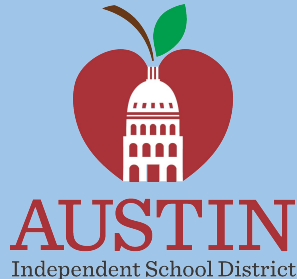


Project HELP

Ensuring the educational rights and protections due
under the McKinney-Vento Homeless Assistance Act to
all students experiencing homelessness



What is the McKinney-Vento Act?

- President Reagan passed McKinney- Vento Homeless Assistance Act in 1987.
- The Act entitles homeless school-aged children access to the same, free, appropriate public education that is provided to non-homeless youth.
- President Obama expanded law through Every Student Succeeds Act (ESSA) in 2016.
- Every Local Education Agency (School District) must have a liaison to advocate for students experiencing homelessness.



Who is eligible for services?

- The McKinney-Vento Act defines homeless children and youth as individuals who lack a “fixed, regular, and adequate nighttime residence.”
- A fixed residence is one that is stationary, permanent, and not subject to change.
- A regular residence is one that is used on a a regular, nightly basis.
- An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.
- The definition includes children and youth living in homeless shelters, transitional housing programs, cars, parks, empty buildings, bus or train stations, campgrounds, and motels. Children living in substandard housing also meet the definition.

Who is eligible for services?

→ Doubled-up Students

Examples of students who are doubled-up:

Living in shared housing (i.e., living with relatives, friends or close associates in housing where the child's parent's name is not on lease, mortgage or bills) due to eviction, violence, inadequate housing, natural disaster or destruction of home, parent/guardian abandonment

Moving to multiple homes or are “in-between” homes – non-stable housing

Hardship (financial, loss of employment, illness, etc.) that forces families or youth to share housing temporarily



Living Doubled-Up

- Children who live doubled –up frequently live in very crowded conditions, experience chronic hunger, sleep deprivation, inadequate personal hygiene, and unmet medical or psychological needs.
- Unlike students who live in shelters or transitional housing, children who live doubled-up face uncertain rules and routines, do not have the same access to outside supports such as counseling, medical and dental care, and adequate nutrition.
- Students may experience significant hygiene challenges due to crowded living. They may not have a chance to shower and lack clean clothes.
- Most homeless students living doubled-up hide their living situation due to stigma. Parents often keep the living situation a secret out of fear that their children will have to change schools or fear of losing their children to CPS due to extreme poverty.

Who is eligible for services?

→ Homeless Unaccompanied Students (“Unaccompanied Youth”)

The term “unaccompanied youth” includes youth who are not in the physical custody of a parent or legal guardian.

This includes, but is not limited to:

- Runaways
- Couch surfers
- Abandoned by parents (e.g., fleeing, incarceration or given to other relatives)



Legal Expectations – McKinney-Vento and Foster Care Enrollment

The following items are applicable to those students enrolling under McKinney-Vento and Foster Care guidelines:

- 1.) Immediate enrollment – No delay in enrollment
- 2.) Right to attend school-of-origin (last school attended) or zoned school (school assigned to address) *Foster care students are eligible to attend the highest school grade level and are not eligible to enroll into feeder school.
- 3.) Right to enroll immediately without documentation normally required of non-homeless or foster care students
- 4.) Right to receive free school meals
- 5.) Right to receive Title I assistance, Pre-K enrollment
- 6.) Right to receive school-of-origin transportation (see next slide)







Legal Expectations – McKinney-Vento and Foster Care Enrollment (Transportation Guidelines)

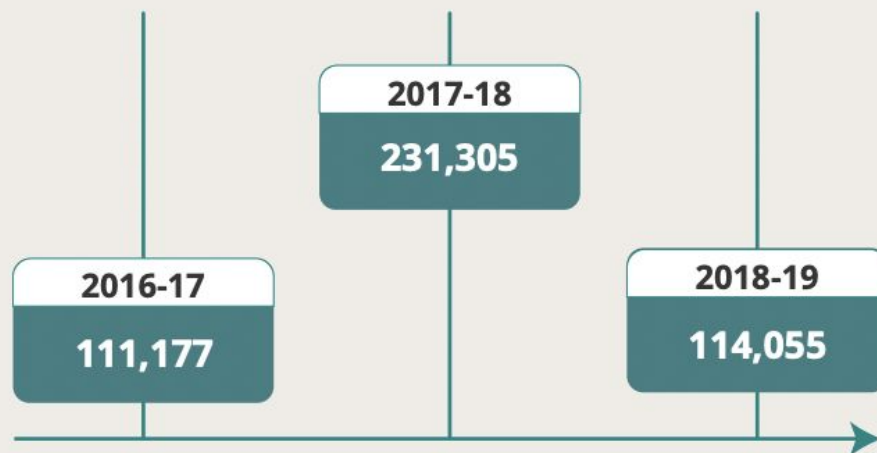
- Districts must provide transportation to and from their school of origin, at a parent's or guardian's request (or at the liaisons request for unaccompanied youth). Transportation is available to school of origin if school is over two miles away.
- Districts must also provide students in homeless situations with transportation services comparable to those provided to other students.
- Transportation request forms need to be submitted to campus liaison for scheduling.
 - ❑ In-district transportation takes **3-5 business days**.
 - ❑ Out-of-district transportation takes **5-7 business days**.
 - ❑ For Sp.Ed. students: send in form to both PHELP campus Sp. Ed Coordinator.
 - ❑ Project HELP refers Sp.Ed. students for transportation. Scheduling is handled by the campus coordinator with the Accelify program.
 - ❑ Once transportation is ready, PHELP Liaison will contact parent or student.



Identified Students Experiencing Homelessness by Living Situation

	2016-17	2017-18	2018-19
 Doubled-up	86,718 78%	135,392 58%	89,121 78%
 Hotel/Motel	7,782 7%	19,942 9%	8,159 7%
 Shelter	11,118 10%	19,797 9%	10,952 10%
 Unsheltered	5,559 5%	56,174 24%	5,823 5%

Homeless Students in Texas Public Schools



We attribute the 2017-18 increase in identification due to the impact of Hurricane Harvey. When we compare 2016-17 and 2018-19 identification data, there is a 2.59% increase. Overall Texas student enrollment increased 1.36% during the same period.

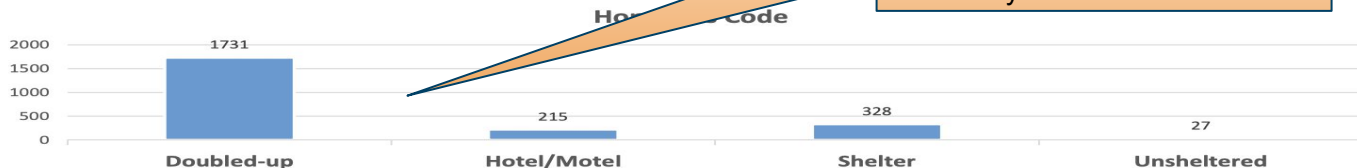
2017-2018 Project HELP data

Families experiencing Doubled-up homeless status are the most frequent occurrence and are often harder to identify.

PHELP Student Homeless Code

Doubled-up
Hotel/Motel
Shelter
Unsheltered

1731
215
328
27



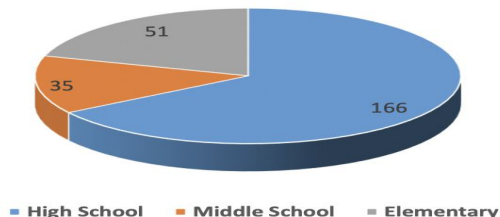
D.) Unaccompanied Youth Served and PEIMS Description Code

Unaccompanied Youth

High School
Middle School
Elementary

166
35
51

Unaccompanied Youth

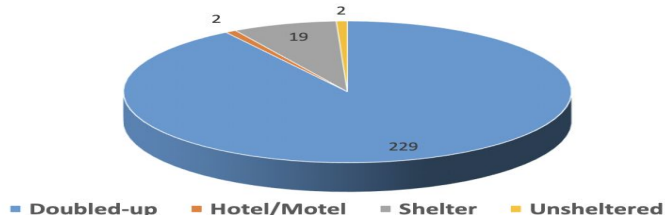


Unaccompanied Student Homeless Code

Doubled-up
Hotel/Motel
Shelter
Unsheltered

229
2
19
2

Unaccompanied Student Homeless Code



Student Identification Steps:

When parent(s), legal guardian(s) or unaccompanied youth completes all enrollment paperwork, make certain to adhere to the following:

- 1.) Have parents complete all enrollment forms (including SRQ) completely*
- 2.) Email your PHELP liaison or fax the following forms, as applicable: SRQ, Transportation Request Form, and Form 2085-E
- 3.) Change of address forms should be directed to the Office of Student Services
- 4.) Overrides can be done only by personnel in the Office of Student Services

*Students can be identified at any time during the school year and must be recertified every 12 months to receive services

Student Residency Questionnaire (SRQ)

→ Every enrolling student needs to complete an SRQ

→ If student is claiming homelessness, immediately enroll

At enrollment, the student is NOT required to present:

- ☐ Proof of residence
- ☐ School records from previous school
- ☐ Immunization records upon enrolling (has up to 30 days)
- ☐ Identification (e.g. birth certificate or Social Security card)
- ☐ If unaccompanied, parent/guardian approval of enrolling

Form: SRQ

STUDENT RESIDENCY QUESTIONNAIRE

This form will help determine the services the student may be able to receive under the McKinney-Vento Act (42 U.S.C. 11435). Answers to this residency form are private, and will be shared with District staff only to the extent necessary to provide services. Because this information is not maintained in the student's permanent school record, it must be collected each school year. Please return form to the Main Office at your student's school.

Student Name: _____ DOB: _____ ☐ M ☐ F ☐ Other _____
School: _____ Grade: _____ Student ID: _____
Parent/Guardian Name(s): _____
Phone: _____ Alternative number to best reach you: _____ Email: _____
Address of current residence: _____ (Address, Apt#, City & Zip Code)
Last school attended when permanently housed: _____ School Year: _____

Is the student in Foster Care? ☐ Yes ☐ No **If yes, please attach a copy of the 2085-E form to the questionnaire**

1 Student's current living situation: <input type="checkbox"/> Temporarily with another loved or family member due to family's loss of housing or economic hardship <input type="checkbox"/> Temporarily in a hotel/motel _____ Name of hotel/motel _____ <input type="checkbox"/> Temporarily in a shelter _____ Name of shelter _____ <input type="checkbox"/> None of the above apply to my student. If you checked this box, sign the bottom and submit. If the housing situation changes, please resubmit a new form at student's school.	<input type="checkbox"/> Temporarily in a car, RV, or campsite <input type="checkbox"/> Temporarily in transitional housing _____ Name of transitional housing _____ <input type="checkbox"/> Other _____ Location of where the student is living, due to loss of housing or economic hardship _____
2 Reason for current living situation (check all that apply): <input type="checkbox"/> Eviction <input type="checkbox"/> Fire/flood <input type="checkbox"/> Loss of employment <input type="checkbox"/> Domestic violence <input type="checkbox"/> Loss of income <input type="checkbox"/> Natural disaster _____ Name of disaster _____ <input type="checkbox"/> Runaway <input type="checkbox"/> Other _____	3 The student began residing at the current address: _____ (Month/Day/Year) The current residence has running water and electricity: <input type="checkbox"/> Yes <input type="checkbox"/> No
4 The student lives with: <input type="checkbox"/> One or both parents <input type="checkbox"/> A relative <input type="checkbox"/> Legal guardian <input type="checkbox"/> An adult who is not the parent or legal guardian <input type="checkbox"/> Friend <input type="checkbox"/> Alone with no adult	5 I am: <input type="checkbox"/> The parent/legal guardian/foster parent of the above-named student <input type="checkbox"/> A student who does not live with parent(s) or guardian(s) <input type="checkbox"/> An adult who is not a legal guardian to the above-named student

List all siblings who live with student named above. Complete a separate SRQ for EACH child who is enrolled in an Austin ISD school.

Name	Age	Grade	School	Lives with student named above?
				Yes No
				Yes No
				Yes No
				Yes No
				Yes No

Presenting a false record or falsifying records is a criminal offense punishable by up to 10 years and \$5,000. Texas Penal Code § 37.18. A person who enrolls a child under false documents may be liable for the cost of tuition or other costs which may exceed \$5,000. Texas Education Code § 25.003(3)(d).
I have read and understood the information provided above. I understand that if any of the responses given on this form are found to be false, I will be subject to criminal, civil, and administrative penalties. I declare under penalty of perjury under the laws of this state that the information provided here is true and correct and of my own personal knowledge.

Signature _____ Print Name _____ Date _____

Attention School Personnel: Please email form to your designated Project HELP liaison or fax to (512) 414-0761


Revised 06/2018

Foster Care Updates and Guidelines for Enrollment

- Students who are wards of the state, in foster homes, residential homes, treatment centers, or juvenile justice placements are considered in Foster Care/Substitute Care as a ward of the state of Texas.
 - Foster care students have similar rights as McKinney Vento students
- CPS and the LEA (school-district representatives) will work in coordination to implement procedures for school-of-origin enrollment and other services.

The following 2085-E form, along with the SRQ, **MUST** be submitted to Project HELP:

Form K-908-2085-E
Revised September 2015

 **DESIGNATION OF EDUCATION DECISION-MAKER**
CHILD PROTECTIVE SERVICES (CPS) - PERMANENCY

Purpose: DFPS must ensure that this form is provided to the court and the child's school under Texas Family Code §263.004 within five days of the Adversary Hearing. DFPS must inform the court of any changes in the Education Decision-Maker or Surrogate Parent, if applicable, in the next permanency hearing report. DFPS must provide the updated information to the school no later than five days after any changes in the Education Decision-Maker or Surrogate Parent, if applicable.

Directions: To complete this form, fill in all applicable fields. For additional questions, contact your Regional Education Specialist. DFPS staff may not appoint a surrogate parent. DFPS staff may only list the name of the surrogate parent appointed by the court or the school.

SECTION 1: AUTHORITY TO MAKE EDUCATION DECISIONS

The Texas Department of Family and Protective Services (DFPS) is authorized by court order as provided in the Texas Family Code §153.371 to make education decisions on behalf of the following child currently in the conservatorship of DFPS.

Child's Full Name:	Child's DFPS IMPACT Person ID:	Child's Medicaid Number:
Date of Birth:	County:	Court Number:
DFPS delegates to the following individual(s) (hereinafter referred to as the Education Decision-Maker) the education decision-making responsibilities on behalf of the child as described in this form. Note: A representative of DFPS may be named as a primary and/or backup Education Decision-Maker.		Date of designation:
Designated primary Education Decision-Maker (and spouse, if applicable):	Date of designation:	
Email:	Telephone Number(s):	
Backup Education Decision-Maker:	Date of designation:	
Surrogate Education Decision-Maker for special education decisions:	Date of designation:	Designated by: <input type="checkbox"/> Court <input type="checkbox"/> ISD
Email:	Telephone Number(s):	

SECTION 2: SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES – IF APPLICABLE

Federal and state law authorize the individual who is acting in the role of the child's parent or who is appointed by the school or the court to be the "surrogate parent" for the child to exercise the rights and responsibilities as outlined by the Individuals with Disabilities Education Act and state law and rule. The individual is usually the foster parent or daily caregiver, but may be a Court Appointed Special Advocate or other individual with knowledge of the child. In some cases the biological parent may retain the right to make certain special education decisions.

The law does not allow a DFPS staff person, school district staff, or anyone employed to provide care or treatment for the child to act as the parent or surrogate for special education decision-making. A foster parent is not considered a person employed to provide care for the child.

At age 18, the rights of the parent to make education decisions are transferred to the child, except for the child with a disability who has been determined to be incapacitated under state law.

Page 1 of 4

Project HELP support services:

- Enrollment assistance
 - ◆ Project supervisors must ensure that students who are experiencing homelessness are to be enrolled immediately. Requiring missing paperwork or any other delay to enrollment is a violation of the McKinney-Vento Act.
- Free lunch
 - ◆ The Child Nutrition and WIC Reauthorization Act of 2004 expanded federal child nutrition programs to assist homeless, migrant, foster, and runaway children and youth by providing automatic eligibility for free school meals.
- Transportation
 - ◆ Attendance Area
 - ◆ School of origin –
 - Local education agencies (LEAs or school districts) must keep **homeless children and youth** in the school of origin, to the extent feasible, except when doing so is contrary to the wishes of the parent or guardian (or in the case of an unaccompanied homeless youth, against the youth's wishes)
- School supplies
 - ◆ School supplies are provided to ensure continuity of education regardless of financial and housing obstacles.
- Assistance and support services
 - ◆ Project HELP maintains partnerships with our many community resource collaborators.

Project HELP utilizes Social Capital to help families:

Although direct financial resources are not always available within the district, Project HELP is proud to partner with local organizations and individual donors to support families and meet their needs.

These connections and partnerships are vital in supporting families in a meaningful and lasting way.



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United
Way



United Way for Greater Austin



Social Capital: Connections, networks, or relationships among people AND the value that arises from them that can be accessed or mobilized to help individuals to succeed.



Reminders:



School of origin is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled



Students can continue attending their school of origin the entire time they are homeless and until the end of any academic year in which they become permanently housed



If a student becomes homeless in between academic years, he or she can continue attending the school of origin for the following school year

Enrollment and transportation services are guaranteed to a Project HELP student's school of origin or school zoned for residence.

Project HELP contacts:

Project HELP
Student Support Services
Campbell Elementary School
2613 Rogers Ave. Room 207
Austin, TX 78722
Office: 512-414-3690
Fax: 512-414-0761

Rosie Coleman, Coordinator and Homeless Liaison
rosie.coleman@austinisd.org
414-0114

Howard Hooper, Project Supervisor
howard.hooper@austinisd.org
414-0760

Brandi Ramirez, Project Supervisor
brandi.ramirez@austinisd.org
414-0758

Lupe Ochoa, Project Supervisor
lupe.ochoa@austinisd.org
414-6748

Laurie Lopez, Clerk
laurie.lopez@austinisd.org
414-3691

2020-2021 Project HELP Designated Liaisons

Brandi Ramirez, Direct Line: 414-0758

Email: brandi.ramirez@austinisd.org Project HELP Ph 414-3690 * Fax 414-0761

LBJ		North East		Travis	
Sadler Means YWLA	Garcia YMLA	Doble	Webb	Lively	Mendez
Andrews	Jordan	Graham	Barrington	Becker	Houston
Blanton	Norman	Guerrero Thompson	Brown	Dawson	Rodriguez
Harris	Overton	Walnut Creek	Hart	Linder	Widen
Pecan Springs	Sims	Winn	Pickle	Travis Heights Uphaus ECC	

Community Shelters
Austin Women and Children Shelter
Foundation Communities
Foundation for the Homeless
Lifeworks
Posada Esperanza
Safe

Juvenile Justice Alternative Educ. Program (JIAEP)
--

Homebound

Garza

LASA

Ann Richards

Vertical Team Liaison Assignments

2020-2021 Project HELP Designated Liaisons

Lupe Ochoa, Direct Line: 414-6748

Email: lupe.ochoa@austinisd.org Project HELP Ph 414-3690 * Fax 414-0761

Akins
Paredes
Blazier
Casey
Kocurek
Langford
Menchaca
Palm
Perez

Bowie	
Bailey	Gorzycki
Baldwin	Bear Creek
Baranoff	Clayton
Cowan	Kiker
	Mills

International

Rosedale

Eastside
Martin
Allison
Brooke
Govalle
Metz
Ortega
Zavala

Crockett	
Bedichek	Covington
Odom	Boone
Pleasant Hill	Cunningham
St. Elmo	Galindo
Williams	Joslin
	Sunset Valley

2020-2021 Project HELP Designated Liaisons

Howard Hooper Jr, Direct Line: 414-0760

Email: howard.hooper@austinisd.org Project HELP Ph 414-3690 * Fax 414-0761

Anderson
Murchison
Davis
Doss
Hill
Pillow
Summitt

Austin	
O'Henry	Small
Barton Hills	Oak Hill
Bryker Woods	Patton
Casis	
Mathews	
Pease	
Sanchez	
Zilker	

Navarro
Burnet
Cook
McBee
Padron
Wooldridge
Wooten
ALC
ACES

McCallum	
Kealing	Lamar
Blackshear	Brentwood
Campbell	Gullet
Lee	Highland Park
Maplewood	Reilly
Oak Springs	Ridgetop

Clifton

Reference information and identification forms:

AISD Project HELP: <https://www.austinisd.org/project-help>

SRQ's and Transportation requests:

<https://drive.google.com/drive/folders/1PPi8uUT812JosBc5sxNMNB8ILc44Z5Ne?usp=sharing>

2085E: http://www.dfps.state.tx.us/site_map/forms.asp

TEA guidance:

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/state-guidance/children-and-youth-experiencing-homelessness>

TEHCY: <https://www.theotx.org/>