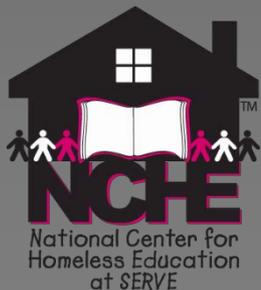


# CASE-BY-CASE: PROCESSING MCKINNEY-VENTO SCENARIOS



National Center for Homeless  
Education (NCHE)

800.308-2145

[homeless@serve.org](mailto:homeless@serve.org)



# GET TO KNOW NCHE...

- NCHE operates the U.S. Department of Education's technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program
- NCHE has:
  - A comprehensive website: [www.serve.org/nche](http://www.serve.org/nche)
  - A toll-free helpline: 800-308-2145 or [homeless@serve.org](mailto:homeless@serve.org)
  - A listserv: Visit [www.serve.org/nche/listserv.php](http://www.serve.org/nche/listserv.php)
  - Free resources : Visit [www.serve.org/nche/products.php](http://www.serve.org/nche/products.php)



# OVERVIEW

- We are presenting a step-by-step method for reviewing eligibility determinations
- The focus of this webinar is to help liaisons think about questions to ask when reviewing cases
- There are many unique situations. This process will help you examine each case on its own merits.

# OVERVIEW (CONT.)

## ■ Assumptions:

- A basic to moderate level of knowledge of the McKinney-Vento Act
- Audience members should be comfortable with the basics of the definition of the word homeless under the McKinney-Vento Act

# STEP 1. TAKE IN INFORMATION FROM THE INITIAL CALL OR EMAIL

- **Consider the following questions:**
  - What do you know about the issue?
    - Do you need additional information?
  - If so, what questions do you need to ask to help you understand the situation more fully?

# STEP 1. TAKE IN INFORMATION FROM THE INITIAL CALL OR EMAIL (CONT.)

- **Consider the following questions:**
  - Is the issue covered by the McKinney-Vento Act?
    - If so, what section(s) of the law is relevant?

# STEP 2. GATHER INFORMATION

- **Consider the following questions:**
  - Who could provide relevant information?
  - How can you gather information in a sensible and strategic manner, showing consideration for involved parties and ensuring that privacy is not violated?
  - Of the information gathered, what is most critical to understanding the issue?
    - What is not important?

# STEP 3. REFLECT

- **Consider the following questions:**
  - What is the central issue at hand?
    - Are there secondary issues?
    - If so, what are they?
  - What other laws, policies, or programs may be involved?
  - Would you benefit from receiving input from other professionals in the field of homeless education, such as another liaison, your State Coordinator, or NCHE?

# STEP 3. REFLECT (CONT.)

- **Consider the following questions:**
  - Who else may need to be involved in reviewing the case (e.g., the legal department, administrators from other programs, etc.)?
  - Will you need the approval of others to proceed (e.g., does this involve another school district)?
    - If so, how will you go about getting it?

# STEP 3. REFLECT (CONT.)

- **Consider the following questions:**
  - How will you work with people who may be resistant to implementing the proposed solution?
  - How is this situation similar to or different from other situations you've handled?
  - Are there any patterns or themes you're noticing in this case?

**Is the best interest of the child at the center of the discussion?**

# STEP 4. MOVE TOWARDS RESOLUTION

- **Resolutions can take the form of:**
  - Providing information,
  - Identifying programs that warrant closer coordination with the McKinney-Vento program,
  - Discussing the situation with other program administrators to ensure clear understanding of the law, and/or
  - Ensuring that an issue that reaches the status of a formal dispute is resolved in keeping with the state dispute resolution process.

# STEP 5: DEBRIEF FOR LESSONS LEARNED

- **Consider the following questions:**
  - Has this type of issue arisen frequently?
    - If so, are there role groups or people within your district that would benefit from training or technical assistance?
  - Are there policies and/or practices that should be reviewed and revised to prevent this type of situation from recurring?
    - Does a new policy need to be developed or a new practice implemented?
    - Who will you contact for assistance with policy issues?

# STEP 5: DEBRIEF FOR LESSONS LEARNED (CONT.)

- **Consider the following questions:**
  - Are there programs about which you need more information to better understand implications for determining eligibility and providing services under McKinney-Vento?
  - What could you do differently in responding to similar situations in the future?

# SCENARIOS: LED BY PRESENTERS



# THE SCENARIOS

- There are no exact right answers
- These are included to help you come up with both answers and more questions
- Each case stands on its own merits
- You will have an opportunity to hear other liaisons review the scenario, then we'll discuss it together

# SUSAN AND DIANE

Susan's two children attend a school in your district in Florida. Her sister, Diane, who lives with her children in Maine, has been court ordered to attend a residential alcohol treatment center. Susan and her children voluntarily leave their apartment in Florida and move into Diane's home in Maine to take care of Diane's children.

At the beginning of the next school year, Susan returns to Florida with Diane's and her own children. They moved into a hotel until they can find housing for all six of them. The hotel is in the district adjacent to the school district Susan's children attended previously. The school based liaison calls you to discuss whether Susan and/or Diane's children are McKinney-Vento eligible.

# SUSAN AND DIANE: THE QUESTIONS

Led by Pamela Story, Local Homeless Education Liaison, Cumberland County Schools (NC)

- What information is missing that would be helpful to know?
- What would make a difference in helping us make a determination of McKinney-Vento eligibility?
- Who needs to be included in the discussions?



# RAYMOND

A mother, who is divorced from her husband and has custody of their 15-year-old son Raymond, lost her housing and sent Raymond to live with his father.

No one knows where the mother is staying.

Raymond's father owns a nice home and tells Raymond that he can stay there, but his father intends to provide no assistance or support for him.

Raymond's father travels for his job and is rarely home. The school has tried to contact him several times, but he does not respond.

# RAYMOND: THE QUESTIONS

Led by Christine Craft, Local Homeless Education Liaison, Buncombe County Schools (NC)

- What information is missing that would be helpful to know?
- What would make a difference in helping us make a determination of McKinney-Vento eligibility?
- Who needs to be included in the discussions?



# STEPHEN

In November, Stephen's dad moved out of state to begin a new job. Stephen did not want to leave his school, so he's staying with friends and relatives.

It's now January, and he's moved three times. His dad is insisting that his son be provided transportation to remain in the school of origin and receive other services under the McKinney-Vento Act.



# STEPHEN: THE QUESTIONS

Led by Michelle Mozingo, Local Homeless Education Liaison, Wake County Public School System (NC)

- What information is missing that would be helpful to know?
- What would make a difference in helping us make a determination of McKinney-Vento eligibility?
- Who needs to be included in the discussions?



# YOUR TURN

- Now that you've heard experienced liaisons process these scenarios, did you notice any patterns or themes in their responses? If so, what were they?

Please type your answers in the Question Pane.

# YOUR TURN

- What tips did you pick up by listening to the liaisons process the scenarios?

Please type your answers in the Question Pane.

# SCENARIOS: WEBINAR ATTENDEE PARTICIPATION



# CHAVEZ FAMILY

A recent visit to the Chavez family's home revealed that the family, including their three sons Juan, Miguel, and Xavier, is living in a house with the father's brother and his wife, their daughter, the daughter's new baby, and the father's parents.

The families have lived together in this house for at least five years and don't seem to have any plans to go anywhere else. The house has three small bedrooms and one bathroom. The Chavez children are sleeping in sleeping bags on the floor of the living room.

Teachers have noted that the boys come to school tired and fall asleep frequently during the day.

# CHAVEZ FAMILY: THE QUESTIONS

- What information is missing that would be helpful to know?
- What would make a difference in helping us make a determination of McKinney-Vento eligibility?
- Who needs to be included in the discussions?
- Do you have additional questions you would want answered?

# TONYA

A school social worker called you, the local liaison, to help her make a determination of McKinney-Vento eligibility for a student named Tonya. Tonya has come to the social worker's school twice in the past year, having left her parents' home to stay with her aunt and uncle. The social worker says that in both instances Tonya had a fight with her parents and left home. The last time she stayed with her aunt and uncle for three months.

The school enrolled Tonya on both occasions and provided services under McKinney-Vento. Tonya went back to her parents' home over Christmas. It's now March. Tonya is back living with her aunt and uncle and wants to enroll again. The aunt and uncle have a nice home and told Tonya she could stay there for as long as she wants.

# TONYA: THE QUESTIONS

- What information is missing that would be helpful to know?
- What would make a difference in helping us make a determination of McKinney-Vento eligibility?
- Who needs to be included in the discussions?
- Do you have additional questions you would want answered?

# IN CONCLUSION

- We're all learning
- Have patience with yourself
- When in doubt, review NCHE briefs on the topic at hand. Base answers in the law
- Reach out to others for assistance

# FOR MORE INFORMATION

State Coordinator for Homeless Education:

[www.serve.org/nche/states/state\\_resources.php](http://www.serve.org/nche/states/state_resources.php)

NCHE website: [www.serve.org/nche](http://www.serve.org/nche)

NCHE helpline: 800-308-2145 or

[homeless@serve.org](mailto:homeless@serve.org)

NCHE National Partner:

National Association for the Education of Homeless  
Children and Youth (NAEH CY): [www.naehcy.org](http://www.naehcy.org)



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