



BEST FOR ALL

We will set all students on a path to success.

McKinney-Vento Quarterly Call

Vanessa Waters | McKinney-Vento Coordinator
Federal Programs and Oversight | Oct. 26, 2020



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

TN

Department of
Education



Agenda

- Introductions
- Purpose of Call
- Spotlight Promising Practices
- Topics From the Field
 - Identification
 - Allowability
 - Unaccompanied Youth
- LEA Promising Practice Share Out
- Questions



Introductions

Please introduce yourself by sharing your name, title, LEA name, and how long you have been in your current role.

- Bedford
- Bristol
- Carter
- Cumberland
- Davidson
- Fayette
- Hamblen
- Hamilton
- Hawkins
- Huntingdon
- Johnson City
- Kingsport
- Knox
- Madison
- Montgomery
- Putnam
- Rhea
- Robertson
- Rutherford
- Shelby
- Sullivan
- Sumner
- Warren
- Wilson



Purpose of Quarterly Calls

- The purpose of these quarterly calls is to offer opportunities for collaboration and learn from each other by sharing strategies, practices, and questions.
 - Do not be afraid to speak up and share your ideas and questions!
 - For these calls to truly be beneficial, it is important that everyone contributes to the conversation.



Norms

- Keep your camera on if you're comfortable.
- Mute your line unless you are speaking.
- Be an active participant!



Spotlight on Promising Practices



Spotlight on Promising Practices—Davidson

- **PURPOSITY**
- www.Purposity.com
- **Need help meeting the unique needs of your students?**
 - There is an app for that!



Spotlight on Promising Practices—Wilson

“You cannot live a perfect day without doing something for someone who will never be able to repay you.”

—JOHN WOODEN

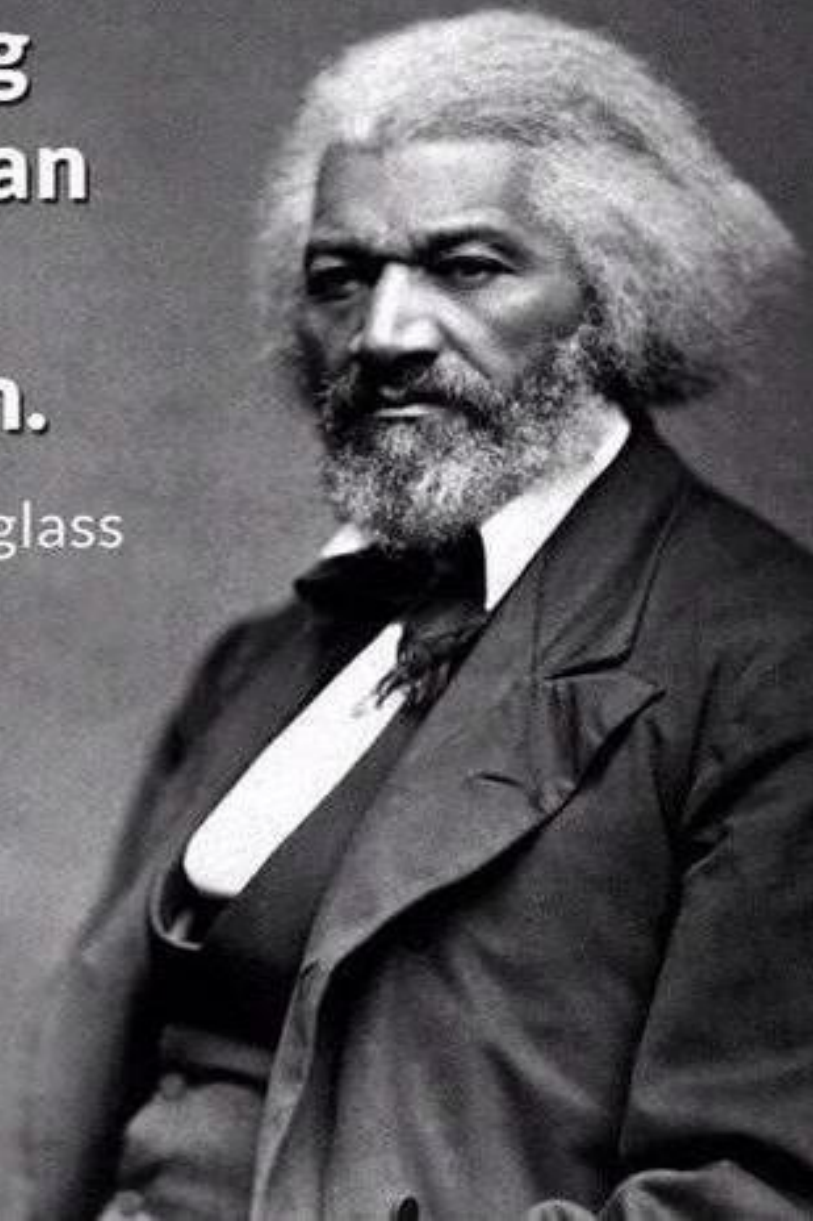
What We Do

- Focus on addressing barriers which may prevent students from growing academically and socially.



**It is easier to
build strong
children than
to repair
broken men.**

- Frederick Douglass



Social and Personal Competencies of Social Emotional Learning

- Self Awareness
- Relationship Skills
- Self Management
- Social Awareness
- Responsible Decision Making



Self-Awareness

- The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy



Relationships

- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social engagement
- Relationship-building
- Teamwork



NOT



another thing
to add to our
plate.

It **IS** the plate



“

IT IS POSSIBLE TO
PREPARE FOR THE
FUTURE WITHOUT
KNOWING WHAT IT WILL
BE. THE PRIMARY WAY TO
PREPARE FOR THE
UNKNOWN IS TO ATTEND
TO THE QUALITY OF OUR
RELATIONSHIPS, TO HOW
WELL WE KNOW AND
TRUST ONE ANOTHER.

-MARGARET WHEATLEY

2004

Endless Possibilities

- Our students become our masterpiece-they are our *Why*
- We are creating history. We are creating the canvas and painting it at the same time.



Spotlight on Promising Practices—Robertson

- Transportation support in a county with no public transportation
- Addition of three social workers (two years ago) and two more coming
- United Way Partnership
- Warehouse storage
- Bimonthly meetings with Central Office Supervisors



Topics from the Field: Identification



Identification

What are some methods used to identify homeless students ?

- Raise awareness throughout LEAs and the community of the definition of homeless, the rights provided to eligible students under the McKinney-Vento Act, and the role of the local liaison in working with others to identify homeless students.
- Conduct community assessments that include data on homelessness in the area.



Identification

- Provide targeted outreach through information sharing and -gathering activities such as including a housing questionnaire as part of the LEAs enrollment packet to screen for possible McKinney-Vento eligibility.
- Post notices of the rights of McKinney-Vento students in the community in places where families and youth in homeless situations are likely to see them.
- **Resources:**
 - [Identification- Common Signs of Homelessness](#)
 - [National Center for Homeless Education Identifying Children and Youth](#)



Group Discussion: Identification

- What are some other identification strategies used by your LEA?



Topics from the Field: Allowable Use of Funds



Allowable Use of Funds

- **Tutoring, supplemental instruction, and enriched educational services:**
 - must be linked to the achievement of the same challenging state academic content standards and challenging state student academic achievement standards the State establishes for other children and youths.
- **Expedited evaluations** of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (programs in vocational and technical education, and school nutrition programs).
- **Professional development** and other activities for educators and pupil services personnel:
 - designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths, and the specific educational needs of runaway and homeless youths.

Allowable use of Funds

- **Referral services** to homeless children and youths for medical, dental, mental, and other health services.
- Assistance to defray the **excess cost of transportation** for students not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).
- Developmentally appropriate **early childhood education programs**, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.



Allowable Use of Funds

- Services and assistance to **attract, engage, and retain** homeless children and youths, and unaccompanied youths, in public school programs and services provided to non-homeless children and youths.
- **Before- and after-school, mentoring, and summer programs** in which a teacher or other qualified individual.



Group Discussion: Allowable Use of Funds

- What are some of the other ways your LEA is using the McKinney-Vento funds?
- How are you spending McKinney-Vento funds for high school students?



Topics from the Field: Unaccompanied Youth



Unaccompanied Youth

- The McKinney-Vento Act defines unaccompanied youth as “**a homeless child or youth not in the physical custody of a parent or guardian**” [42 USC § 11434a(6)].
- Unaccompanied youth consistently report family dysfunction as a primary reason they no longer live at home.
- Unaccompanied youth are eligible for services under the McKinney-Vento Act. This includes youth who ran away from home, and youth who were forced from the home by their families.



Unaccompanied Youth

- The identification of unaccompanied youth can be challenging as they often avoid disclosing their circumstances for a variety of reasons, including:
 - a lack of understanding of the McKinney-Vento definition of homeless, which is broader than some common conceptions of homelessness;
 - a desire to avoid the stigma often associated with homelessness;
 - discomfort discussing the circumstances, which often are very personal and sensitive, that led to their being homeless and on their own;
 - fear of being treated differently by school personnel or other students if they are “found out”; and
 - fear of being reported to child welfare and/or law enforcement agencies.



Unaccompanied Youth

- Given these challenges, schools may need to conduct targeted outreach efforts to ensure the identification of unaccompanied youth.
- **Resources:**
 - [National Center for Homeless Education: Enrolling Students on Their Own](#)
 - [NCHE Surviving on Your Own](#)
 - [National Law Center On Homeless & Poverty: Alone Without A Home](#)



Group Discussion: Unaccompanied Youth

- What programs or activities are you using to target unaccompanied youth?



Additional LEA Questions



Group Discussion: Additional LEA Questions

- Does anyone use a car or cab service? If so, do you have an MOU or MOA which could be shared?
- What are some ways your LEA is getting distance learning families to return student residency forms?



Contact Information

- **Vanessa Waters**

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Thank You!

#TNBestForAll



Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>