the end of the school year in which they obtain housing
  - This change was made in 2015 for transportation

42 U.S.C. §11432(g)(3)(A)(2)

Transportation should be comparable to what others receive

42 U.S.C. §11432(g)(4)(A)

Transportation

Districts can split the cost & responsibility

- Can use a common agreement
- If can't come to agreement, then the split is 50-50

42 U.S.C. §11432(g)(1)(J)(iii)

Can use the following to cover **excess** cost:

- MV funds
- Title I, Part A of the Elementary and Secondary Education Act funds

42 U.S.C. §11433(d)(5) and 20 U.S.C. § 6313(c)(3)(C)(ii)

What Do You Think

Janae is a 3rd Grader attending a school in your district. Recently, her family lost their home due to a fire and she's now staying with a cousin in the district next to yours. Janae's teacher learned about the fire when Janae completed an assignment that involved free writing, so she was referred to you, the liaison. You confirmed that Janae is homeless and contacted the transportation department to arrange transportation to the school of origin. Transportation starts without any problem, but a few days later, the comptroller contacts you to let you know the transportation cost is being applied to your McKinney-Vento grant. You note that Janae's IEP includes transportation services and that you think the cost should come from special education funds.

Who should cover the cost of transporting Janae?

Transportation and Special Education

- About 22% of WA students who are homeless also have an Individualized Education Program (IEP)
- IEPs often include transportation services
- Key question: what is the cause of the transportation cost?
  - McKinney-Vento would cover excess cost due to homelessness
  - Special education would cover the original cost resulting from the student's special education need

Individuals with Disabilities Act (IDEA)

- Temporary surrogate parents
  - Must be assigned for UHY
  - May be someone involved in the care of the student
  - Shouldn’t be assigned for more than 30 days

- Surrogate parents
  - May not be someone involved in the care of the student

IDEA

- The definition of parent includes:
  - An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare
  - School placement: remember that the school of origin is presumed to be in the best interest of the student

Dispute Resolution

- Disputes may be over: eligibility, school selection, or enrollment
- If enrollment is denied, a written statement must be given explaining the reason and appeal process
  - Provided in a format and language the parent, guardian, or unaccompanied homeless youth can understand
- The parent/student must be immediately referred to the liaison
- Students must be enrolled and receive services while a dispute is mediated by the liaison

42 U.S.C. §11432(g)(3)(E)

What Do You Think

Ryan's family recently let you know that they were doubled-up. Ryan's dad lost his job, and his mom is unable to work. They're now staying with Ryan's uncle. However, there's some question as to whether the family is actually homeless. A coach at Ryan's school grew suspicious because he sees them at the gas station near the school every morning buying big gulp sodas. As a result, he followed them after school to see where they go. The coach was very upset when he found out they were driving to a large city nearby, which is not where they said they were staying.

What would you do?

Confirming Eligibility

- Be flexible; it's difficult to prove homelessness
- Two briefs can help determine eligibility:
  - Determining Eligibility: https://nche.ed.gov/wp-content/uploads/2018/10/det_elig.pdf
  - Confirming Eligibility: https://nche.ed.gov/wp-content/uploads/2018/10/conf-elig.pdf
- Remember that students have the right to immediate enrollment even if they cannot provide proof of residency

Title I, Part A and MV Basics

- Homeless students are categorically eligible for services under Title I, Part A
  - Eligibility standards normally required are waived for HCY
  - Eligibility for Title I, Part A services lasts for duration of homelessness or until end of year in which student obtains housing

20 U.S.C. § 6315(c)(2)(E)

- Title I, Part A staff and homeless liaisons are required to collaborate to provide services for homeless students

42 U.S.C. §11432(g)(6)(C) and 20 U.S.C. § 6312(a)(1)(B)

Title I, Part A Set-Aside

- Every LEA must have a set-aside for HCY
  - Must be based on the total LEA Title I, Part A allocation
  - Must be taken prior to any allowable LEA expenditure or transfer

20 U.S.C. § 6313(c)(3)

  - EHCY Non-Regulatory Guidance, Question M-4 for list of possible expenses https://oese.ed.gov/files/2020/07/160240ehcyguidanceupdated082718.pdf
- Use of a needs assessment to determine the amount is encouraged
- Services must be comparable to what other students receive

Graduation Rates: School Year 2019-20

Subgroup	Four-Year Adjusted Cohort Graduation Rate	Five-Year Adjusted Cohort Graduation Rate
Students in foster care	50%	53%
Students who were homeless	69%	35%
Students who were economically disadvantaged	75%	76%
All students	83%	84%

Credit Accrual and Postsecondary Education

Districts must award full or partial credit for work completed in a previous district

42 U.S.C. §11432(g)(1)(F)(ii)

Examples:

- Consult with the prior school to evaluate the work completed
- Evaluate the student's mastery of courses & award credits accordingly
- Offer credit recovery or mastery- based courses
- Offer distance learning

Postsecondary Education

UHY must be assisted with FAFSA verifications

42 U.S.C. §11432(g)(6)(A)(III)

All HCY should receive information and individualized counseling regarding

- college readiness and selection
- applying for school
- financial aid and on-campus supports

Non-regulatory Guidance, Q-1

What Do You Think

Giselle is a junior in college. She graduated from your school district. and you've heard from her from time to time. It's time for Giselle to complete her FAFSA for next school year. She indicated on her FAFSA that she's an unaccompanied homeless youth and asked you to verify her status for the college. You met Giselle when you identified her as an unaccompanied homeless youth when she was just a sophomore in high school.

Do you verify Giselle's status?

Requirement to Remove Barriers

States and school districts must develop, review, and revise policies

- To remove barriers to the identification, enrollment and retention of McKinney-Vento students
- Includes barriers due to outstanding fees or fines, or absences

42 U.S.C. § 11432(g)(1)(I)

Question A-4 of EHCY Non-Regulatory Guidance provides the following information on ensuring homeless students have equal access to public education

- Review of policy and practices is a broad, ongoing requirement
- Reviews should include input from parents, students, and advocates
- Should include review of discipline policies that disproportionately impact homeless students
- https://oese.ed.gov/files/2020/07/160240ehcyguidanceupdated082718.pdf

School Meals

- HCY are categorically eligible for free meals

42 U.S.C. § 1758(b)(5)(A)(b)

- U.S. Department of Agriculture policy allows liaisons & shelter directors to qualify HCY
  - https://www.fns.usda.gov/updated-guidance-homeless-children-school-nutrition-programs
- Provide the school nutrition director a list with
  - The student's name
  - The effective date of eligibility
  - The liaison or shelter director's signature

Collaboration

- Liaisons shall coordinate and collaborate with state coordinators, community and school personnel, including
  - Collection of data
  - Provision of transportation and other necessary services
  - Informing students and parents of their rights
  - Adopting procedures for providing professional development and technical assistance
  - Coordinating with housing agencies to minimize educational disruptions
  - Raising awareness of school personnel and service providers on the impact of homelessness on education
  - Providing early childhood services

Impact of McKinney-Vento

- Prior to McKinney-Vento: Less than 50% of students identified as homeless attended school regularly

- In 1994: More than 86% of students identified as homeless attended school regularly

Contact NCHE

- General Helpline: homeless@serve.org or 800-308-2145
- Data questions: HCYdata@serve.org
- Christina Endres:
  - cendres@serve.org
  - 336-315-7438

Break

Let's Meet Back in 15 minutes!

Bio Break

Refreshments
(Self-Provided)

Tech Check

Foster Care

- Some of you might be wondering why we have foster care content in the McKinney-Vento liaison training
- We recognize that each of these responsibilities are nuanced and the requirements for each are not necessarily the same
- With that being said, we also realize that many people have BOTH the McKinney-Vento liaison responsibility AND the foster care liaison responsibility, which is why we felt it was valuable to include a foster care portion in this training
- Please know there will be additional foster care specific training provided throughout the year from OSPI

Foster Care

Stacey Klim is the Foster Care Program Specialist at OSPI.

Heidi Hiatt is the Education Services Manager for Treehouseforkids for the last seven years. Ms. Hiatt will be sharing what resources Treehouse offers and how the organization partners with schools.

Educational Stability for Students in Foster Care

Presented by:
Stacey Klim (She/Her)
OSPI Foster Care Program Specialist

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Foster Care	McKinney-Vento
In WA, students under the placement and care authority of the Division of Children, Youth, and Families (DCYF) or Tribal Child Welfare including students in: • Foster homes • Relative placements • Group homes • Emergency shelters • Residential facilities • Childcare institutions • Pre-adoptive homes • Trial-return-home placement Unaccompanied Refugee Minors are also eligible	Student is experiencing homelessness, defined by the McKinney-Vento Act as "individuals who lack a fixed, regular, and adequate nighttime residence." This includes children and youth: • Sharing housing or “doubled-up” • Living in motels, hotels, and campgrounds • Living in emergency or transitional shelters • Abandoned in hospitals • Accommodations not ordinary to be used by human beings • Living in cars, trains stations and similar settings • Migratory children and youth living in any of the above situations

Exceptional Situations
There are occasions when a student in foster care may also qualify as experiencing homelessness: • Student was identified and served under MV prior to placement in foster care, • Student has run away from their foster care placement, • Student is placed in a shelter, or • Student is placed with a family who also meets the definition of homelessness according to the McKinney-Vento Act These students should be dually qualified for both foster care and McKinney-Vento.

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Why Does School Matter?

A positive, stable school experience provides structure and nurtures an environment where students can learn and grow.

With fewer school disruptions, youth:

- are provided with a familiar setting for learning
- remain connected to school peers and supports
- are more likely to access appropriate coursework, and remain on a path to achieve college and career readiness.

ESSA Foster Care Provisions

- School of origin rights
- Best Interest Determination
- Immediate enrollment
- Collaboration between schools and child welfare
- Foster care liaison in every district

Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care

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Foster Care

Which Students Qualify?

Students who are the "subject of a dependency proceeding":

- Foster Home
- Residential Facility
- Relative
- Group Home
- Emergency Shelter
- Pre-adoptive Home
- Trial-return-home

Students in Tribal Child Welfare and Unaccompanied Refugee Minors (URM)

State Legislation

- RCW 28A.225.023 - Review of unexpected or excessive absences
- RCW 28A.225.350 - Best Interest Determinations
- RCW 28A.225.360 - Collaboration with DCYF
- RCW 28A.320.192 - On-time grade level progression and graduation
- RCW 28A.320.148 - Foster care liaison and building points of contact
- RCW 28A.150.510 – Records Transfer

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Identification

CEDARS

- Nightly data feed from DCYF to OSPI

Caregiver Authorization Forms

- DCYF provides to foster parent upon placement

School Notification Forms

- DCYF is required to provide to school when placement changes

Key Provisions for Students in Foster Care

Every school district is required to designate a Foster Care Liaison.

Foster Care Liaison Duties

Coordinate

- Coordinate with OSPI Foster Care Program Supervisor

Serve

- Serve as the primary contact person for child welfare and case workers

Attend

- Attend training and professional development opportunities to improve district implementation efforts

Facilitate

- Facilitate the transfer of records and immediate enrollment

Train

- Train district and school staff on state and federal laws related to students in foster care

Ensure

- Ensure that children in foster care are enrolled in, and regularly attending, school

Develop

- Develop and coordinate local transportation procedures

Manage

- Manage best-interest determinations and transportation cost disputes

Foster Care Building Points of Contact

Each school is required to designate a foster care building point of contact who knows which students are in foster care and what rights those students have under the law.

Best Practices for Foster Care Building Points of Contact

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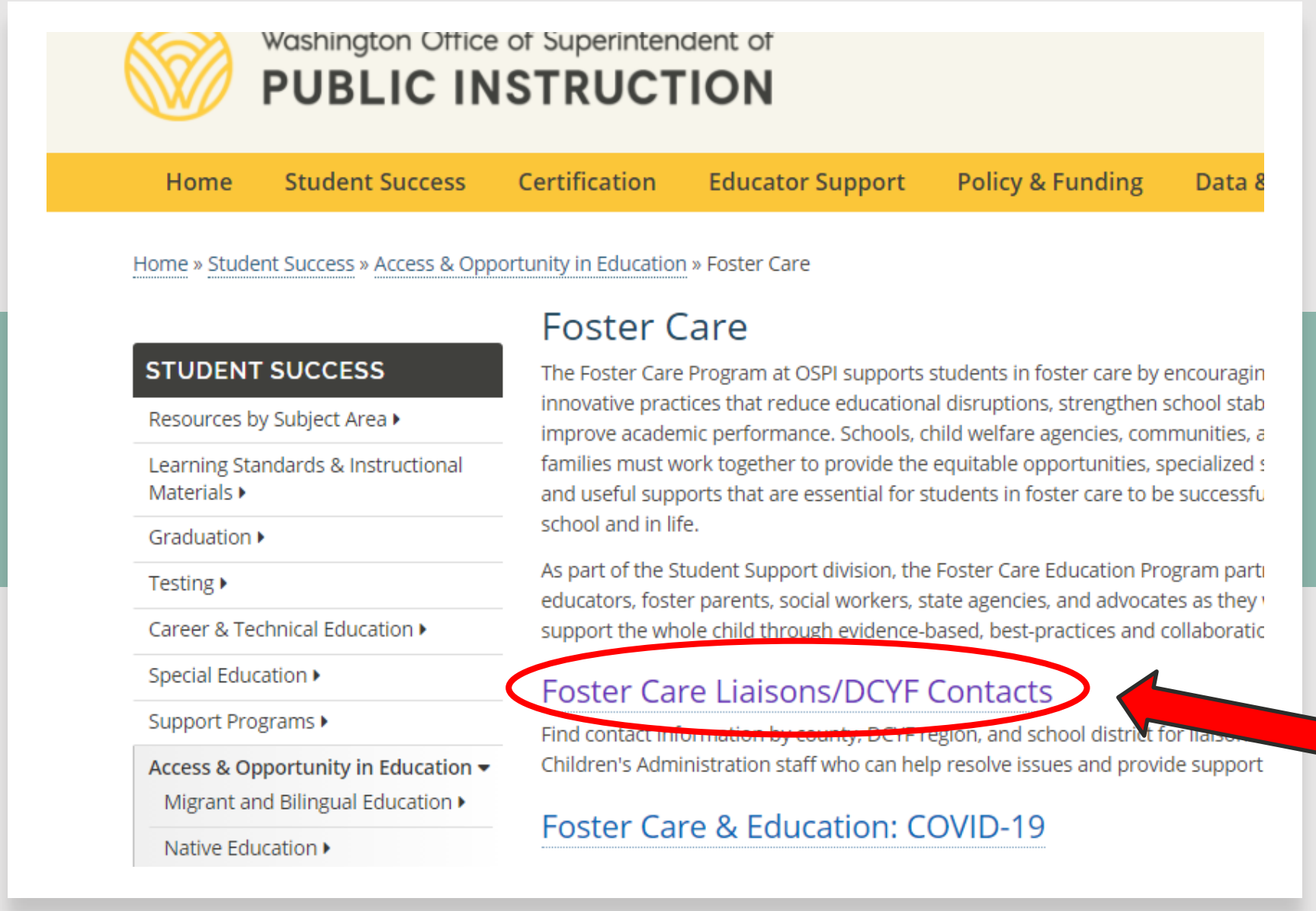

How Do I Find My Foster Care Liaison?

[Visit the OSPI Foster Care Education Website]

Key Provisions for Students in Foster Care

Students remain in school of origin unless there is a determination that it is not in their best interest.

School of Origin

School in which child is enrolled at time of placement change

Child must remain in school of origin until a determination is made

Includes LEA preschool and designated feeder schools

RCW 28A.225.350

Students in out-of-home care—Best interest determinations

- Best interest determinations should be made as quickly as possible in order to prevent educational discontinuity for the student
- Every effort should be made to gather meaningful input from relevant and appropriate persons
- Student-centered factors must be used to determine what is in a student's best interest
- **The student must remain in his or her school of origin** while a best interest determination is made

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Best Interest Determination

Student-centered Factors, e.g.:

- *Age*
- *Length of placement*
- *Special needs*
- *Timing in school year*
- *Grade level*
- *Existing connection*

Key Provisions for Students in Foster Care

Students in foster care are entitled to **immediate enrollment**, even without documents normally required.

Immediate Enrollment

Immediate enrollment means that a child should be enrolled in, and attending, a new school as soon as possible.

- Appropriate classroom placement
- Transportation, if required

Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided

- **Including Immunization Records**

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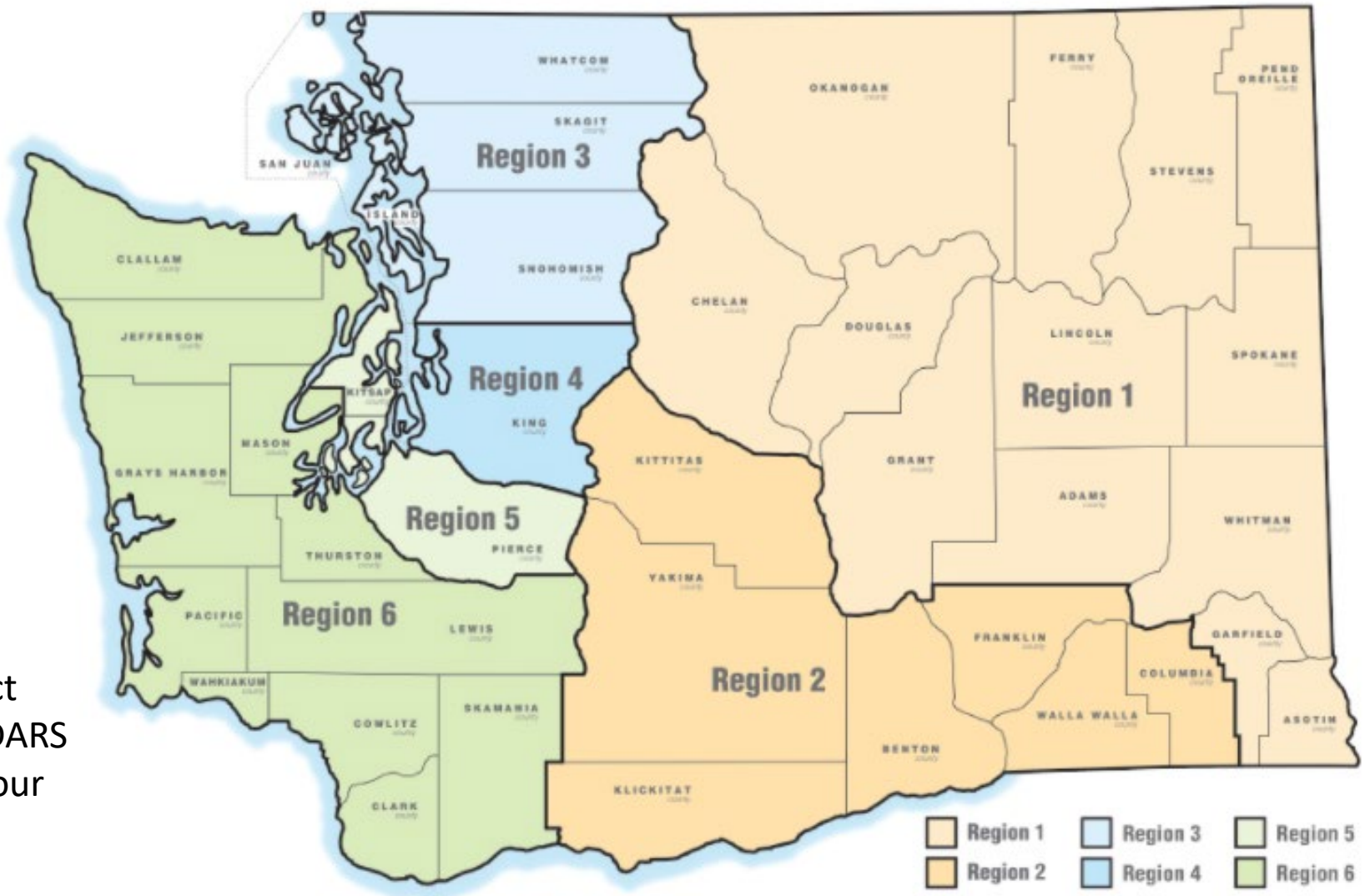
Key Provisions for Students in Foster Care

Schools/OSPI must collaborate with Child Welfare Agencies.

DCYF Regional Education Leads



Individual DCYF caseworker contact information is included on the CEDARS foster care report. Connect with your district foster care liaison.

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Collaboration with Child Welfare

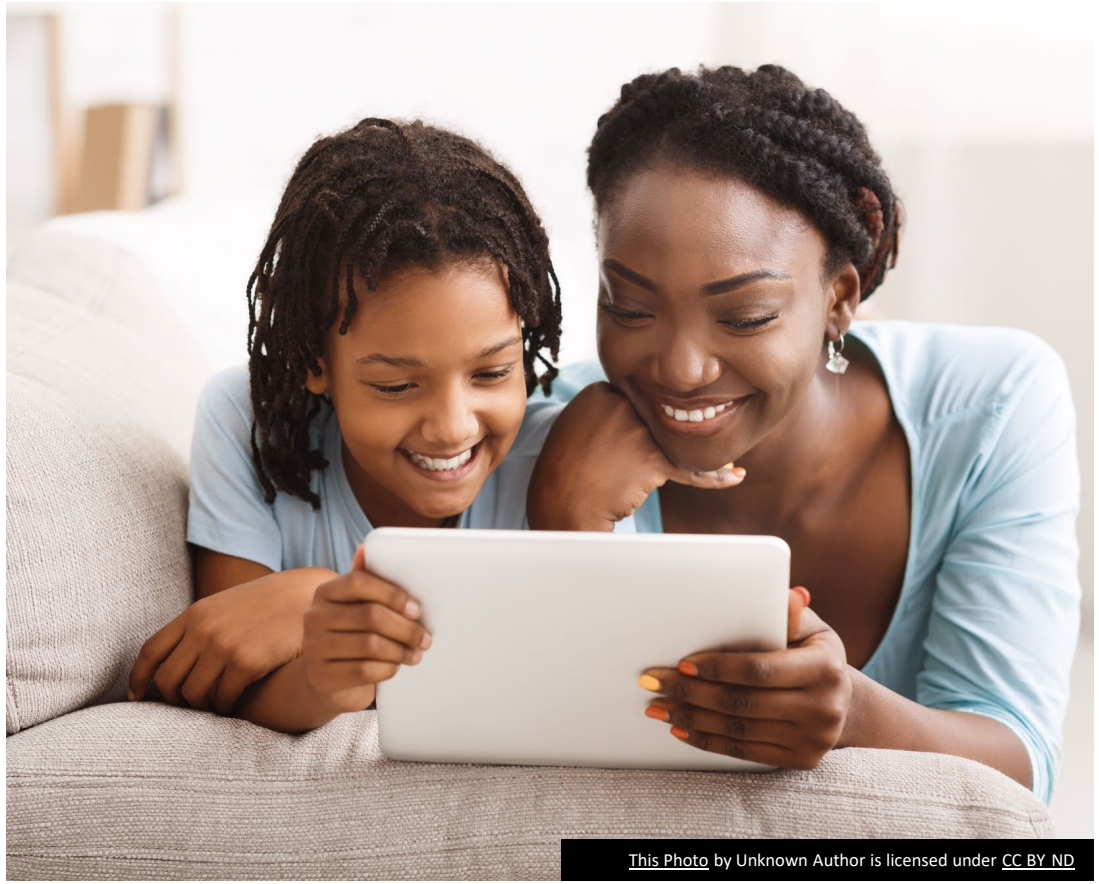
Best Interest Determinations

Transportation Arrangements

DCYF is responsible for paying any outstanding fees/fines

Ensure that social workers receive:

- Report Cards
- Attendance Reports
- Invites to parent-teacher conferences, IEP meetings



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DCYF School Notification Form

Washington State Department of CHILDREN, YOUTH & FAMILIES

School Notification

Click here for a district-by-district of where to send this completed form.

This is to notify the school district that the below named child has been:
☐ Newly placed ☐ Returned home ☐ Changed placement

Date:
To:
From: DCYF WORKER'S NAME | EMAIL | PHONE | FAX
DCYF ADDRESS
RE: STUDENT'S NAME | DATE OF BIRTH | GRADE LEVEL

Statement of Confidentiality

The information disclosed in this form is confidential and disclosed under the limitations of RCW 13.50.100. This disclosure does not constitute a waiver of any confidentiality or privilege attached to the information by operation of any state or federal law or regulation. The recipient of this information must comply with the laws governing confidentiality and must protect the records from unauthorized disclosure. RCW 13.50.100(5).

☐ **The above named student is in the legal custody of DCYF and is temporarily placed at the following location:**

CAREGIVER'S NAME	PHONE	TYPE OF PLACEMENT
		☐ Foster care
ADDRESS		☐ Relative
		☐ Other:

☐ **The above named student is in the legal custody of DCYF and the child has moved (or will be moving) to a new placement at the following location:**

CAREGIVER'S NAME	PHONE
TYPE OF PLACEMENT ☐ Foster care ☐ Relative ☐ Other:	ANTICIPATED DATE OF MOVE
ADDRESS	

☐ **The above named student has been returned to parent / guardian care:**

☐ Legal custody regained by parent / guardian or ☐ Legal custody retained by DCYF	PARENT / GUARDIAN(S) NAME(S)
ADDRESS	PHONE

☐ **Per court order, the people named below cannot have contact with the student:**

FIRST NAME	LAST NAME	RELATIONSHIP (PARENT / UNCLE / AUNT / SIBLING, NO RELATIONSHIP, ETC.)

Please notify the DCYF worker named above immediately if contact attempts are made.

☐ **The above named student is in the legal custody of DCYF and continues to reside in the parental home:**

PARENT / GUARDIAN(S) NAME(S)	PHONE

☐ **Copy of the court order is attached.**

Best Interest Determination Participants:

- ☐ Representative from Neighborhood School
- ☐ Representative from School of Origin
- ☐ Parent
- ☐ Caregiver
- ☐ Caseworker
- ☐ Youth

School Selection: A Checklist for Decision Making

	School of Origin Considerations		Local Attendance Area School Considerations
☐	**Continuity of instruction** *Student is best served due to circumstances that look to his or her past*	☐	**Continuity of instruction** *Student is best served due to circumstances that look to his or her future*
☐	**Age and grade placement of the student** *Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation.*	☐	**Age and grade placement of the student** *Maintaining friends and contacts with peers in the school of origin is not particularly critical to the student's meaningful school experience and participation.*
☐	**Academic strength** *The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.*	☐	**Academic strength** *The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.*
☐	**Distance of the commute and its impact on the student's education and/or special needs** *The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.*	☐	**Distance of the commute and its impact on the student's education and/or special needs** *A shorter commute may help the student's concentration, attitude, or readiness for school.*
☐	**Personal safety of the student** *The school of origin has advantages for the safety of the student.*	☐	**Personal safety of the student** *The local attendance area school has advantages for the safety of the student.*
☐	**Student's need for special instruction** *The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the school of origin.*	☐	**Student's need for special instruction** *The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the local attendance area school.*
☐	**Length of anticipated stay in a temporary shelter or other temporary location** *The student's current living situation is outside of the school-of-origin attendance zone, but his/her living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.*	☐	**Length of anticipated stay in a temporary shelter or other temporary location** *The student's current living situation appears stable and unlikely to change suddenly; the student will benefit from developing relationships with school peers who live in his local community.*

Collaboration with Community Partners

Joint Letter on Educational Records for Students in Foster Care

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FOSTER CARE FAQ

FOSTER CARE IMMEDIATE ENROLLMENT

FOSTER CARE RESOURCES/TRAININGS

OSPI FOSTER CARE EDUCATION

Stacey Klim (She/Her)
OSPI Program Specialist, Foster Care Education
Fostercare@k12.wa.us

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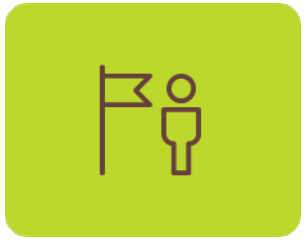
2022 McKinney-Vento Liaison Fall Training

Heidi Hiatt, Regional Manager, Education Advocacy Program, Treehouse

12 October 2022

Our Mission at Treehouse



Giving Foster Kids a Childhood and a Future

We envision–and strive to create–a world where every child that has experienced foster care has the opportunities and support they need to pursue their dreams and launch successfully into adulthood.

Intended Impact

Treehouse advances equity and racial justice in the foster care and education systems. By 2027, 90% of youth who have experienced foster care across Washington state will complete high school, with support and a plan to transition into independence.

Treehouse Programs Overview

#1 Educational Advocacy

Resolves difficult issues and removes barriers to school success. Serves youth in foster care in pre-kindergarten through 12th grade across Washington state who are not served by our Graduation Success program.

#2 Graduation Success

Youth-centered academic program that partners with youth in foster care to engage and invest in their education and future. Grad Success serves high school students and youth enrolled in an eligible GED program in foster care who are in an out-of-home placement.

#3 Launch Success

Launch Success continues partnering with youth after graduation by providing ongoing access to goal setting, and financial and material resources. Includes coaching on accountability, self-advocacy and other life skills necessary for a successful launch into adulthood.

#4 Tribal Engagement

A culturally centered program that engages collaboratively with tribal communities to support youth in care on their academic journey. Barriers to school success can be removed with student-centered planning and the development of self-advocacy skills.

Treehouse Educational Program Eligibility

Educational Advocacy

- Youth must be in shelter care status or in an open dependency with DCYF
- Youth in federal foster care or one of the tribal foster care systems.
- Youth must be attending, attempting to attend, or need enrollment assistance with a Pre-K – 12 school in WA state.
- There must be an **immediate** need that requires intervention.

Graduation Success

- Youth must be in an open dependency of either DCYF, federal foster care, or one of the tribal foster care systems.
- Youth must be enrolled in a public high school (9th – 12th grade).

Launch Success

- Youth ages 18-26th birthday who graduated from high school or an equivalency program while enrolled in our Graduation Success program can opt in and qualify for automatic enrollment.
- Youth who participated in Graduation Success for at least 1 year and went on to graduate high school or an equivalency program (NOT while enrolled in GS) may be eligible. Must call or email to inquire.

Tribal Engagement

- Youth in tribal jurisdiction or DCYF care and identify as tribally affiliated. Including youth at any stage of the dependency process, from initial removal to case closure.
- Ages 13-21 working towards high school completion.
- Residing in our current service areas (Greater Marysville, Greater Auburn, Greater Bellingham/Ferndale and Greater Yakima).

Treehouse Educational Program Referrals

Educational Advocacy, Graduation Success & Tribal Engagement:

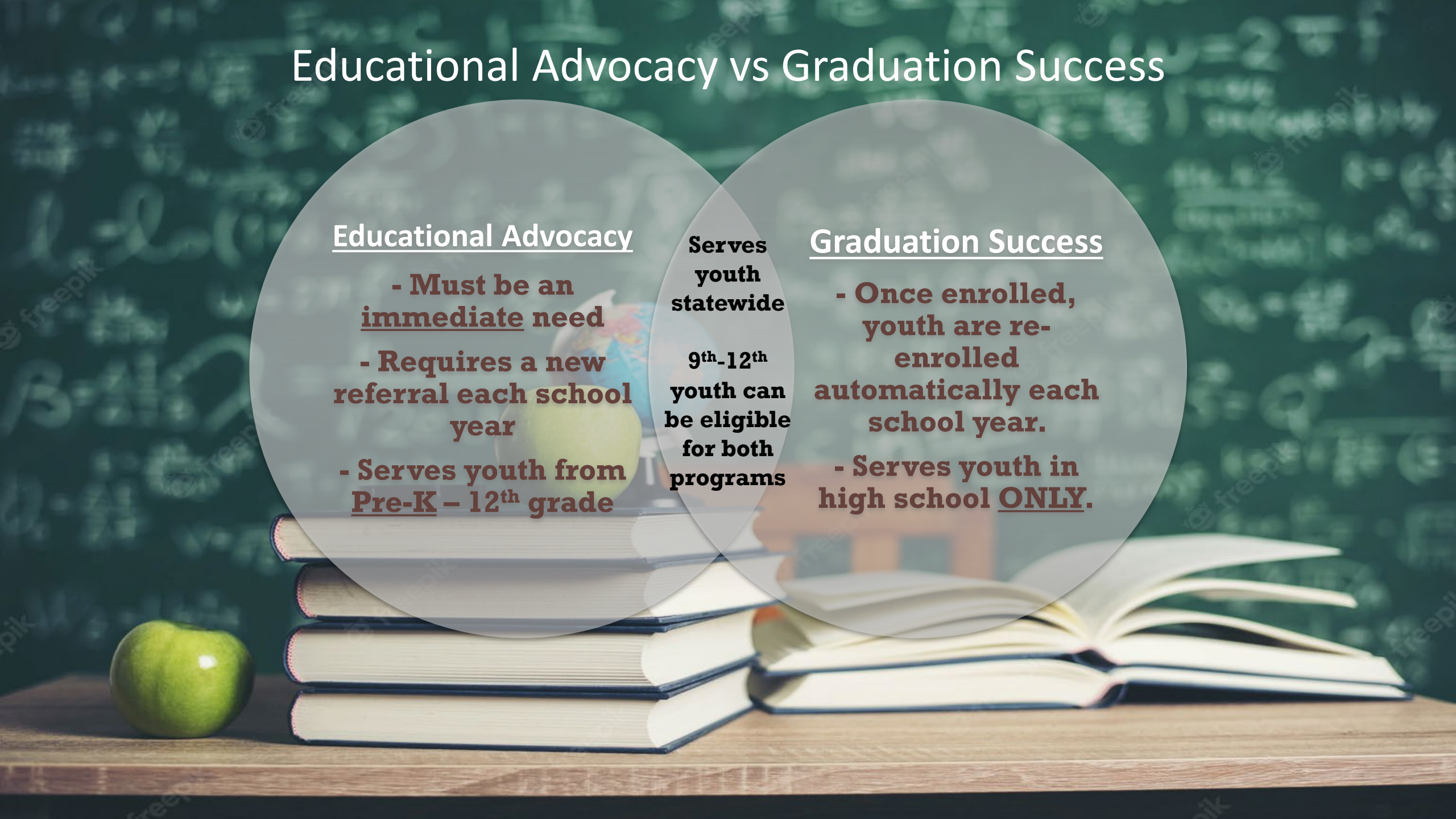
Referrals are accepted from:

- DCYF Social Workers
- Case Managers (private agency for foster care or YMCA Young Adult Services staff)
- CASAs
- Attorneys representing youth
- Washington State OSPI (foster care liaisons, school counselors or other school staff)
- Tribal or Federal Foster Care caseworkers

Launch Success:

- Youth can make a self-referral on our website.
- There may be a waitlist due to the capacity of our Launch Success Coaches.

Educational Advocacy vs Graduation Success



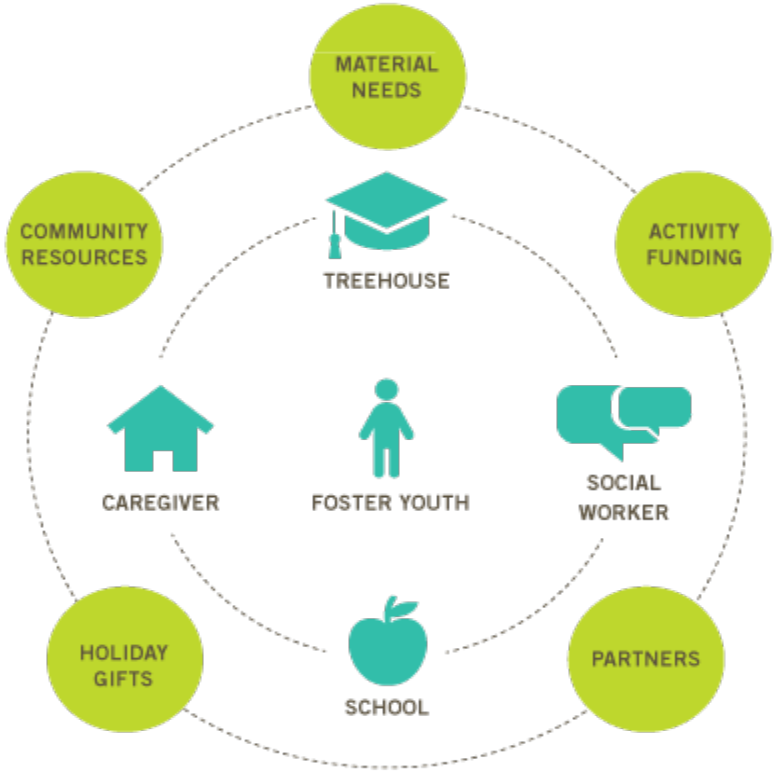
Treehouse Essentials and Experiences

#1 Treehouse Store

Ensures that youth in foster care have access to the items they need to feel confident and ready to learn. Youth and their caregivers can shop free new/like-new clothing, school supplies, books, toys and other essentials so they feel good and fit in.

#2 Just-In-Time-Funding

Pays for the important childhood experiences that every child deserves. Provides access to extracurricular activities so youth gain confidence, have fun and improve academic performance. Pays for fun and enriching summer experiences for our youth.



#3 Driver's Assistance

Provides funding and assistance for youth in foster care to obtain: Washington State ID Cards, Driver's Education Courses, Washington State Learner's Permits, Washington State Driver's License & Enhanced Driver's
Licenses, and Automobile Insurance.

#4 Holiday Magic

Makes the holidays brighter for children and youth in foster care by providing each one a meaningful holiday gift. The program is made possible through a 30-year partnership with Washington state's Department of Children Youth and Families.

Treehouse Essentials and Experiences Eligibility

Treehouse Store

- Youth must be in shelter care, in a Voluntary Placement Agreement (VPA), or in an open dependency of either DCYF, federal foster care, or one of the tribal foster care systems.
- Youth must also be either residing in King County or have their case based out of King County.

Just-In-Time-Funding

- Youth must be in shelter care, in a Voluntary Placement Agreement (VPA), or in an open dependency of either DCYF, federal foster care, or one of the tribal foster care systems.
- Youth must also be either residing in King County or have their case based out of King County.

Driver's Assistance

- Youth must be in an open dependency of either DCYF or one of the tribal foster care systems.
- Youth must be between the ages of 15 and 21.

Holiday Magic

- Youth must be in an open dependency of either DCYF or one of the tribal foster care systems.

Treehouse Essentials and Experiences Referral

Treehouse Store and Just-in-Time Funding:

Referrals are accepted from:

- DCYF Social Workers
- Case Managers with foster placing agencies or group homes
- Attorneys representing youth
- Washington State OSPI (foster care liaisons, school counselors or other school staff)
- Tribal or Federal Foster Care caseworkers

Driver's Assistance:

- Youth do not need a referral specifically for Driver's Assistance. Eligible youth, their caregivers, or their social workers can make requests for funding on our website, with or without a previous Treehouse referral.

Holiday Magic:

- We receive a list of all youth in foster care in the state from the state. We reconcile that list and then send out flyers with the list of gifts to caregivers. Youth and/or caregivers will select a list and a gift is shipped to the youth in time for the holidays.
- Registration for the Holiday Magic 2022 will open on September 26.

How to Submit a Referral

To submit a referral, you will need a Username and Password:

- Go to: https://referrals.treehouseforkids.org/ and select "Request an Account"
- You will receive your new Username and Password within 2 business days.

For today only:

Our intake coordinator is on standby this morning

Request your account now and we will process it today!

Thank you!

For more information visit our website at:

https://www.treehouseforkids.org/

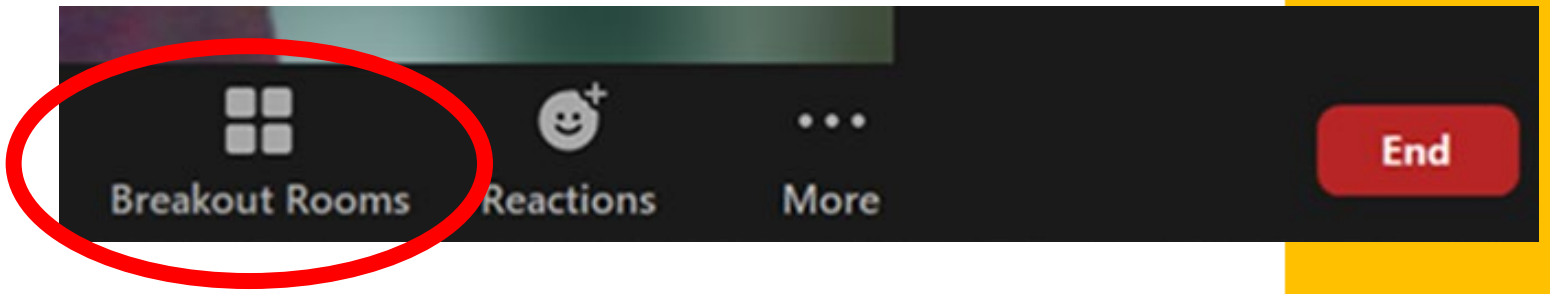
Breakout Sessions

- The final portion of our time together is dedicated to primary and secondary focused breakout groups.
- Elementary Focus: Marilee Hill-Anderson
  - Topics: Community partnerships, Vulnerability, Importance of relationships (DCYF, Family Resource Coordinator), Family engagement and connection.
- Secondary Focus: Melissa Newhouse
  - Topics: FAFSA, unaccompanied youth, career guidance, emergency housing, community partnerships.

Breakout Rooms – How to Enter

- Move your cursor to the bottom of the screen to review you zoom controls. Select “breakout rooms.”

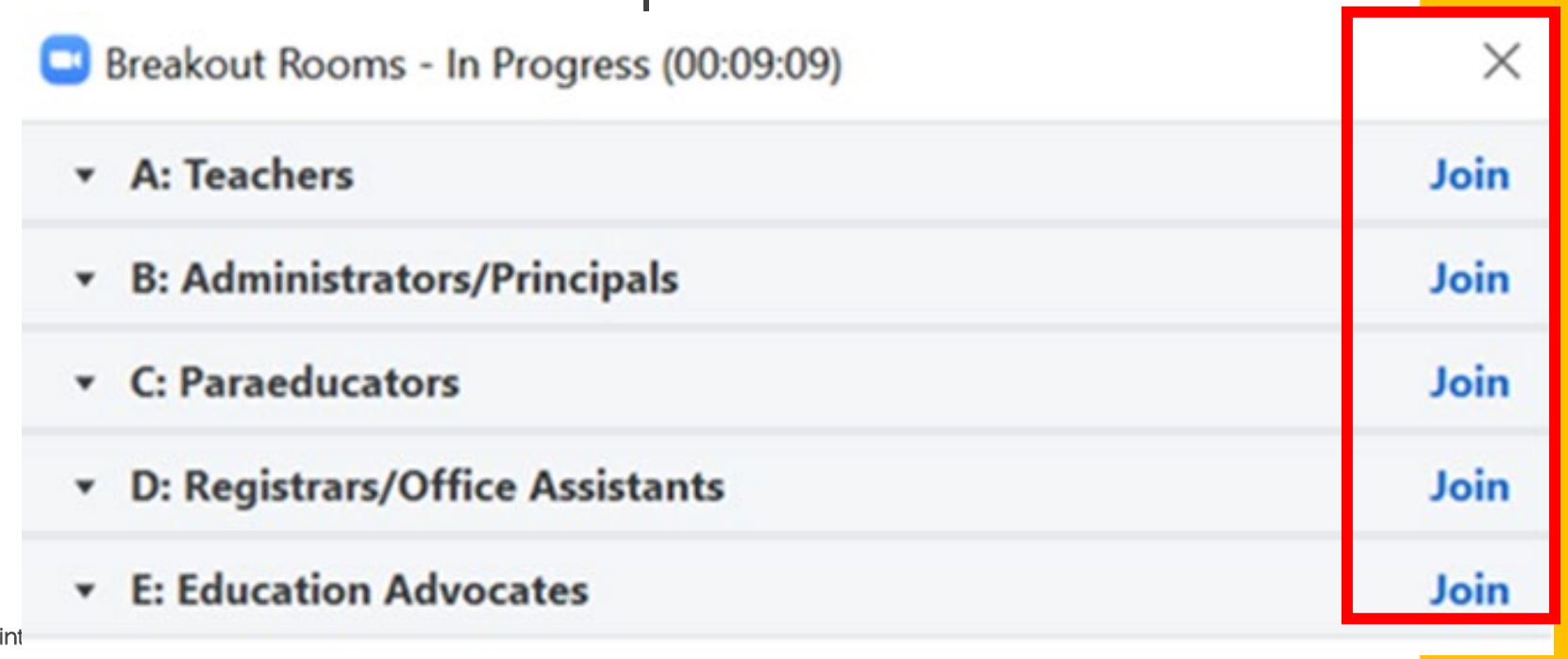
Step #1



Breakout Rooms – How to Enter

- This will prompt a window to pop-up on your screen. Select your desired breakout room topic.

Step #2

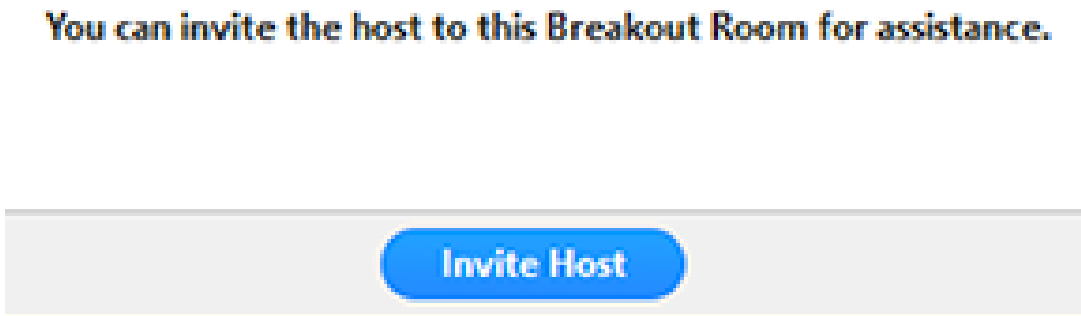


Leaving a Breakout Room

- You can leave the breakout room and return to the main meeting session at any time, or you can leave the meeting entirely from the breakout room.
- Click **Leave Breakout Room.**
- Choose if you want to leave the breakout room or the entire meeting.
- When the host ends the breakout rooms, you will be notified and given the option to return to the main room immediately, or in 60 seconds.

Help in a Breakout Room

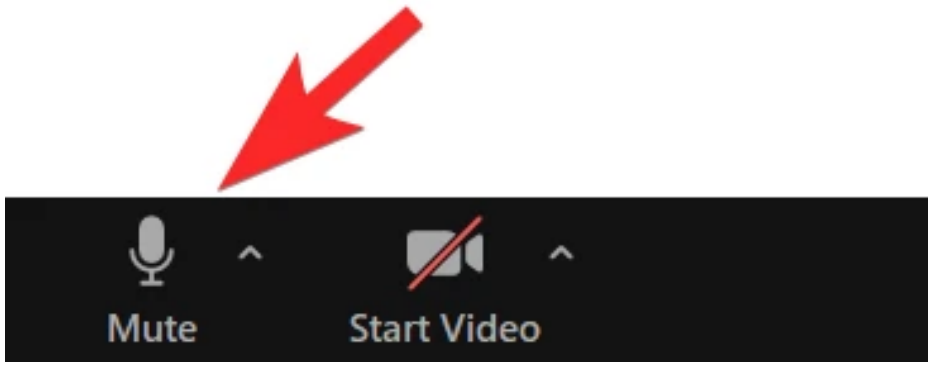
- If you click Ask for Help, it will notify the meeting host that you need assistance, and they will be asked to join your breakout room.
- Click Ask for Help in the meeting controls.
- Confirm that you would like assistance by clicking Invite Host.



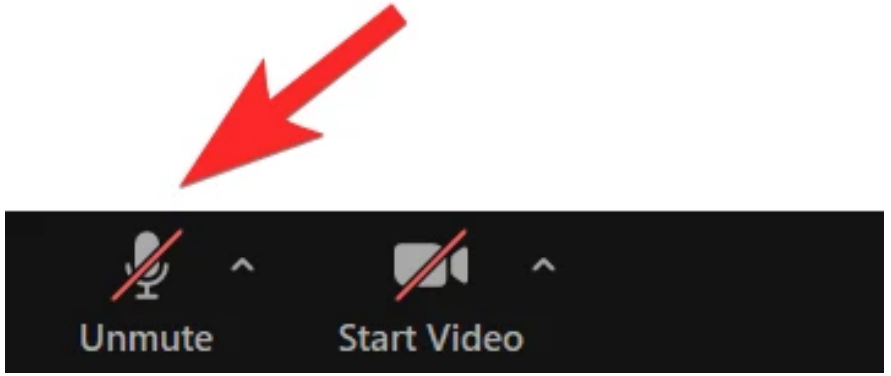
Reminder to Please Mute Your Microphone in the Breakout Room

- To mute your microphone simply click on the microphone icon in the bottom left corner of your screen or use the shortcut Alt+A

Unmuted
No redline across microphone icon



Muted
Redline across microphone icon



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Please Select Breakout Room

- If you need assistance, please send us a message in the chat with the room you are trying to go to.
- Elementary Focus: Marilee Hill-Anderson
  - Topics: Community partnerships, Vulnerability, Importance of relationships (DCYF, Family Resource Coordinator), Family engagement and connection.
- Secondary Focus: Melissa Newhouse
  - Topics: FAFSA, unaccompanied youth, career guidance, emergency housing, community partnerships.

Elementary Focus: Marilee Hill-Anderson

- Topics:
  - Community partnerships
  - Vulnerability
  - Importance of relationships (DCYF, Family Resource Coordinator)
  - Family engagement and connection

Supporting Younger Students and Children

Schools and Communities Unite!

Marilee Hill-Anderson
McKinney-Vento/Foster Care Liaison

Overview:

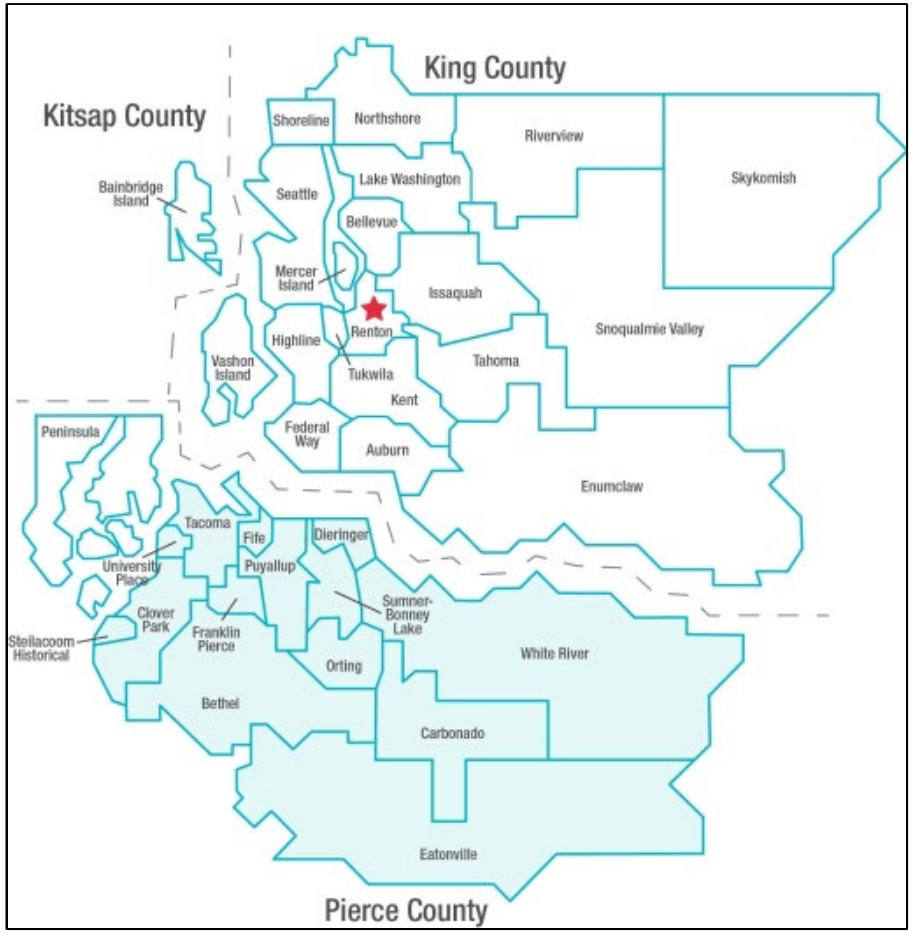
What we hope you will take away from this session:

- **Knowing more about SBLSD and our organizational culture**
- **How District culture, programs and partnerships support local students - alongside experiencing homelessness**
- **Special considerations for younger students and children**

Who we are:

Sumner-Bonney Lake School District serves students in Sumner, Bonney Lake, Edgewood, and unincorporated areas of east Pierce County.

- High Schools = 2
- Middle Schools = 3
- Elementary Schools = 9
- Early Learning Center = 1
- High School Program = 1



Our students:

2021-22 Enrollment: 10,328

- *Low-Income: 30.9%*
- ***McKinney-Vento Eligible*: 231 (2.2%)**

2018-19 Enrollment: 10,100

- *Low-Income: 30.6%*
- ***McKinney-Vento Eligible*: 168 (1.7%)**

KNOW · VALUE · SUPPORT

FUTURE READY

SUMNER-BONNEY LAKE SCHOOL DISTRICT

"Our promise in the Sumner-Bonney Lake School District is to know, value, and support every student, helping them graduate ready to pursue a promising future."

This promise comes with a commitment to promote a **district culture** of ***fair and inclusive practices***, where each student receives ***equitable access*** to the opportunities, resources, and supports to ***succeed and thrive***.

Equity is only achieved when each student ***receives what they need*** to graduate prepared for success after high school.

Coordinating Services

- BPC's (Building Points of Contact)
  - meets with students & families / intakes
  - intakes go to McKinney-Vento team @ Family Resource Center
  - transportation & child nutrition services arranged
  - Family Resource Center & community resources coordinated, *including early learning referrals*
  - *Outreach support in Spanish and Ukrainian - Partnerships*
  - KEY: tracking siblings across schools/district
  - circle back with updates to BPCs

Our partnerships:

Internal

It takes a **TRAINED** TEAM:

- *Transportation*
- *Child Nutrition*
- *Health Services*
- *Registrars and Secretaries*
- *Counselors*
- ***Building Points of Contact***
- *Family Support + **Early Childhood***
- *…and MORE!*

Community-Based

- ***TPCHD Family Support Partnership***
- ***Sumner-Bonney Lake Family Center***
- *Cities of Sumner and Bonney Lake*
- *Rotary Club of Sumner*
- *Sound Outreach & United Way*
- *Sumner-Bonney Lake CFF Coalition*
- *The Market*
- *Sumner Community Food Bank*
- *REACH Center & Building Changes*

Ensuring Access to Early Learning

- What are the ‘early learning’ and assessment programs for preschool children in your district?

- How do you make referrals and ensure access? Do we list younger children on McKinney-Vento program (family) intakes?

Develop Your Early Learning Resource List

- Does your District offer early learning and PK programs? What are the qualifications? Who are contacts?
- How do families and children get referred to ChildFind? Who does those services for your District?
- Developmental preschool programs?
- Who provides Head Start or ECEAP services in your area?
- Who provides preschool services in your community? Costs?

Childcare Provider Referrals

- *WA State Child Care Aware: https://childcareawarewa.org/*
- *WA State Child Care Aware # - 1-800-446-1114*

Sumner-Bonney Lake Family Resource Center

"Bringing Families and Resources Together"

What Does the Sumner-Bonney Lake Family Resource Center Do?

We provide support, education and resources to families through:

- Help with navigating complicated systems of health and human service resources;
- Tangible support - helping students have what they need at school;
- Operating as a hub to leverage and maximize community contributions.

Programs and Partners

Sumner-Bonney Lake School District

Ida Cortez, Coordinator

Amy Ramstedt-Rissberger, Readiness to Learn & McKinney-Vento Coordinator

Marilee Hill-Anderson, Director of Community Engagement, Homeless & Foster Care Liaison

Sound Outreach and United Way

Luan Watts - Employment Coach

Mary Ann Hill – Financial Coach

Puget Sound Educational Service District

Arely Dominguez-Maya

Latinx Family Support Outreach

What the work looks like..

August 2022

- Four drive through community events
- Distributed 1586 backpacks filled with children's supplies for school
- Gave out 580 'swag bags' with resource packets for parents
- Collected 580+ email addresses from parents to generate Family Resource Center/McKinney-Vento newsletter
- 580 face to face contacts made for:
  - youth mental health
  - local food banks
  - ECEAP & local library

Supporting Families and Promoting Learning (2021)

- 1000+ Community Big Give on Saturday, 11/ 20/21
  Meals Distributed = 1000 / impact = app. 4000
  Family Center (Ida) - School Outreach & Assisted On Site
- 127 Families Served - Sumner Holiday Toy Box
- 20 Parents/Guardians attended Technology Classes
- 200+ parents provided with diapers - and we talked about early learning opportunities with them….
- *Our findings: Many parents are unaware of ECEAP/Head Start*

Special Considerations:
New Trends

- We are receiving more children and teens from Ukraine: EL services to Ukrainian students has doubled since June.
- Families are struggling with skyrocketing rent costs as well as inflation: Some rent fees are rising $500 a month under a new lease.
- Shelters are full - no motel space due to the Fair.

Interagency Partners:

Your funding provides direction and staffing for work of the Sumner-Bonney Lake Family Center!

Government & Public Funding

- City of Sumner
- City of Bonney Lake
- Tacoma-Pierce County Health Department
- Sumner-Bonney Lake School District
- Puget Sound Educational Service District

Grant & Foundation Funding

- United Way of Pierce County
- Pierce County-Federal / Sound Outreach
- Pierce County Youth Violence Prevention Grant
- Washington State Department of Commerce/REACH Center
- Rotary Club of Sumner & Heath Family Fund

THANK YOU!

Bonney Lake Food Bank (The Market);

Sumner Community Food Bank;

our local Cities;

Emmanuel Food Pantry;

Sumner Police Department

and countless donors and volunteers!

#opportunityisnowhere

It’s our choice how to see this!

Secondary Focus: Melissa Newhouse

- Topics
  - Topics: FAFSA
  - Unaccompanied youth
  - Career guidance
  - Emergency housing
  - Community partnerships.

McKinney Vento

Middle and High School

Melissa S Newhouse
Vancouver Public School District
Homeless and Foster Care Liaison

HOPE
Homeless Outreach Promoting Education

Melissa.newhouse@vansd.org

and youth" means individuals who lack a ***fixed, regular, and adequate nighttime residence***.

What does this look like in Schools?

Research shows that homelessness is negatively associated with student learning outcomes

1.3 Million

Number of children experiencing homelessness in the 2019-2020 school year.

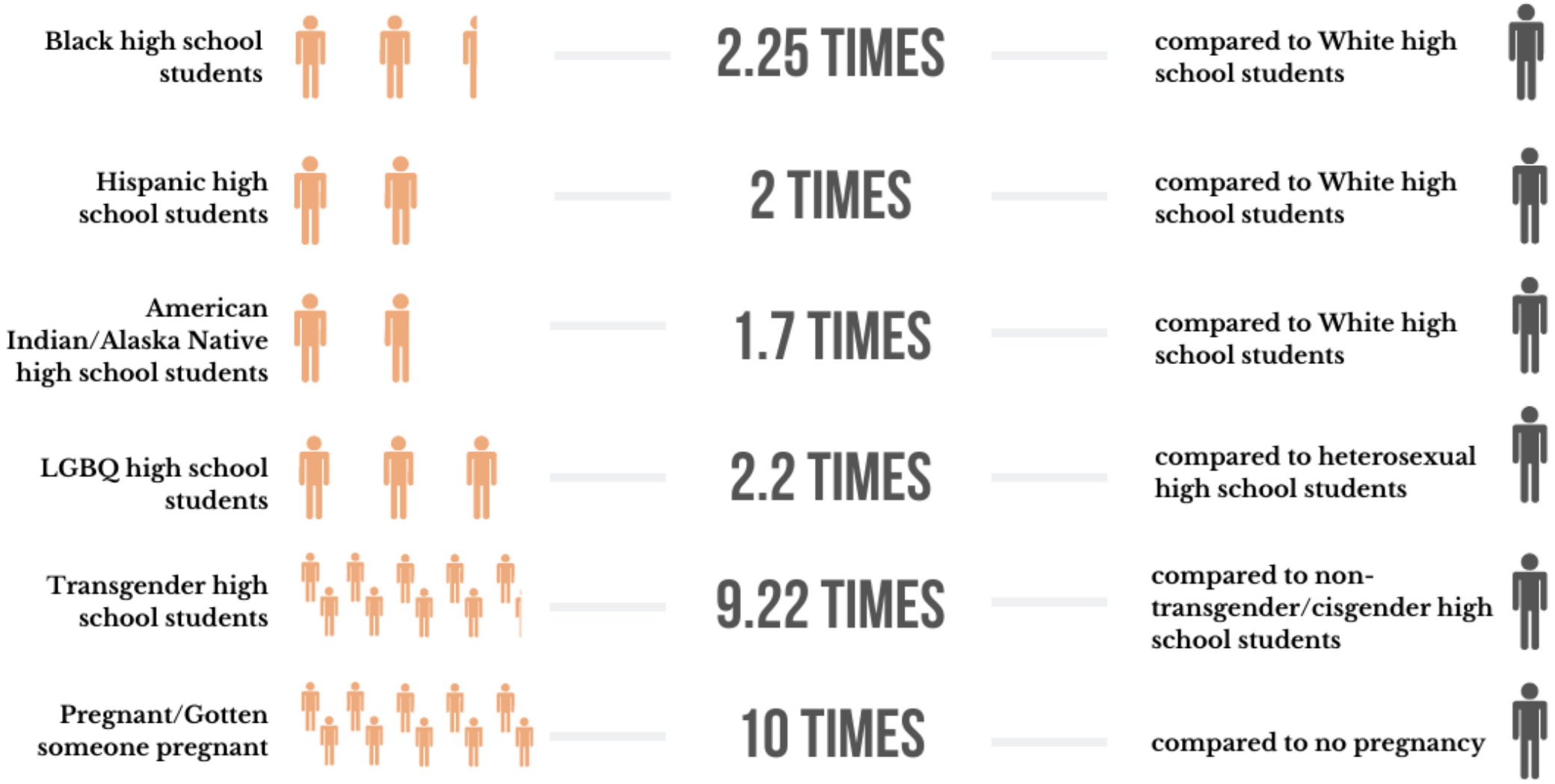
1 in 30

One in thirty adolescents ages 13-17 experience homelessness with their parents.

1 in 10

Nearly one in ten young adults 18-24, are estimated to experience homelessness on their own.

Disproportionate incidence of homelessness



What can schools do?

- Provide one-on-one academic support and regular “check-ins.”
- Monitor attendance and provide interventions quickly.
- Award and accept partial credits and provide credit recovery options.
- Collaborate with community agencies to provide mental health support on campus.
- Support trauma-informed, restorative discipline policies and practices.

What can you do as a Liaison?

- Help enroll students in school, even if they are not living with a parent or guardian, are missing documents such as a birth certificate, ID, vaccination records, or are missing medical records.
- Help organize transportation
- Help access resources to help with school fees, school supplies, and basic needs.
- Help with accessing outside community resources
- Write a letter that will allow the student to apply for financial aid (FAFSA) even if the student does not have their parents' financial information (if the student is an Unaccompanied Homeless Youth).

Unaccompanied Homeless Youth

Definition: Youth who is not in the physical custody of a parent or legal guardian.

- Homelessness is associated with an 87% likelihood of dropping out of school. At the same time, the highest risk factor for youth homelessness is the lack of a high school diploma or GED. Youth without those basic education credentials are 4.5 times more likely to experience homelessness.
- McKinney-Vento Act requires school district liaisons to inform unaccompanied homeless youth of their status as independent students for financial aid (the Free Application for Federal Student Aid, or FAFSA) and help them obtain verification of that status.
- McKinney-Vento Act requires school district liaisons the ability to help youth get health insurance, State ID, SS#’s and Birth Certificates

Unaccompanied Youth Cont.

- As of June 9, 2022, unaccompanied homeless youth under the age of 18 can consent to their own health care, if they cannot receive consent from school staff. This new law applies to certain primary care services, including:
    - Physical exams
    - Vision exams and eyeglasses
    - Dental exams
    - Hearing exams and hearing aids
    - Immunizations
    - Treatments for illnesses and conditions, and
    - Routine follow-up care.

Unaccompanied Youth
What kind of questions to ask?

- How are you?
- Where are you staying tonight? Is that a safe place?
- Can you get to and from school?
- Are you getting enough food?
- Are you needing help obtaining any documents? (Birth certificates, State ID, Food assistance applications)

Free Application for Federal Student Aid (FAFSA) and Youth Homelessness

- *What is FAFSA?*
  Free Application for Federal Student Aid (FAFSA) and Youth Homelessness

- *Who can fill the form out?*
  If student is an unaccompanied senior and filling out the FAFSA for post-secondary opportunities, make sure to provide the student with the appropriate documentation re: verification of unaccompanied homeless status.

- *Is there a deadline?* ASAP

- Where and when can I find it? Released in early October

FAFSA® Application | Federal Student Aid

Federal Application for Federal Student Aid (FAFSA) | SchoolHouse Connection

FAFSA Resources

- https://youtu.be/w9HWaQpuNSk
- https://studentaid.gov/sites/default/files/fafsa-process.png

FAFSA Cont.

- Let youth know they can complete the FAFSA, even if they are unaccompanied and provide a letter showing they are an independent
- Help youth complete the FAFSA.
- Remove documentation barriers related to the FAFSA- What kind of documentation?
- Get answers to common FAFSA questions
- Stay up to date on policy changes

Community Partnerships

Relationships with community partners are pivotal. Liaisons should collaborate with community entities and agencies with services that can be easily obtained by students and families.

- Some examples of partnerships include:
- Local Housing Authority
- Local ESD
- Local Mental Health Agencies
- City/County Social Service Departments
- Local YMCA/YWCA
- Local Shelters

Resources

State Resources

- Building Changes
- Office of Homeless Youth

National Resources

- National Immigration Law Center
- National Association for the Education of Homeless Children and Youth
- SchoolHouse Connection
- National Center for Homeless Education
- FAFSA® Application | Federal Student Aid
- youth talkline
- LGBTNational Youth Hotline
- National Suicide Prevention Lifeline

Resources used for this slide deck

[SchoolHouse Connection]

[Homeless Education | OSPI]

[Education for Homeless Children and Youths Programs Non-Regulatory Guidance (PDF)]

Resources in other languages

[Translations of Homeless Education Materials]

[Homeless Education Posters and Brochures for Outreach | OSPI]

Thank You, Thank You, Thank You!

We wanted to take our final minutes together to say thank you for all that you do. The work you do is important and impactful work. Please do not hesitate to reach out to us if you have any questions regarding this work.

We are one of many resources available to you. Additional resources can be found on the following slides.

Quick Reminder: Clock Hours

- If you are requesting clock hours, you'll need to complete the evaluation via pdEnroller for each session you attended.
- Please allow 5-7 business days for attendance verification.
- Once your attendance is verified you will receive the clock hours through pdEnroller.

Resources

- Office of Superintendent of Public Instruction
- National Center for Homeless Education
- SchoolHouse Connection
- National Association for the Education of Homeless Children and Youth

Resources for Quick Answers!

"Frequently Asked Questions"

"Issue Brief: Homeless Education Liaisons"

OSPI Technical Assistance Email

Questions?

McKinney-Vento Education of Homeless Children and Youth
Office of Superintendent of Public Instruction

Technical Assistance: HomelessEd@k12.wa.us

Washington Office of Superintendent of

PUBLIC INSTRUCTION

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