

Achieving Through Focus- McKinney-Vento Strategies

Alcorn School District
Corinth, MS

Video of introduction about failure and response to it.

“ the knowledge that you have emerged wiser and stronger from setbacks means that you are ever after secure in your ability to survive”

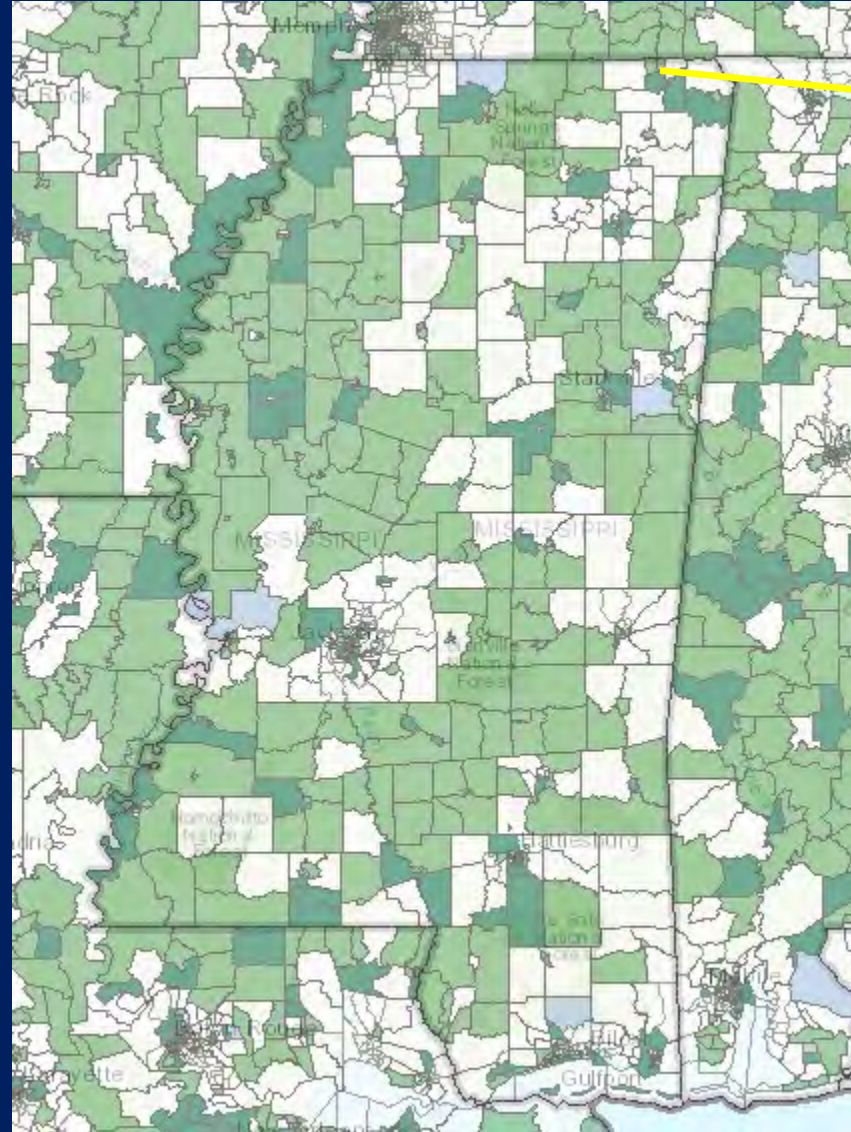
Qualified Opportunity Zones

U.S. Department of Treasury

- <https://www.cdfifund.gov/Pages/Opportunity-Zones.aspx>

- For a map of all designated QOZs, [click here](#).
 - To view all designated QOZs, click on the “Layers” tab on the menu on the right hand side of the screen. Select “Opportunity Zone Tract” and unselect “2011-2015 LIC Census Tract,” and zoom in to a specific area on the map. Designated QOZs will appear in [blue](#). (Please note that if other layer options are selected, it will change the colors of the tracts.)
 - To view a specific census tract, enter the tract number in the search bar, select “2011-2015 Census Tract” by clicking on the mailbox symbol on the left of the search bar, click search, and select the census tract number that appears in the results below.
 - Additional guidance on visualizing designated QOZs can be found in this [user guide](#).

Mississippi Qualified Opportunity Zones



**Alcorn
County**

Alcorn County and Surrounding Counties

Tippah

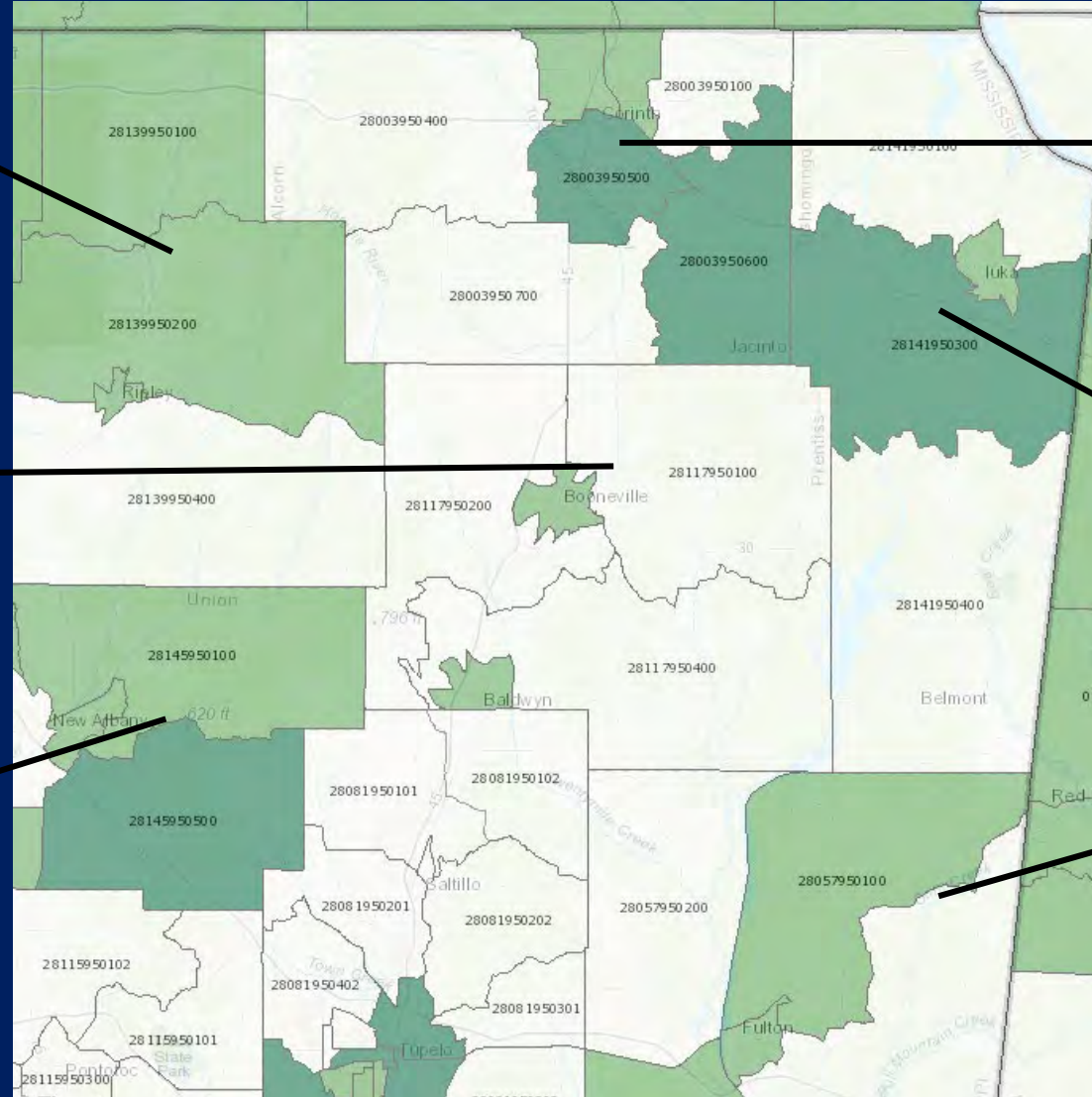
Alcorn

Prentiss

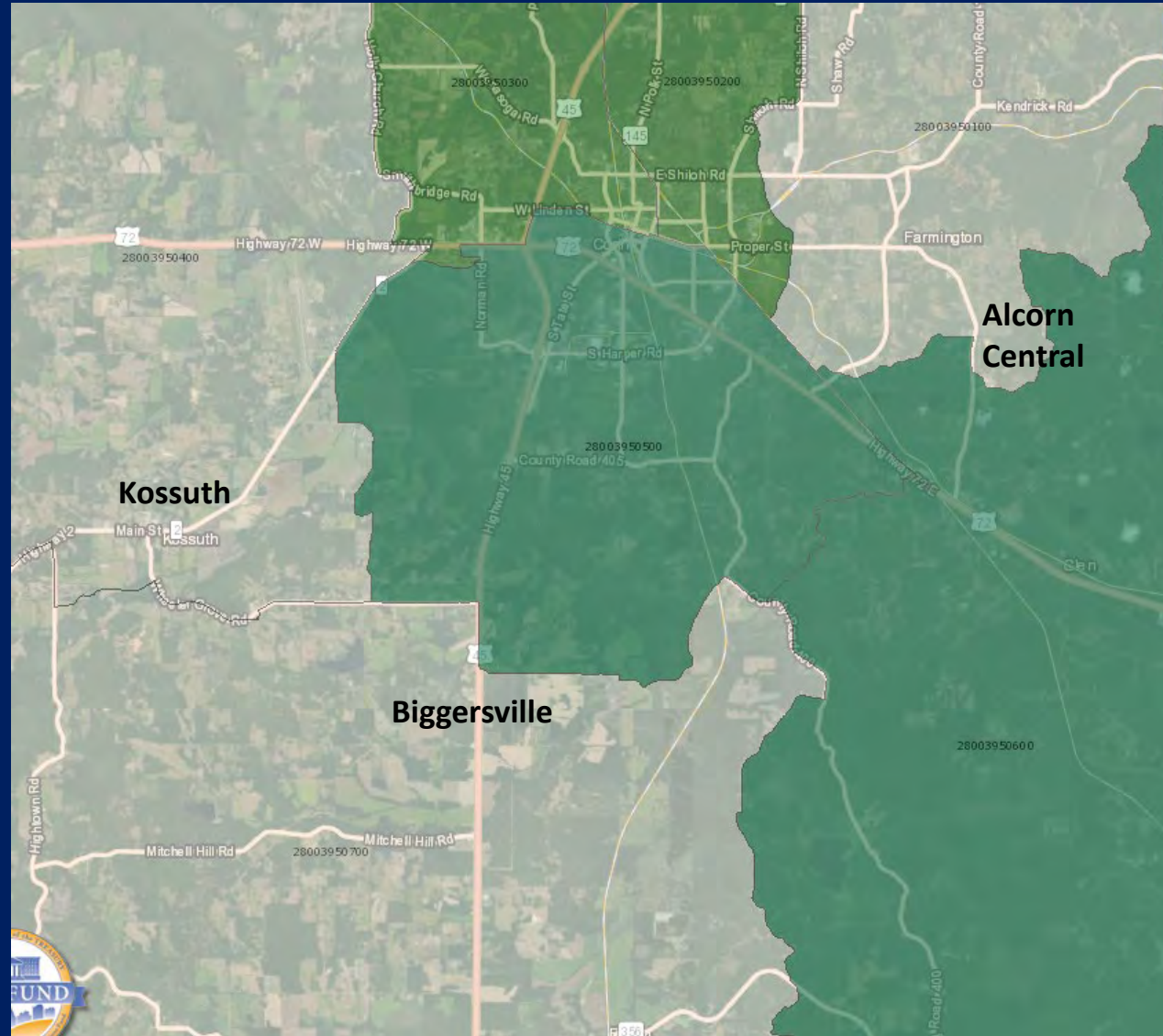
Tishomingo

Union

Itawamba



Alcorn County with Schools Identified



Fixed, Regular, and Adequate ?

Photos as examples

Identification

One of the core duties for a liaison and one that is likely to require a significant amount of the liaison's time is the identification of students in homeless situations.

Barriers to Identification

- One of the biggest barriers most of the District Liaisons seem to have is the lack of specific identification (YES or NO) attributes for such identification.
- School level office personnel are frustrated with assuring they correctly identify and end up most often OVER-identifying.
- District Liaisons are left to make a call based on the information available.
- School level personnel (teachers, office workers, bus drivers, cafeteria workers, custodians, etc) might have information to help make the correct decision.

Identification of Homeless

- Individuals who lack a **fixed, regular, and adequate** nighttime residence.....; **and includes**
..... children and youth who are **sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals**

Toolkit Definitions

“If the student lacks a fixed, regular, and adequate nighttime residence”

Toolkit 4-2....”the student’s housing must meet all three criteria to be considered permanently housed. If one or more of the three criteria (fixed, regular, and adequate) is missing, the student would be considered homeless under the McKinney-Vento Act’s definition”

FIXED- not subject to change or fluctuation and inhabitant is described as distinguished from an occasional lodger or visitor.

REGULAR- normal or standard, consistent.

ADEQUATE- fully sufficient ...up to state or building codes and health and safety codes. If it is not, the housing is probably substandard and any student residing there would likely meet the definition due to inadequate housing.

Toolkit Definitions

“If the student lacks a fixed, regular, and adequate nighttime residence”

Toolkit 4-3....”ask yourself if the student can go to the same place every night to sleep in a safe and sufficient space. If the answer is no, the student likely meets the criteria of lacking a fixed, regular, and adequate nighttime residence and should be considered homeless”

It is ultimately the liaison’s responsibility to make the determination regarding the student’s eligibility.

Doubled Up

“Doubled up situations can be particularly confusing when making housing determinations because it can be difficult to discern fixed housing from temporary”

Toolkit 4-3....”The law refers to this category of homelessness as sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason” If the reason the family or youth moved in with a family member or friend is clearly due to loss of housing or even job loss, it can be easy to determine. Sometimes shared housing is clearly inadequate and therefore easy.

It is important to keep in mind that the reason for the lost housing is not discussed in the law and can include unpaid rent or mortgage, fires, and more. **THERE IS NO TIME LIMIT ON HOMELESSNESS.** As long as the student fits the definition of lacking a fixed, regular, and adequate nighttime residence.

Also, only the family who is temporarily staying in the housing should be considered homeless, with very rare exceptions.

Residency Form (Toolkit)

#2
“the
student”

#3
“check all
that apply”

#5
Signature of
Liaison

#1 Address
Temporary or
Permanent

#4
Housing and
Educational
Rights

Alcorn School District Residency Form

This questionnaire is in compliance with the McKinney-Vento Act, U.S.C. 42 § 11431 et seq. Your answers will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act.

Student _____ Parent/Guardian _____
School _____ Phone _____
Age _____ Grade _____ Date of Birth _____
Address _____ City _____
Zip Code _____ How long has the student lived at this address? _____
Is this address: (circle one) Temporary or Permanent

Please choose which of the following situations **the student** currently resides in (you can choose more than one):
☐ House or apartment with parent or guardian
☐ Motel, car, or campsite
☐ Shelter or other temporary housing
☐ With friends or family members (other than or in addition to parent/guardian)

If you are living in shared housing, please check all of the following reasons that apply:
☐ Loss of housing
☐ Economic situation
☐ Temporarily waiting for house or apartment
☐ Provide care for a family member
☐ Living with boyfriend/girlfriend
☐ Loss of employment
☐ Parent/Guardian is deployed
☐ Other (Please explain) _____

Are you a student under the age of 18 and living apart from your parents or guardians? Yes ☐ No ☐

Residency and Educational Rights

Students without fixed, regular, and adequate living situations have the following rights:

- 1) Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;
- 2) Transportation to the school of origin for the regular school day;
- 3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento Liaison at [Insert phone number] or the State Coordinator at [Insert phone number].

By signing below, I acknowledge that I have received and understand the above rights.

Signature of Parent/Guardian/Unattached Youth _____ Date _____
Signature of McKinney-Vento Liaison _____ Date _____

Meeting the Needs of Homeless

Video about meeting the needs of homeless.

Identification of Needs

- What type of **fees** might be a barrier to identified homeless achieving academically as non-homeless students?
- What are fund sources to alleviate those barriers?
 - Activity funds
 - Title 1 Part A district set-asides
 - McKinney-Vento grant funds



Identification of Needs

- What type of **transportation** might be a barrier to identified homeless students?
- What are fund sources to alleviate those barriers?
 - Title 1 Part A district set-asides
 - McKinney-Vento grant funds
 - IDEA funds
 - section 7.6 Toolkit “many districts utilize special education buses for transporting homeless students. The U.S. Department of Education’s Office of Special Education Programs (OSEP) allows the use of designated special education buses for transporting students as long as the transportation needs of all special education students have been met.”
 - Collaboration with other school districts (dividing costs of transportation)

Identification of Needs

- What type of **supplies** might be a barrier to identified homeless students?
- What are fund sources to alleviate those barriers?
 - Title 1 Part A district set-asides
 - McKinney-Vento grant funds



Community Resource Fair



Photos of Resources in Alcorn County