



Overview of the McKinney-Vento Homeless Assistance Act

National Association for the Education of Homeless Children and Youth

www.naehcy.org

National Center for Homeless Education

www.serve.org/nche



The Collaboration Project Steps

The Collaboration project began with a memo to the Assistant State Superintendent of the Division of Student, Family and School Support with copies to the Branch Directors of Program Improvement, Family Support(includes Title I), and of Student Services.

- March 19, 2008

To: Ann Chafin

- C: Maria Lamb, Chuck Buckler
- From: Bill Cohee 
- Re: McKinney-Vento, et al-Outline of collaboration requirements



Purpose and Factsheet Developed

- July 11, 2008
- The first statement of purpose and Fact Sheet were designed by the Collaboration Workgroup consisting of a representative each from:
- Title I/Homeless Coordinator; Student Services/Foster Care; Early Childhood/Special Education; and Head Start



Informing Local Districts of the Project

First draft-of contact letter to local superintendents,
February 2009

Approved by Assistant Superintendents plus the attorney
general's office and sent to local (county)
superintendents by State Superintendent, Dr. Nancy S.
Grasmick, July 2009

“Homelessness creates a unique set of developmental
challenges and educational barriers for all children,
especially among infants, toddlers, and young children.
Congress recognized these unique challenges and
created opportunities for young children experiencing
homelessness through federal legislation directing local
programs to collaborate to ensure that all children have



Dr. Grasmick's Letter continued

access to a free, appropriate public education and related services...

The Maryland State Department of Education (MSDE) is committed to ensuring access to free, appropriate education for all children. I appreciate your participation in interagency collaborative efforts on behalf of young children experiencing homelessness.”

Nancy S. Grasmick

State Superintendent of Schools (Now retired)



Involving Others

The fall [October 2009] Maryland State Department of Education (MSDE) **one day technical assistance workshop**, entitled **State Collaboration to Support Young Children and Families Experiencing Homelessness**, announced in the spring (summer) by Dr. Grasmick, is now just a month away. We are asking that you identify and register representatives from your Local School System and other agencies that serve young children in your district for one of the three one-day workshops. The purpose of the workshop is for stakeholder groups to plan strategies to meet federal collaboration requirements.



Purpose and Justification

- **Supporting All Children and Youth (0-20) Who Are Experiencing Homelessness: The Connections between the McKinney-Vento Homeless Assistance Act and Title I, Head Start, and IDEA**
- **McKinney-Vento Homeless Assistance Act**
- The McKinney-Vento Act defines who is considered homeless and provides what rights and protections are required for children and youth who meet that definition. Certain laws and regulations require collaboration among agencies and groups working with infants, toddlers, children and youth who are economically disadvantaged, having disabilities, and experiencing homelessness.



Purpose and Justification continued

- **Title I – No Child Left Behind (NCLB)**
- Title I, Part A regulations state that children and youth who are homeless are automatically eligible for Title I, Part A services, whether or not they attend a Title I school or meet the academic standards required of other children for eligibility.





- **IN GENERAL.-** For any State desiring to receive a grant under this part, the state educational agency shall submit to the Secretary a plan...that satisfies the requirements of this section and that is coordinated with other programs under this Act, *the Individuals with Disabilities Education Act of 2004 (IDEA), the Carl D. Perkins Career and Technical Education Improvement Act of 2006, the Head Start Act (the Improving Head Start for School Readiness Act of 2007), the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.*”



Head Start reauthorized

- **Head Start**
- The Head Start reauthorization (*Improving Head Start for School Readiness Act of 2007*; Public Law 110-134) includes a definition of homelessness that is the same as defined in the education subtitle of the *McKinney-Vento Homeless Assistance Act* [42 U. S. C. 9832(19)] and makes these children categorically eligible for Head Start [42 U. S. C. 9840(a)(1)(B)]. This same definition is used in the *Child Nutrition Act*, and the *Violence Against Women Act*.



IDEA reauthorized

- **Individuals with Disabilities Education Act (IDEA)**
- The 2004 reauthorization of the *Individuals with Disabilities Education Act* (IDEA) now aligns directly with McKinney-Vento. IDEA now—
- Incorporates the McKinney-Vento definition of homeless children;
- Part B requires that states identify and serve all children ages 3 to 21 with disabilities who meet the definition of homeless under McKinney-Vento; and
- Part C requires that states identify and serve all infants and toddlers birth to age 3 with disabilities who meet the definition of homeless under McKinney-Vento.



- **Title I — Improving The Academic Achievement Of The Disadvantaged
SEC. 101. IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED.**
- Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended to read as follows:
- **TITLE I--IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**



Title I and Collaboration with other Agencies

SEC. 1001. STATEMENT OF PURPOSE.

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by...

(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and



The MOA/MOU Requirements

- Each MOA/MOU must at a minimum contain:
- An agreement to do joint planning with regular meetings scheduled, at least annually, for that purpose;
- Joint professional development/technical assistance scheduled at least annually;
- On-going discussion of determining and meeting collective transportation needs;
- Membership and leadership detailed to assure continuance of the process (sustainability).



National Association for the Education of Homeless Children and Youth

<http://www.naehcy.org>

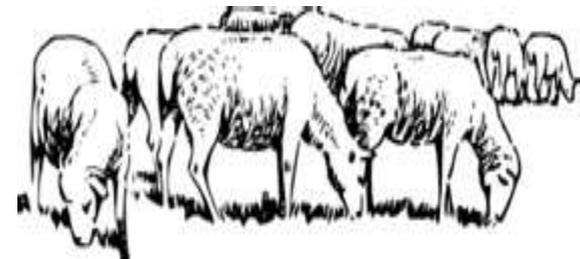
National Center on Homeless Education

<http://www.serve.org/nche>

National Law Center on Homelessness & Poverty

<http://www.nlchp.org>

COLLABORATION AT STATE LEVEL CHILD WELFARE AGENCIES





WE NEED TO TALK & LISTEN!



WHAT MAKES US WORK TOGETHER





PUTTING TALK INTO ACTION

- McKinney-Vento Legislation – “Child Awaiting Foster Care Placement”
- P.L. 110-351, the Fostering Connections to Success and Increasing Adoptions Act (Fostering Connections Act)



M-V - Child Awaiting Foster Care Placement

Code Of Maryland Regulations (COMAR) Title 13A.05.09.02.B:

a child placed out of the child's home
pursuant to a shelter care order
documented by the Department of Social
Services or the Department of Juvenile
Services; **or**



M-V - Child Awaiting Foster Care Placement

A child committed to the care and custody of the Department of Social Services or the Department of Juvenile Services who is placed into a temporary, short-term placement of not longer than 90 school days such as in;



M-V - Child Awaiting Foster Care Placement

- (i) An emergency or shelter facility;
- (ii) A psychiatric respite facility;
- (iii) An emergency foster home; or
- (iv) Another temporary, short-term placement, not described in subsection (d) of this Regulation



P.L. 110-351, The Fostering Connections to Success and Increasing Adoptions Act

Child welfare agencies in case plans to ensure educational stability for foster children

Ensure full-time enrollment in an elementary or secondary school, home school, or authorized independent study program

At the time of placement, child welfare agencies coordinate with LEAs to ensure children can remain in their current school

Allows federal Title IV-E dollars to be used to pay for the costs of transportation to the child's original school for children who meet the eligibility criteria



P.L. 110-351, The Fostering Connections... Act, continued:

Allows federal Title IV-E dollars to be used to pay for the costs of transportation to the child's original school for children who meet the eligibility criteria following the end of the M-V year of homelessness

Title IV-E: Program to provide **safe and stable out-of-home care** until children are safely returned home, placed permanently with adoptive families or placed in other planned arrangements for permanency.

Maryland 2010 - \$4,881,800



WHAT IS HAPPENING IN MARYLAND?

Maryland regional conferences with LEA's Homeless Liaisons

Training of student support and child-welfare personnel in the 24 LEAs

Developing Fact Sheets addressing the Child in State-Supervised Care

Joint planning with child-welfare agencies including the Department of Human Services and the Department of Juvenile Services

Regional State Conferences – attending and presenting

Collaborating with child-welfare agencies, attorneys-private/public



HOW MARYLAND IS COLLABORATING

COMAR 13A.08.07.02 -Children in State-Supervised Care: Enrollment and Educational Decisions

- Person is authorized to enroll the child
- Photo identification
- Proof the child is in state-supervised care
 - recent court order
 - letter from state agency on letterhead
 - proof of residency of the child/care keeper



HOW MARYLAND IS COLLABORATING

COMAR 13A.08.07.03 - Transfer of Educational Records for Students in State-supervised Care

- Placement agency (DHR, DJS, DHMH, OR PRIVATE)
- Provide written or oral notice to receiving school of enrollment
- Within two (2) days receiving school provides notice to home school (sending school)
- Within three (3) days sending school must forward child's
 - Academic record
 - Discipline record
 - Immunization records or
 - 504 Plan or IEP



HOW MARYLAND IS COLLABORATING

COMAR 13A.05.09.02 – Programs for Homeless Children

- **Title I and McKinney-Vento Coordinators/Liaisons collaborate on set-asides**
- **Each school district (county) has an MOA/MOU with other public and private agencies that serve those experiencing homelessness**
- **MSDE/MDJS/MDHR collaborate with Fostering Connections to improve educational stability for students**



Baltimore County Public Schools (BCPS) Memorandum of Agreement

Homeless Children Birth to Age Five



BCPS DEMOGRAPHIC INFORMATION

- Suburban School District
- Borders Baltimore City
- 2010-2011
 - 104,331 students
 - 54 percent minority students
 - 173 schools
 - 47 Title I schools
 - 1,914 homeless students
 - 76 PreK
 - 147 Kindergarten



Prior Collaboration

- BCPS Homeless Education Steering Committee
 - Representatives of different offices within BCPS integral to the provision of a successful homeless education program
- Baltimore County Communities for the Homeless
 - Advocated homeless issues before County Council
 - Created seed money for daycare for infants within large shelter
 - After planting seed funds became county funded program



What happened after State MOA Collaboration Meeting

- Brought Together Stakeholders-

- Office of Title I
- Infants & Toddlers
- Judy Center
- Even Start
- HIPPIY
- Child Find
- Judy Center

Head Start

Social Services

A.B.C

Additions

Health Department

Office of Planning



Developed Draft MOA

- Defined Purpose
- Described Programs
- Established Principles
- Joint Planning
- Family Involvement
- Staff Development
- Collaboration & Implementation

How to Ensure Sustainability



- Provide for succession
 - Include Executive Directors within BCPS
 - Include Directors of outside agencies and programs



- Commitment to meet
- Planning process for resource fair

Further Plans

- Identify strength and needs of birth to five
- Ensure continuity in planning process
- Collaborate to prepare birth to five to be ready and prepared to learn
- Coordinate support to parents



Contact Information

Presenters

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