



Providing Emergency Preparedness Supports for Students Experiencing Homelessness

WEBINAR

PRESENTERS



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AGENDA

Welcome and Introductions

Brief Overview of EHCY (Education for Homeless Children and Youth)

Educational Rights of Children Experiencing Homelessness

Overview of the Importance of and Components of Preparedness Plans for Emergency Operations Plans (EOPs)

Unique EOP Considerations for Students Experiencing Homelessness

Suggested Partners for Emergency Preparedness Planning

Lessons Learned From a Variety of Incidents Including Natural Disasters, Biological Hazards, and Adversarial and Human-Caused Threats

Resources to Support Your Work

Get to Know NCHE



NCHE operates the U.S. Department of Education's homeless education technical assistance and information center.

- Based at the SERVE Center at the University of NC in Greensboro
- Website: <https://nche.ed.gov>
- Helpline: 800-308-2145 or homeless@serve.org
- Webinars: <https://nche.ed.gov/group-training/>
- Listserv: <https://nche.ed.gov/resources/> (click Listserv tab)
- X/Twitter: @NCHEducation
- Facebook: facebook.com/NCHEducation



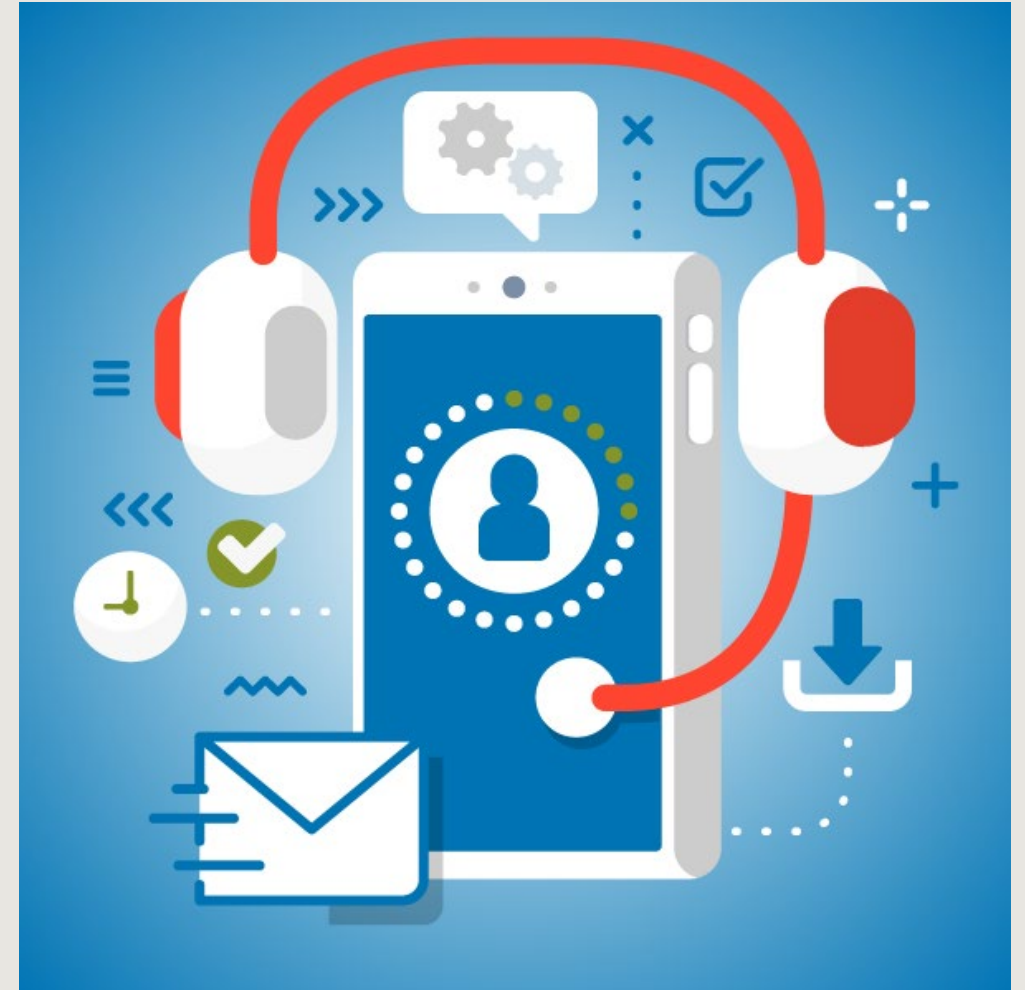
Phone Number:
1-855-781-REMS (7367)



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Brief Overview of EHCY (Education for Homeless Children and Youth)

Those who lack a **fixed, regular, and adequate** nighttime residence, including students:

- Sharing housing due to loss of housing, economic hardship, or a similar reason
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodation
- Living in emergency and transitional shelters
- Abandoned in hospitals
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings
- Living in cars, parks, public spaces, abandoned building, bus or train stations, or similar situations
- Migratory children living in the same situations

Student Demographics

- In School Year (SY) 2021-22, schools identified 1,205,259 students as homeless.
- Students experiencing homelessness typically make up 2.5 percent of the overall student population in the United States.



NCHE Homeless Education Data:

<https://nche.ed.gov/data/>

The term unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

42 U.S.C. § 11434a(6)



- Local liaisons are required in every local education agency (LEA) and
- Determine McKinney-Vento eligibility.
 - Work with others in the district and community to identify students.
 - Assist families and UHY with enrollment and school selection decisions.
 - Help connect families with community resources.



Local liaison responsibilities: [NCHE Homeless Liaison Toolkit, Chapter Two](#)

Educational Rights of Children Experiencing Homelessness

Students experiencing homelessness are entitled to some basic rights:

- Immediate Enrollment
- School Transportation
- Free School Meals
- Receipt of Partial Credit
- Dispute Resolution



Overview of the Importance of and Components of Preparedness Plans for Emergency Operations Plans (EOPs)

The School EOP

Basic Plan



Functional Annexes



Threat- and Hazard-Specific Annexes



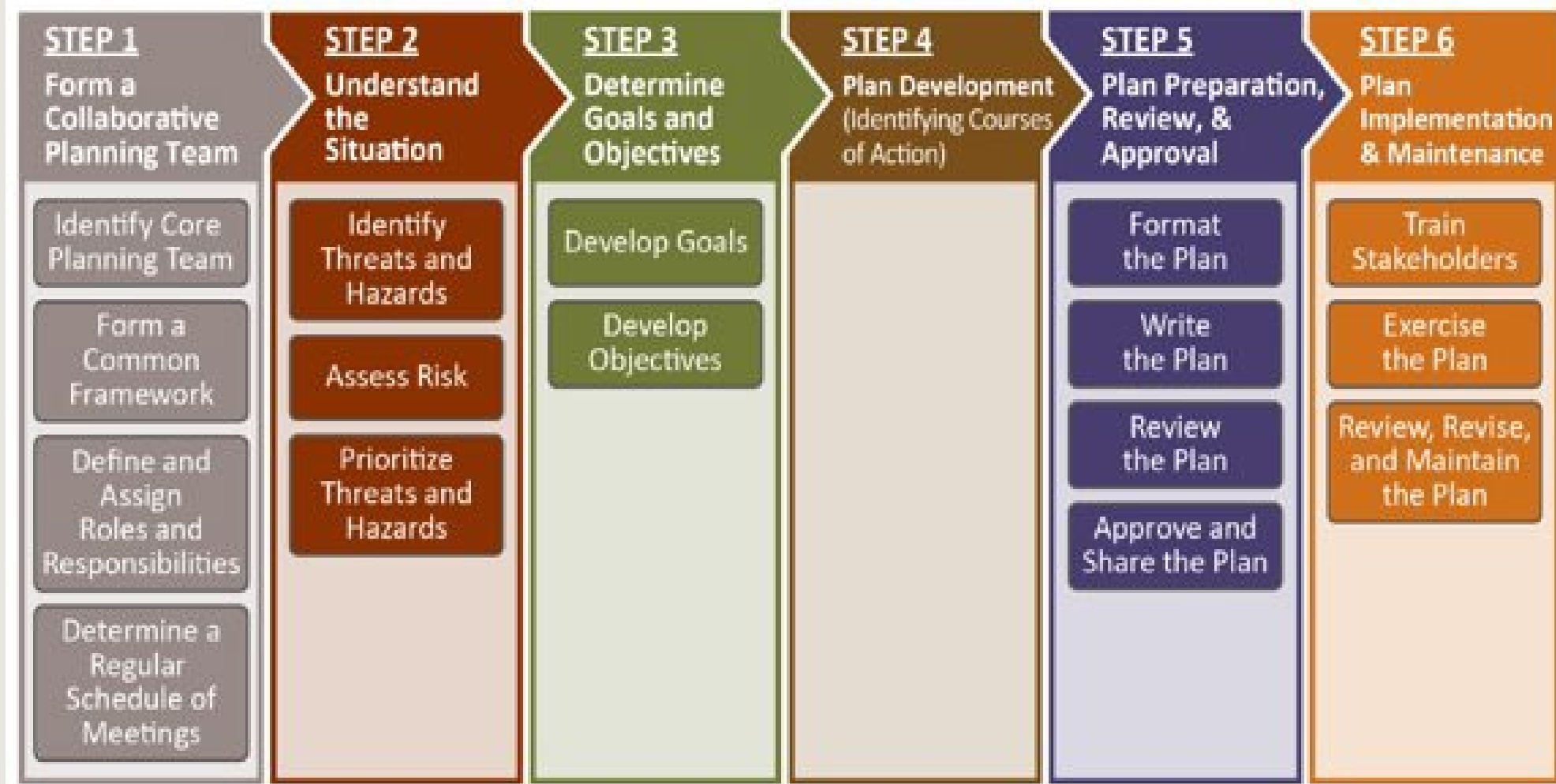
COLLABORATIVE PLANNING

Creating and revising a model EOP are done by following a collaborative process.

Multidisciplinary planning teams should be assembled in Step 1.



COLLABORATIVE PLANNING



Unique EOP Considerations for Students Experiencing Homelessness

During an emergency, education agencies may

No longer be able to provide basic needs to community members who are experiencing homelessness, such as free meals.

Receive an influx of students from neighboring and nonlocal school districts and systems.

See an increase in the need for support from local students and families who were already experiencing homelessness.

See an increase in new local families experiencing homelessness who require support with basic needs, including continuity of education.

Planning Principles and Mission Areas to Consider

Address:

- Before, during, and after an event
- Prevention + Protection + Mitigation + Response + Recovery = Preparedness
- All settings and all times

Functional Considerations

Communications and Warning

Will they have access to cell phones, computers, or other devices that schools may use to communicate with families in an emergency?

Evacuation

Where will students evacuate to if shelters are closed during the day? What transportation supports will be provided?

Family Reunification

To whom will students experiencing homelessness be released?

Recovery

Who can schools partner with to ensure students get support and assistance after an emergency?

Recommended Approaches

Avoid use of the term “homeless.”

Develop family engagement initiatives.

Enhance language services.

Develop relationships with key partners in advance.

Understand local, state, and Federal laws.

Suggested Partners for Emergency Preparedness Planning

Community Support



Input should be gathered from

- Families and students
- School administrators, educators, and staff
- First responders
- Community groups
- Before- and after-school programs
- Student health personnel (at school, school district, and state level)
- State and local public health practitioners
- Child welfare agencies
- Representatives from LEAs and state education agencies
- Emergency management agency representative
- Faith-based representatives

Community Support



Ensuring
Enrollment and
Continuity of
Education



Serving as a
Conduit of
Information +
Connector
Between Schools
& Communities

Training and Participating in Exercises

Training

- External partners
- Internal stakeholders

Exercises

- Planning
- Participation

Lessons Learned From a Variety of Threats and Hazards

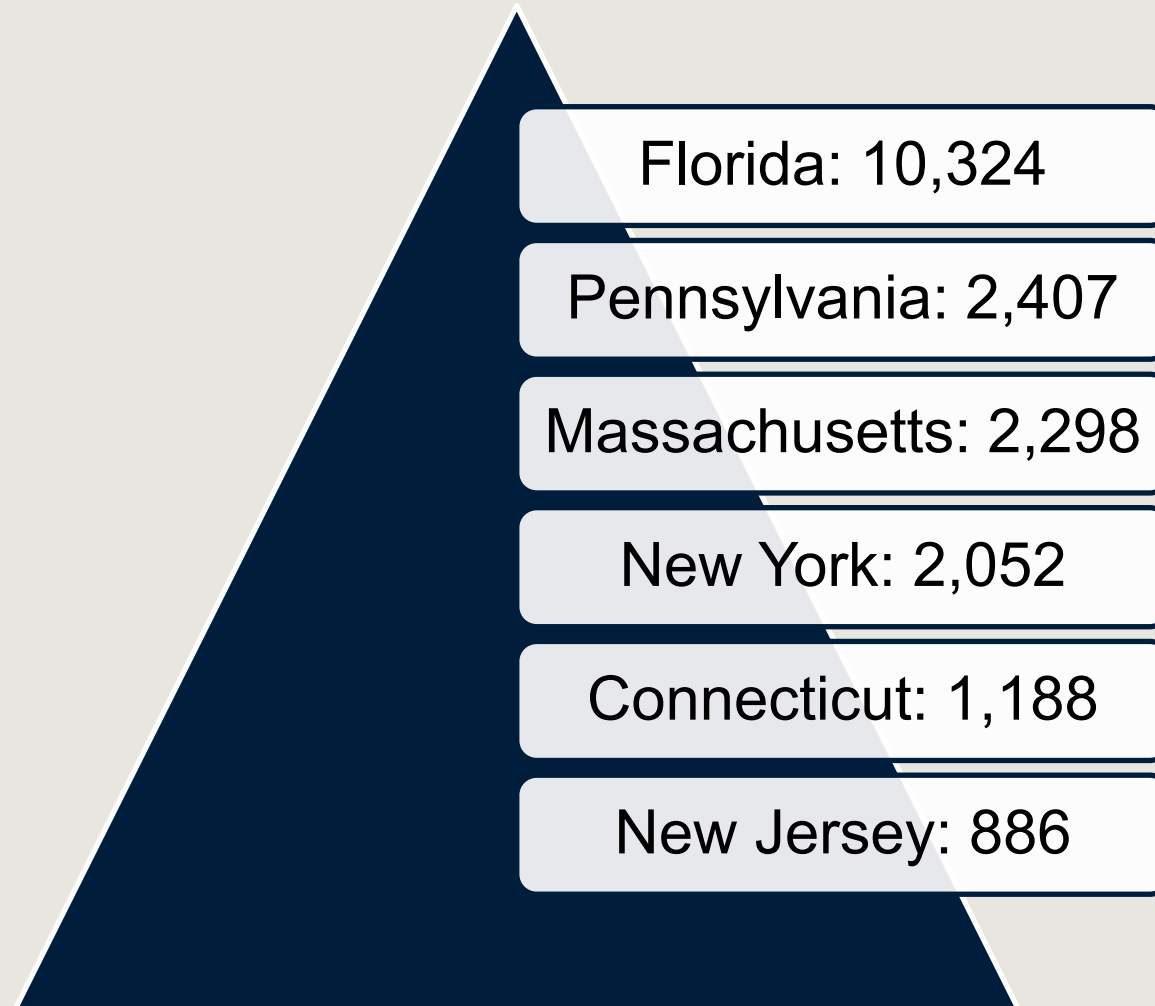
Snapshot: Hurricane Harvey

After the disaster, NOAA estimated that 30,000 people were displaced.

In November 2017, more than 70,000 people — including thousands of children — were still living in hotels through FEMA's Transitional Shelter Assistance program.

In the Conroe Independent School District in Houston, students classified as homeless nearly doubled in 2017: 475 in 2016-17 and 945 in 2017-18.

Snapshot: Hurricane Maria



Identifying students experiencing homelessness was challenging during the pandemic, particularly with virtual education.

In SY 2020-21, the United States saw the second largest decrease in identified homeless students.

There was a 14 percent decrease in the number of identified homeless students in SY 2020-21 compared to SY 2019-20.

Practices to Consider

There are many practices employed in recent events that you may want to consider as you develop and revise your EOP:

- Food distribution equity and access
- Hybrid learning environments and online classrooms
- Accounting for all persons
- Transportation services to support continuity of learning
- School mental health services



Key Resources to Support Your Work

Resource Page for Disaster Preparation and Response

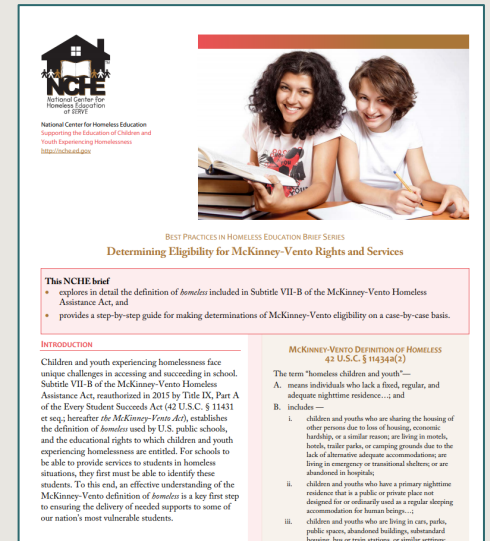
<https://nche.ed.gov/disaster-preparation-and-response/>

Resource Page for Unaccompanied Homeless Youth

<https://nche.ed.gov/unaccompanied-youth/>

Video: Basic Requirements of the McKinney-Vento Act

https://uncg.qualtrics.com/jfe/form/SV_0O0i3YMVg0qQ6LY



NCHE
National Center for Homeless Education
Supporting the Education of Children and Youth Experiencing Homelessness

BEST PRACTICES IN HOMELESS EDUCATION BRIEF SERIES
Determining Eligibility for McKinney-Vento Rights and Services

The NCHE brief

- explores in detail the definition of *homeless* included in Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, and
- provides a step-by-step guide for making determinations of McKinney-Vento eligibility on a case-by-case basis.

INTRODUCTION

Children and youth experiencing homelessness face unique challenges in accessing and succeeding in school. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act (42 U.S.C. § 11431 et seq.; hereafter *the McKinney-Vento Act*), establishes the definition of *homeless* used by U.S. public schools, and the educational rights to which children and youth experiencing homelessness are entitled. For schools to be able to provide services to students in homeless situations, they first must be able to identify these students. To this end, an effective understanding of the McKinney-Vento definition of *homeless* is a key first step to ensuring the delivery of needed supports to some of our nation's most vulnerable students.

McKINNEY-VENTO DEFINITION OF HOMELESS
42 U.S.C. § 11434(c)

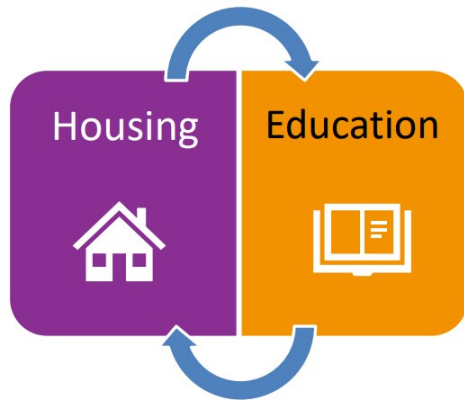
The term "homeless children and youth"—

A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and

B. 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;
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

A Symbiotic Relationship



...housing affects education affects housing...

REMS on the Air Podcast: Providing Supports for Students and Families Experiencing Homelessness Series

<https://rems.ed.gov/podcast>

Supports for Students and Families Experiencing Homelessness During the COVID-19 Pandemic Webinar

<https://rems.ed.gov/webinarDetail?id=66>

Identifying and Supporting Students Experiencing Homelessness From Pre-School to Post-Secondary Ages

(U.S. Department of Education)

<https://www2.ed.gov/about/inits/ed/supporting-homeless-students/index.html>

Disaster Response for Homeless Individuals and Families: A Trauma-Informed Approach

(U.S. Department of Health and Human Services, Administration for Strategic Preparedness and Response)

<https://aspr.hhs.gov/behavioral-health/Pages/homeless-trauma-informed.aspx>

Quiz and Certificate of Proficiency

