# Marginalized Populations: Homeless McKinney-Vento

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McKinney-Vento Homeless Assistance Act Title IX

- **Definition:**
  - Students who lack fixed, regular, and adequate nighttime residence
  - Sharing housing, living in motels, hotels, trailer parks, camping grounds, transitional shelters
  - Living in cars, parks, public spaces, abandoned buildings
  - Migrants, unaccompanied youth
- **§11431. Statement of policy**
  - State requirements for equal access to education
  - Access to services to ensure opportunities for academic success
- **§11432. Grants**
  - Administration
  - Services
  - Improved identification
  - Heighten awareness
  - Provide written notice of availability, rights, school choice, should not be stigmatized, contact information of liaisons

Number of Homeless Children/Youth Enrolled in Public School by Year

	Children/Youth in (Thousands)
SY 2018 – 2019	271,520
SY 2019 – 2020	246,350
SY 2020 – 2021	227,612
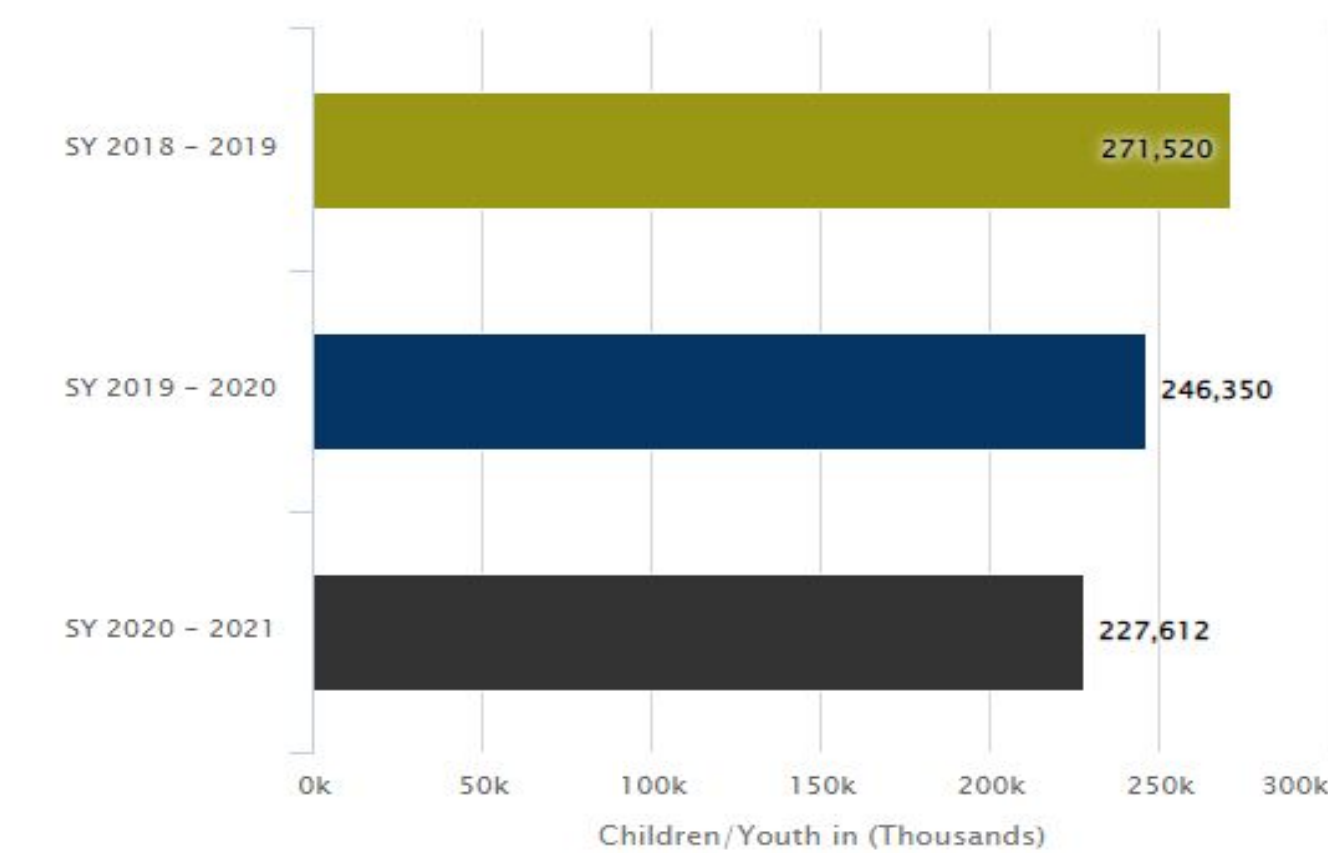
Note: Includes all enrolled homeless children and youth in grades PK through 12. COVID-19 operations impacted the identification of eligible students. Please use the data with caution.

Subgroups of Homeless Children/Youth

Number of homeless children/youth enrolled in public schools who are:

Subgroup Type	SY 2018-2019	SY 2019-2020	SY 2020-2021
Children with disabilities (IDEA)	40,911	37,478	37,334
Limited English Proficient (LEP) students	82,128	73,691	69,920
Migratory children/youth	5,259	5,043	5,112
Unaccompanied homeless youth	7,633	6,476	5,414

Note: These subgroups are not mutually exclusive. It is possible for homeless students to be counted in more than one subgroup.

Equity & Success

- Designated liaison and ongoing training for all staff
- Increase identification of potential homeless individuals
- Post information in student handbook, on campus, at shelters, hotels, campgrounds, youth clubs
- Provide resources at motels, shelters, etc. with qualifying student populations
- Review data on attendance and grades
- Update enrollment forms to include potential living situations
- Foster an accepting culture
- Educate shareholders

Ensure Access to Services

- Keep students at school of origin
- Consider bussing from motels or shelters
- Enroll students and contact previous schools immediately
- Develop community collaborations and referrals to services
- Ensure access to extracurricular activities
- Provide access to basic needs such as food, school supplies, etc.
- Ensure access to employment training and mentoring

Student Discipline and School Culture Issues

Students experiencing homelessness experience disproportionate discipline outcomes. Positive Behavioral Interventions and Support (PBIS) addresses the causes of discipline issues and helps students to overcome barriers good behaviors. Students who are hungry, didn't sleep well, sensing parental stress or addiction issues will not be able to concentrate well at school. Rather than focusing on punitive measures and effort should be made to understanding the causes of behavior issues. This may also be a way of identifying potential McKinney-Vento students. Restorative Justice methods may be a first step in establishing relationships and trust among the parties for better behavioral outcomes.

Action Strategies

Action strategies should start with collaboration and include easy access to resources, provide opportunities for parent education and educational support for students.

Academics	Culture & Climate	Family Involvement
After school care	Acceptance	Collaboration
Tutoring	Duty	Refer to services
Technology access	Awareness	Training
Growth mindset	Staff development	Education
Special education evaluation	Resource center	Parenting classes

Resources

42 USC Chapter 119, Subchapter VI, part B: Education for homeless children and youths. (2015, December 15). http://uscode.house.gov/view.xhtml?path=%2Fprelim%40title42%2Fchapter119%2Fsubchapter6%2FpartB&edition=prelim

Discipline. Building Changes. (2021, October 4). https://rd.buildingchanges.org/resources/menu-of-strategies/discipline/#:~:text=For%20students%20experiencing%20homelessness%2C%20traditional%20punishment%20due%20to,learn%20problem-solving%20and%20other%20positive%20social-emotional%20learning%20skills.

Students experiencing homelessness in the age of essa. MAEC, Inc. (2023, February 22). https://maec.org/resource/homelessness-essa/

Wheeler, L. (n.d.). *National Center for Homeless Education*. National Center for Homeless Education (NCHE). https://profiles.nche.seiservices.com/StateProfile.aspx?StateID=6