

Appendix L-1. Goals and Strategies for State-Level Support for McKinney-Vento Services for Students Displaced by Disasters

<p>Goal 1: Children and youth made homeless by disaster are able to return as soon as possible to the normalcy afforded by stable schooling.</p> <p>a. Families and youth made homeless by disaster are made aware of and understand their educational rights.</p> <p>b. Local school districts are prepared to address both the academic and the trauma needs of children impacted by disaster.</p>	
Challenges	Strategies/Activities/Good Practices
<ul style="list-style-type: none"> • Families may move to temporary housing outside of the school district. • Families may not realize they fit the McKinney-Vento (MV) definition; families and youth may have never expected to be homeless and are unfamiliar with the law. • Information on rights and services may be unavailable during times of disaster due to limited communication or damaged communication infrastructure. • LEAs may not be in contact with homeless families and youth during or after a disaster. • LEA administrators may not understand how MV applies to families displaced by disaster. • Schools may be damaged or destroyed. • LEAs receiving large numbers of displaced students may not have the capacity to identify, enroll, and serve eligible students; instructional resources may be insufficient to meet needs of high numbers of homeless students enrolled from disaster impacted area. • LEAs may resist providing services for an extended time period after the disaster even though families are still in temporary housing; some scenarios of temporary housing are grey and complex for eligibility determination due to types of support a displaced family may receive. • Families, children, youth may be traumatized; children may experience fear and/or separation anxiety. • Other needs may take precedence over schooling. • Staff may not be equipped to assess trauma needs of children and youth; trauma staff may be spread thin in the area where disaster has occurred. 	<p><u>Before:</u></p> <ul style="list-style-type: none"> • Establish a liaison disaster work group to develop a plan for disaster response; disseminate the plan to all LEAs. • Develop sample tools to facilitate the implementation of the disaster plan, including guidance documents, sample memoranda, checklists, tip sheets, and a list for all community emergency contacts. • Include disaster response in all liaison trainings (e.g., eligibility scenarios that address families displaced by disaster). • Encourage the development of a small work group at the district level to receive all state level communication and provide consistent outgoing information to all program representatives involved. • Develop a disaster web page and include the link in parent handbooks so that parents will know that this will be a centralized information portal after a disaster when electricity and Internet capability are restored. • Identify state emergency resources and ensure they are aware of the McKinney-Vento program; identify local affiliates and provide this information to local liaisons so that they may participate in disaster planning activities and ensure that services to help children and youth return to school expeditiously are part of the plan. <p><u>During:</u></p> <ul style="list-style-type: none"> • If communication is possible, provide short, targeted information to key role groups regarding rights and services for students displaced by disasters. • Communicate with other state leaders to figure out the scope of the problem, where and how many school districts are impacted, and where evacuees are likely to find safe haven. • Update the disaster web page on a continual basis. • Engage additional staff or volunteers to assist with enrolling large numbers of displaced students and linking them to community resources. • Ensure that schools use the disaster code when enrolling displaced

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Challenges	Strategies/Activities/Good Practices
	<p>students.</p> <ul style="list-style-type: none"> • Communicate with state-level administrators to ensure that transportation and food services can be expedited at the locations where displaced children and youth enroll. • Contact counselors and external agencies to be prepared to provide trauma-informed care to children, youth, and families. • Review budget for state-level activities to determine what funds can be provided to support the enrollment and continuous education for displaced students in impacted LEAs. <p><u>After:</u></p> <ul style="list-style-type: none"> • Provide periodic updates to all LEAs that enrolled displaced students reminding them that there is no time limit on homelessness and offer assistance to help them review eligibility of students on a case-by-case basis. • Provide information and resources to local liaisons for ongoing support for the educational needs of students displaced by disasters. • Collect data on students displaced by the disaster to provide to governmental agencies or other possible funders. • Update the disaster web page with information and resources for parents. • Convene a work group of liaisons, educators, administrators, and service providers to review what went well related to meeting the educational need of displaced students and what policies and practices need to be implemented in the event of a future disaster.

Goal 2: Local school districts are prepared to collaborate with other agencies to implement McKinney-Vento Act rights and services for children and youth impacted by disasters.

a. Local homeless liaisons have the information and resources they need to ensure appropriate connections and linkages with key agencies in support of educational stability for children and youth made homeless by disaster.

b. School districts are prepared to play a role in linking families and youth made homeless by disaster with community services.

c. Emergency management agencies support educational continuity for children and youth made homeless due to disaster.

Challenges	Strategies/Activities/Good Practices
<ul style="list-style-type: none"> • LEAs may not be familiar with the local service providers, including emergency management agencies, and the resources they provide. 	<p><u>Before:</u></p> <ul style="list-style-type: none"> • Identify and communicate with emergency management agencies at the

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- b. School districts are prepared to play a role in linking families and youth made homeless by disaster with community services.
- c. Emergency management agencies support educational continuity for children and youth made homeless due to disaster.

Challenges	Strategies/Activities/Good Practices
<ul style="list-style-type: none"> • Local service providers, including emergency management agencies, may not be familiar with McKinney-Vento rights and services. • Emergency management agencies may not prioritize educational continuity. • Emergency management agencies may be unable to meet with homeless education staff while addressing basic needs of victims. 	<p>state level to make sure they know about the McKinney-Vento Act and rights and resources made available to students made homeless by disaster.</p> <ul style="list-style-type: none"> • Develop joint communications with state agencies regarding the McKinney-Vento Act, the supports that are available in schools, and the importance of stability in school for students made homeless by disaster, and request that they refer families with school-aged children impacted by disaster to the school district local homeless liaison. (Consider providing them NCHES's Connecting Schools and Displaced Students handbooks.) • Determine if a statewide disaster preparation task force exists, and if so, ask to join or provide information to the group on a periodic basis. • Develop a resource manual for local liaisons for state-level resources during an emergency. • Include a recommendation in liaison trainings that local liaisons develop a resource manual for local resources for children, youth, and families made homeless by disaster; remind them to update the manual annually. • Encourage local liaisons to contact emergency preparedness task forces or planners in the school system and in the community to provide information on the homeless education program and the importance of school continuity in the wake of disaster, and to become part of the emergency preparedness planning process. <p><u>During:</u></p> <ul style="list-style-type: none"> • Work with state-level relief agencies to send short memos to local emergency service providers requesting that they refer impacted families with school-aged children the school district local liaison; provide contact information for the local liaison. • Contact local liaisons in impacted LEAs to ensure they have resource guides and contacts for making referrals to emergency services for children, youth, and families made homeless by disaster. <p><u>After:</u></p>

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Challenges	Strategies/Activities/Good Practices
	<ul style="list-style-type: none"> Convene a meeting of liaisons to determine what went well and what lessons could be learned for future disaster events, specific to linking families to services. Meet with state-level emergency assistance providers to discuss what went well and what lessons could be learned for future disaster events, specific to linking families to services. Work with state agencies to jointly develop policies and protocols based on lessons learned and disseminate to LEAs and local agencies.

Goal 3: State agencies, state educational agencies, and local educational agencies have mechanisms in place to share appropriate data so that children and youth made homeless by disaster are appropriately coded, counted, and provided with immediate supports.

Challenges	Strategies/Activities/Good Practices
<ul style="list-style-type: none"> State or local database may not include appropriate data elements to ensure accurate data collection of students made homeless by disaster. Physical damage to infrastructure may have destroyed internal technology capacity to access needed data. Relationships with community based relief agencies may not be strong enough to support the sharing of needed information. School districts may not have adequately prioritized collecting data on the number of students displaced by disasters because they are focused on meeting the immediate needs of their students and staff. School district staff may be reluctant to share data on students impacted by the disaster due to their understanding of FERPA. 	<p><u>Before:</u></p> <ul style="list-style-type: none"> Work with state data staff to establish a uniform disaster code for use when LEAs enroll students displaced by disaster. Review FERPA laws to determine what data can be shared. Provide a joint memorandum with state-level emergency relief agencies to local agencies and shelter providers and local liaisons to clarify FERPA laws; encourage the development of a Memorandum Of Understanding (MOU) between LEAs and local agencies before a disaster occurs. <p><u>During:</u></p> <ul style="list-style-type: none"> Send a memorandum to liaisons and enrollment staff to ensure that the residency and cause status of students made homeless by disaster is appropriately coded and tracked. <p><u>After:</u></p> <ul style="list-style-type: none"> Review data collection and coding process for students made homeless by disaster and improve as needed. Identify data-sharing challenges and develop policies and protocols to resolve; update disaster handbook as needed.

Goal 4: Legislators, granting agencies, and other funders understand the need to provide financial support for the educational needs of children and youth made homeless by disaster.

Challenges	Strategies/Activities/Good Practices
<ul style="list-style-type: none"> Legislators and funders may not be aware of the extraordinary needs and expenses for serving children and youth made homeless by disaster. Legislators and funders may not be aware of the importance of educational continuity and stability for homeless children and youth. 	<p><u>Before:</u></p> <ul style="list-style-type: none"> Identify state and local philanthropic organizations that might be interested in providing support for children and youth made homeless by disaster; research their funding priorities and application process; develop a relationship and provide information packets on the importance of school continuity in times of crisis. Reinforce in liaison trainings the importance of keeping quality data on the numbers of children and youth made homeless by disaster and expenses incurred to meet their educational needs. <p><u>During:</u></p> <ul style="list-style-type: none"> Look for announcements of federal, state, or local funds directed to communities impacted by disaster; determine eligibility of LEAs to apply for funds to support the educational continuity of students and application process. Look for announcements of nonprofits and other funding agencies who will provide support for; determine eligibility of LEAs to apply for funds to support the educational continuity of impacted students and application process. <p><u>After:</u></p> <ul style="list-style-type: none"> Review needs identified in impacted school districts by local liaisons and apply for funds or assist local liaison with applying for funds, as appropriate. Review quality of data collected by LEAs on students made homeless by disaster and determine changes that need to be made to the data collection system. Develop a report for legislators and policy makers on the extent to which the educational needs of students made homeless by disaster were met and make recommendations for policy changes.