

# McKinney-Vento Homeless Assistance Act

**MPAAA**

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# Welcome

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*Special thanks to  
Nicole Snyder for  
sharing her  
presentation!*





# Session Topics



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- McKinney-Vento Law
- Eligibility and Disputes - clarifying communications
- Michigan's Data
- LEA Homeless Liaison duties - selecting staff for the role
- MV Liaison and Title I program director Communications
- Common challenges
- Defining and clarifying Title I role in serving students experiencing homelessness
- Using funds - Title I Homeless Set Aside vs. McKinney Vento
- Pupil Accounting



# Homeless Education

## The Why



# **McKinney-Vento Homeless Assistance Act**

**Children and Youth Experiencing  
Homelessness Have the Right to a  
Free, Appropriate Public Education**

# McKinney-Vento Homeless Definition

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The term "*homeless children and youths*"--

means individuals who lack a **fixed**, **regular**, and **adequate** nighttime residence and includes:

- children and youths 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;
- abandoned in hospitals;
- migratory children living in the above situations





# Children who **lack a fixed, regular, and adequate nighttime residence** –

Who is homeless?

- **Fixed** – A fixed residence is one that is stationary, permanent, and not subject to change
  - Does the family have the right to be in the home?
- **Regular** – A residence that is used on a regular, nightly basis. It is consistent and stable.
  - How long can the family stay there?
  - Could the family/children be asked to leave at any time without notice?
- **Adequate** – A residence that is sufficient for meeting both the physical and psychological needs typically met in a home environment.
  - Is there heat and running water?
  - Is there space for sleeping? Where?



# Student Rights Under McKinney-Vento

- Immediate Enrollment
- School of Origin
- Transportation
- Comparable Services
- Access to Services for Which They are Eligible
- Barrier Removal
- UHY Protections (Unaccompanied Homeless Youth)
- Dispute Resolution
- Appointment of Homeless Liaison



# Eligibility and Disputes

The LEA Homeless liaison is the only LEA staff allowed to make an eligibility determination for a student.

If a parent/guardian or an unaccompanied youth disagree with the eligibility determination or school selection, they may dispute the decision.

Dispute templates are available on the [MDE homeless website](#). Templates must reflect district information.



# MV & FERPA

All FERPA provisions apply.

**Homelessness is a NEED to know status and should never be widely shared.**

There will be cases where teachers and admin may **not** have a need to know.

**Homeless liaisons have a universal need to know.**

**Everyone** else must answer the question of - does this person need to know?

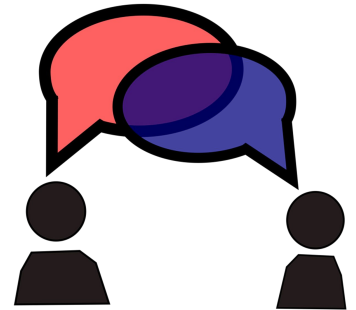


# Questions



Time for a quick chat with your neighbor!

What are some common signs of homelessness?





# Possible Signs of Homelessness

- Unmet medical and dental needs
- Hearing conversations about where a student is sleeping
- Unwilling to risk forming relationships with peers and teachers
- Chronic fatigue and/or hunger
- Erratic attendance and frequent tardiness
- Behind on schoolwork
- Missing records needed to enroll
- Bus pickup and drop off locations for a student changes or may be at a non-residential location
- Having/carrying an unnecessary backpack or “things”
- Inappropriate dress for the weather





# Reasons for Homelessness

- Eviction
- Foreclosure
- No affordable housing
- Substandard housing
- Utility shut-off
- Loss of job
- Underemployment

## OVERALL INCREASE TO ALL HOUSING REQUESTS

*include all housing-related services requests (reason for calling 2-1-1) in 2020 and 2021.*

30% 



[2021 Annual Report; Ending Homelessness In Michigan](#)



# Urban and Rural Comparison

In rural communities, family homelessness has increased compared to urban communities

Barriers in Rural Environments:

- Transportation & Proximity to Critical Services is limited
- Fewer Shelters (if any)
- More likely to live in cars & campgrounds or with relatives

*“The face of homelessness in our rural communities...is not people living under bridges or visible on the street – they are children and families living in cars, at campgrounds, or sleeping from couch to couch at the home of a friend or relative.”*

– Stephanie Kasprzak



# Are you vulnerable to becoming homeless?

- Could you ever experience a flood, fire, tornado, or other natural disaster?
- Do you work in an area where your job might become obsolete or suffer from budget cuts?
- Could you ever suffer from a long term illness or accident without proper health benefits or other compensation?
- Do you live in a household with only one full-time wage earner?
- Could you fall behind on monthly payments?
- Could you live in a household with other relatives (i.e. grandparents, aunts, siblings, or friends)?



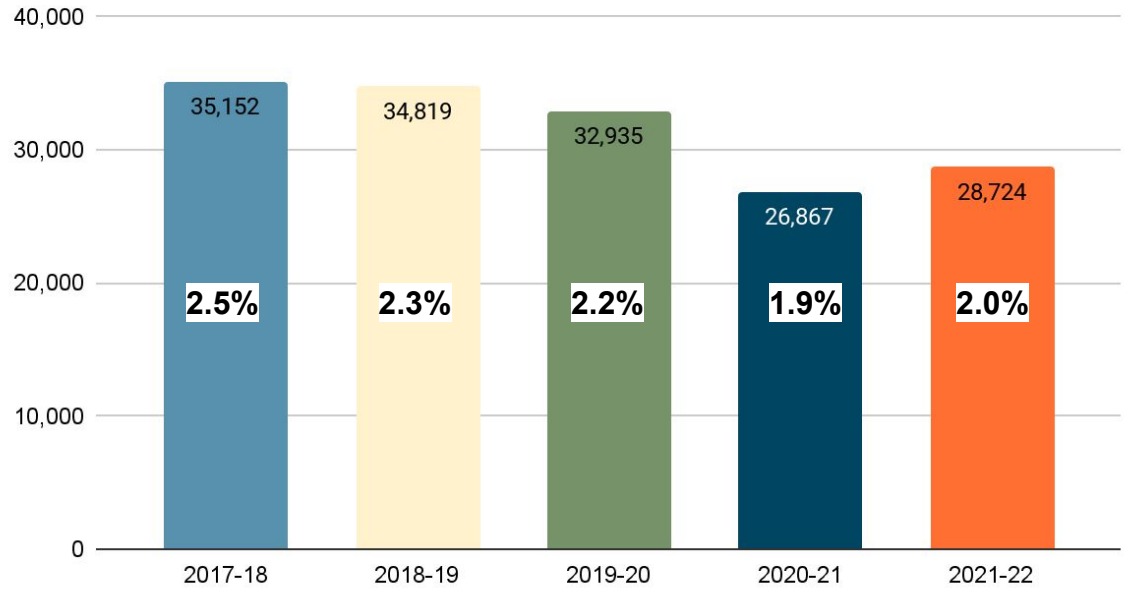
# Student Homelessness in Michigan



# Students Experiencing Homelessness

Current National Average 2.5%

### 5-Year Trend Data for Identified Students Experiencing Homelessness



Percent of **All** Student Enrollment

Source: MSDS/ MiSchooldata



# MI Data 2021-22



Source: MSDS/ MiSchooldata

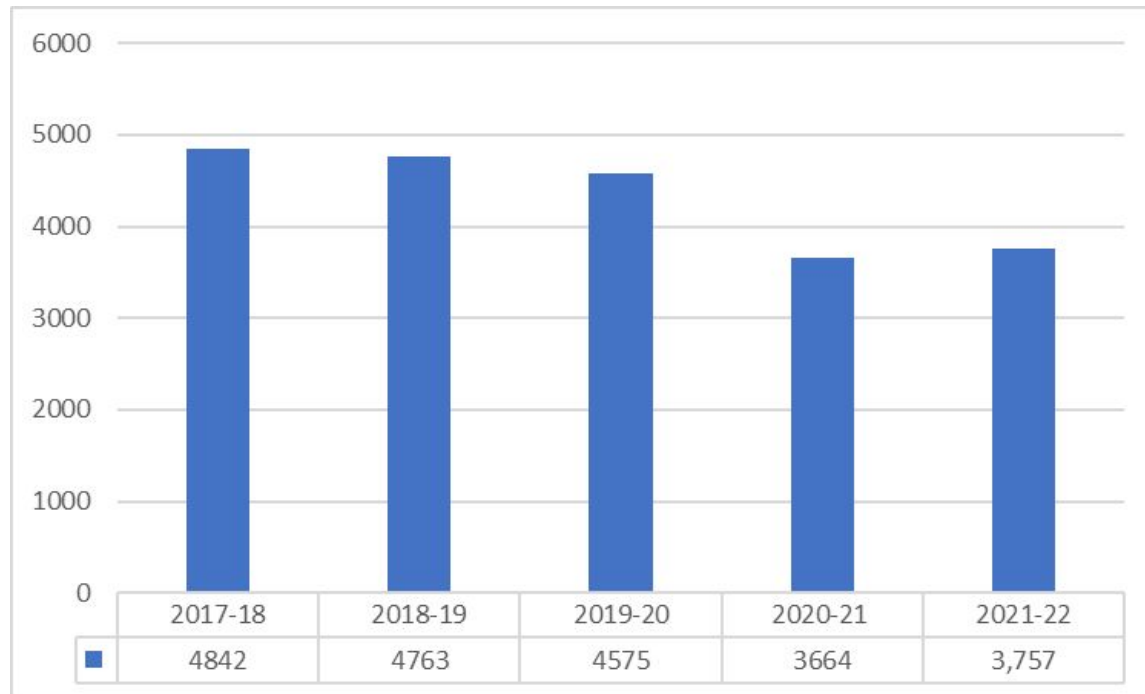


# Making Connections

- What processes or systems are in your district or school to assist you in identifying these families? What is working for your district?
- What stigmas or barriers are your liaisons facing as they try to outreach?
- How can your positions in pupil accounting support those efforts?



# Unaccompanied Homeless Youth

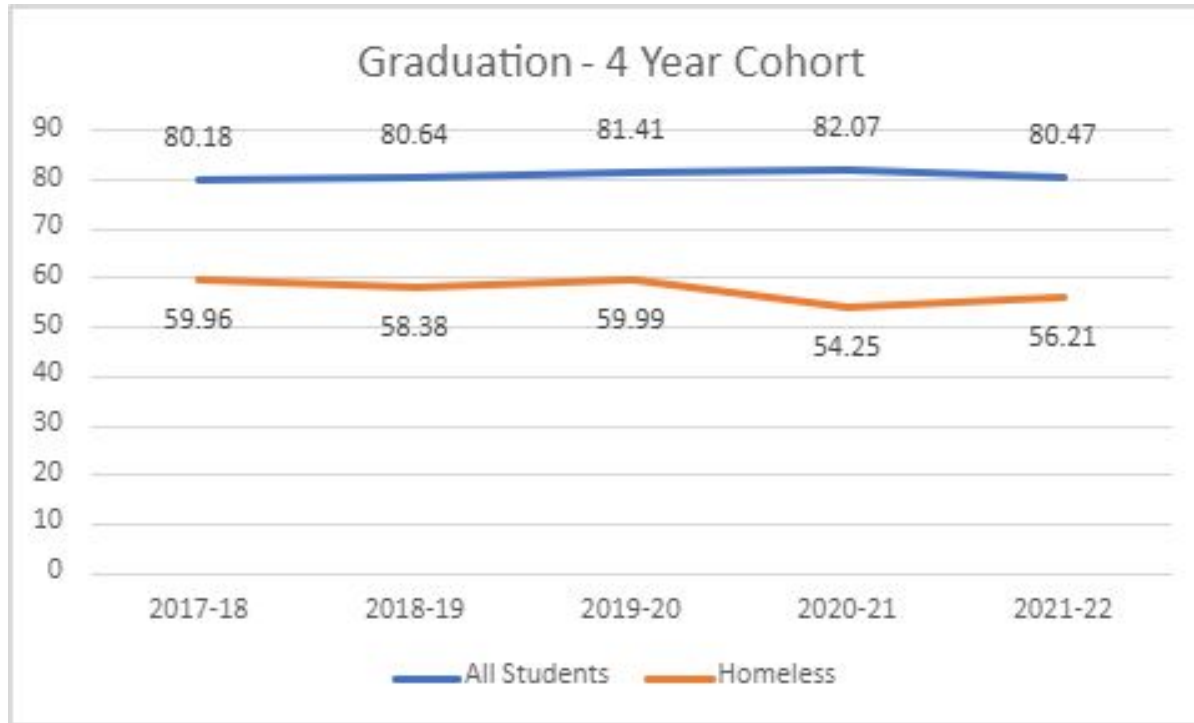


Source:  
MSDS/  
MiSchooldata



# Academic Trend Data - Graduation

An  
Important  
Why



Source:  
MSDS/  
MISchooldata



# Local LEA Liaisons



# Local Liaison Duties



1. Identify homeless children and youth
2. Ensure **immediate enrollment** and access to services
3. Ensure families have access to educational services they are eligible for including early childhood programs, headstart, and other early intervention programs
4. Provide referrals to services in the community
5. Parents and guardians are informed of educational opportunities and supported to be involved in meaningful ways



# Local Liaison Duties (cont.)

6. Provide notice of [educational rights of homeless](#) children and youth
7. Ensure [disputes](#) are mediated in accordance with state and local policy (*identification, eligibility, and school selection*)
8. Inform parents/guardians of all transportation options
9. Ensure staff receive training about the needs of students experiencing homelessness—*make sure everyone knows who the liaison is!*
10. Ensure Unaccompanied Youth are: enrolled in school, have opportunities to meet the challenging academic standards, are informed of their **independent status** for [FAFSA](#) purposes



# District & Liaison Responsibilities

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## Identify, support and advocate

NCHE Liaison Toolkit:

<https://nche.ed.gov/homeless-liaison-toolkit>

Local Agency and Liaison Responsibilities:

<https://nche.ed.gov/wp-content/uploads/2020/09/2020-LL-toolkit-2-Final.docx>



# Liaison Capacity Assessment

*Does your Homeless liaison have the ability and FTE capacity to meet the requirements of the law, including supporting students and families?*

## Homeless Education: Assessing Liaison Capacity

[ESSA Tool: Assessing the Capacity of LEA Homeless Liaisons - SchoolHouse Connection](#)

Liaisons must be “able to carry out” ten specific duties. 42 USC 11432(g)(1)(J)(ii).

\*\*All 10 duties are **musts** under the law.”



# Communication Tips for LEA Liaisons & Title I Director

- Schedule and **meet** regularly throughout the year (*i.e. monthly, quarterly, three times a year, minimal twice a year*)
- Review and prioritize the needs
- Review the resources available
- Discuss budgeting with a team (*i.e. Title I Director, Liaison, Business Office, Grant Coordinator*)
- Document meetings and expected outcomes



# Common Challenges

- Lack of LEA Liaison Capacity to fully accomplish the 10 required duties
- Lack of communication between LEA Liaison, the Title I Director, and Business Office
- Leveraging and braiding of multiple funding sources
- Update [EEM](#) to reflect the current liaison
- Add Student Homeless program information to your website



# Questions & Reflection

Think about your district's homeless education program.  
What next steps would best support your students?





# Funding



# Current Funding to Support Students Experiencing Homelessness

- **Title I, Part A Homeless Set-Aside**
- Section 31a At-Risk (categorical eligibility)
- **McKinney-Vento Homeless Education Project grants**
- Other: Section 31o, Title IV
  
- ESSER funds and all the other pandemic relief funds
- **ARP Homeless I - MV Grant Project Consortia**
- **ARP Homeless II - for LEAs**

[Allocation Information Link](#)

**Focused MV funds**





# Absolute Program Priorities

- Identification
- Graduation
- Collaboration & Coordination: *between education and non-educational entities, between districts, and between regional and local entities serving similar population*

**MV Grant Cycle 2023-2026**



McKinney Vento Funds:

16 Authorized Activities + Priority Objectives of the Grant Project

ARP Homeless I & II:

16 Authorized Activities + “Wrap around” services



# 16 Authorized Activities (Adapted from [U.S. Ed. NRG](#))

1. Tutoring, supplemental instruction, and enriched educational services linked to the same academic standards as established for housed students
2. Expedited evaluations for special education, gifted and talented, English Learners, career and technical education, school nutrition, etc.
3. Training for school personnel to help identify and appropriately serve students experiencing homelessness with sensitivity and respect
4. Referrals for medical, dental, mental and other health services
5. Transportation support
6. Early childhood educational support and programming



# 16 Authorized Activities (cont.)

7. Outreach, retention, and engaging students experiencing homelessness, particularly those not enrolled in public schools
8. Extended learning opportunities--before/after school, weekends or summer programming
9. Fees associated with acquiring enrollment records
10. Training to support parents/guardians and the provision of meaningful opportunities for involvement in school activities
11. Coordination for community services to support students experiencing homelessness activities



# 16 Authorized Activities (cont.)

12. Referrals for counseling for social emotional support
13. Counseling needed to address student needs related to their homeless situation
14. Adaptation of non-school spaces to help provide educational support to students experiencing homelessness
15. School supplies and distribution of school supplies to shelters and other housing facilities or locations
16. Emergency assistance needed so students can attend school and fully participate in school activities



# The pillars of providing support to students eligible for MV is based on IdEAS:

- Identification of students who need support
- Enrollment in school
- Access to appropriate and adequate services and support
- Success in a learning school environment





# Questions





# **Title I, Part A Homeless Set Aside & the Consolidated Application**

*Updated Guidance for 2023-24*



# Title I, Part A Homeless Set-Aside

Section 1001 Title I, Part A Purpose: The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, **and to close educational achievement gaps.**

Section 1113(c)(3) of the [Elementary and Secondary Education Act of 1965 \(ESEA\)](#), requires **all Local Educational Agencies (LEAs) reserve funds to ensure comparable services for children and youth experiencing homelessness**

**AND**

As determined by a needs assessment, reserve funds to provide children and youth experiencing homelessness with services not ordinarily provided to other students, including (but not limited to),

- Funding for a liaison with capacity to carry out the required duties, and
- transportation related to school of origin.



## Guidance Document:

[michigan.gov/homeless](https://michigan.gov/homeless)

### Michigan Department of Education – Office of Educational Supports (OES) Guidance on Title I, Part A Homeless Set Aside 2023

Section 1113(c)(3) of the *Elementary and Secondary Education Act of 1965* (ESEA), requires all local educational agencies (LEAs) to reserve funds to ensure comparable services for children and youth experiencing homelessness, and as determined by a needs assessment, reserve funds to provide children and youth experiencing homelessness with services not ordinarily provided to other students, including (but not limited to), funding for a Homeless Education Liaison who has the capacity to carry out the required duties, and funding for transportation related to the school of origin.

LEAs must have a process such as the one described here to determine the amount of Title I Part A funding set aside in the Homeless Reservation based on a needs assessment. Office of Educational Supports encourages LEAs to leverage their continuous improvement processes, including Michigan Integrated Continuous Improvement Process (MICIP).

#### **LEA Process for Determining Appropriate Title I, Part A Homeless Set Aside Reservation for Services for Students Experiencing Homelessness**

**Step 1:** The Title I Coordinator meets with the LEA McKinney-Vento (MV) Homeless Education Liaison and, if possible, the MV Regional Grant Coordinator to assess and discuss the specific needs of the LEA's students experiencing homelessness. Additional members may be included in this LEA team.

**Step 2:** The LEA team:

- Uses the data collected (by/from Homeless Education Liaisons and Grant Coordinators) to list and then prioritize the needs of children and youth experiencing homelessness
- Includes data relative to the needs of children and youth experiencing homelessness in the LEA's comprehensive needs assessment (CNA)

**Step 3:** The LEA team determines which of the identified needs the LEA will prioritize with funding through Title I, Part A Homeless Set Aside. LEAs will consider other available funding sources before leveraging the Title I, Part A Homeless Set Aside. The LEA will also coordinate with other community, local, state, or federal funds and resources, including the MV Regional Grant Consortium Projects. (See pages 2-4 below. LEAs will collaborate with the MV Grant Coordinator if they participate in a consortium project.)

**Step 4:** The LEA team develops strategies, activities, and related services to address the identified and prioritized needs.

**Step 5:** The strategies and activities will then be included in the LEA's continuous improvement plan in the platform for Michigan's Integrated Continuous Improvement Process



# Consolidated Application

Briefly describe the identified needs and how the district will use the Title I, Part A Homeless Set Aside to provide services to meet those needs.

CONAPP-2024-82000-00133

- Amendment Justification
- Add/Edit Grant Members
- Consortium Acceptance
- Program Information
- Equitable Access
- Language Assistance Plan
- Special Populations Additional Information
- State of Michigan Attachments
- State of Michigan Attachments
- Tools

## Special Populations Additional Information

### Special Populations Additional Information

For each question, clearly describe the student needs and the plans the LEA will implement to support the special population.

#### I. Needs and plans for homeless set aside

Describe the identified needs for students experiencing homelessness that are being addressed with the Title I, Part A Homeless Set Aside. Include a brief overview of the identified needs and how these funds will be used to address the needs.

0 of 2500

#### II. Supporting youth experiencing foster care

Describe the identified needs for students experiencing foster care that are being addressed with the Title I, Part A funds? Include a brief overview of the identified needs and how these funds will be used to address the needs.

0 of 2500



# Consolidated Application (cont.)

The screenshot displays a web application interface. On the left is a dark green sidebar menu with the following items: Landing Page, Add/Edit People, Status History, Date Modification, Attachment Repository, Modification Summary, and Document Validation. The main content area is titled 'Contact Information' and contains two sections for entering liaison details. The first section is for a 'Homeless Liaison' and the second is for a 'Foster Care Liaison'. Each section has three input fields: 'Name', 'Phone', and 'Email'.

## Reminders:

- Liaison information must match what is in the Education Entity Master (EEM)
  - [EMM Home](#)

Homeless Education Liaison
----------------------------
- All liaisons must complete the required training.
- Contact [McKinney-Vento@michigan.gov](mailto:McKinney-Vento@michigan.gov) for assistance or training information.



# Data Considerations for the 6 Step Process

**MSDS Data:** identification of students experiencing homelessness

**Mischooldata.org:** achievement outcomes for students experiencing homelessness

Compare identification rates to national or state averages

Compare all students for the grade level for achievement data

## National Averages:

- **5.5% of the LEA's Free & Reduced Lunch counts (FRL)**
- **2.5% of the LEA's total enrollment**



Also in the  
[guidance document](#)

Student  
needs  
drive  
the budget.

Identified Need	Important Notes on Services Listed
<ul style="list-style-type: none"><li>• Items of clothing, particularly if necessary to meet a school's dress or uniform requirement</li></ul>	Many times, clothing needs can be met through other local charities such as vouchers for local thrift shops, gift cards to local merchants, clothing closets, etc. Underwear and socks may be provided through local donations or drives.
<ul style="list-style-type: none"><li>• Clothing and shoes necessary to participate in physical education classes</li></ul>	See above.
<ul style="list-style-type: none"><li>• Student fees that are necessary to participate in the general education program</li></ul>	Consider what resources or funds are used for other students who may be identified as economically disadvantaged. Often students experiencing homelessness will be eligible for these supports before the Title I, Part A Homeless Set Aside is considered.
<ul style="list-style-type: none"><li>• Personal school supplies such as backpacks and notebooks</li></ul>	Often these resources can be procured by local donations or drives.
<ul style="list-style-type: none"><li>• Birth certificates necessary to enroll in school</li></ul>	Birth certificates typically cost \$50-70 or more if from a state outside of Michigan. The Michigan Department of Health and Human Services (MDHHS) has a Vital Documents Program and may have funds available to support the request. Contact <a href="mailto:MDHHS-Homeless@michigan.gov">MDHHS-Homeless@michigan.gov</a> and ask for assistance with vital documents.
<ul style="list-style-type: none"><li>• Immunizations</li></ul>	Students experiencing homelessness are likely eligible for free immunizations through the health department. Contact your local health department for additional information. Costs associated with transportation to and from the health department may be an allowable expense.
<ul style="list-style-type: none"><li>• Food</li></ul>	This refers to emergency food supplies beyond what is provided by school meals or snacks. For example, weekend food backpacks, items that require no cooking for those in motels without facilities, etc. Seek assistance from local food pantries or churches that may be operating programs to assist students.



# Title I, Part A Homeless Set Aside Worksheet

An additional resource that will assist, is this [Homeless Needs Assessment Worksheet.](#)

## Detailed Worksheet for the Homeless Needs Assessment

Detailed table to support the information provided in the summary.

### FUNDING SOURCES AND AMOUNTS

Need	Total Cost	Community Resources	LEA General Fund	Section 31a	Other State and Federal Programs	Amount from Title I, Part A Homeless Set-Aside
<i>Example: Homeless Education Liaison Salary (1 FTE)</i>	\$70,000		\$15,000			\$55,000
<b>1.A. Homeless Education Liaison Salary</b>						
<b>1.B. Professional Development</b>						
<b>2. School Transportation for Students Experiencing Homelessness</b>						
<b>3. STUDENT EDUCATIONAL NEEDS (SUBTOTAL)</b>						
a. <i>Clothing</i>						
b. <i>PE Uniforms</i>						
c. <i>School Uniforms</i>						
d. <i>School Supplies (For use in school)</i>						
e. <i>School and Study Support Supplies (For use off-site at Shelters, hotels, homes, etc.)</i>						
f. <i>Food (to meet need during instructional time or activities)</i>						
<b>4. ENROLLMENT/TRANSFER SERVICES (SUBTOTAL)</b>						
a. <i>Records Transfer (postage, etc.)</i>						
b. <i>Birth Certificates</i>						
c. <i>Immunizations</i>						
d. <i>Other</i>						
<b>5. MEDICAL/MENTAL HEALTH/SHELTER SUPPORT (SUBTOTAL)</b>						
a. <i>Medical Referrals/Services</i>						
b. <i>Dental Referrals/Services</i>						
c. <i>Mental Health/Counseling Referrals/Services</i>						
d. <i>Substance Abuse Referrals/Services</i>						
e. <i>Housing Referrals/Services</i>						
f. <i>Domestic Violence Abuse Referrals/Services</i>						
<b>6. REMOVING BARRIERS TO PARTICIPATION, RETENTION AND SUCCESS (SUBTOTAL)</b>						



# Pupil Accounting Role

- Share the MSDS Student Roster with the LEA Liaison regularly. *Information on student's MV eligibility will display in this report once the students are enrolled. Use an SRM between collections.*
- Share aggregate counts by building with Title I Director to support decisions after each collection (fall, spring, EOY). Local SIS may have additional reports.
- Participate in the conversations about identification. Based on your knowledge of your student body, do the counts of students experiencing homelessness make sense?



# Tips for Assisting Families and Youth Experiencing Homelessness

- Be sure that your district's enrollment forms are carefully crafted so they do not create further barriers or delay enrollment. *For example, policy statements should clarify that identifying a caregiver is not a prerequisite to enrollment.*
- Ensure enrollment staff in all schools are knowledgeable with McKinney-Vento requirements and procedures related to enrolling children or unaccompanied youth experiencing homelessness.



# Tips for Assisting Families and Youth Experiencing Homelessness

- Contact relevant social service agencies in your area and gather information, pamphlets and applications concerning valuable services such as food stamps, health insurance and support.
- Develop a list of shelters, youth hotlines, food pantries and other family/youth service providers in your area.
- Ask the family what they need and refer them to resources outside the schools purview.
- Provide supplies, time and space for school work and projects.



# Tips for Assisting Families and Youth Experiencing Homelessness

- Develop posters, brochures, pamphlets and fliers that explain McKinney-Vento rights, information and how to access your district's Homeless Liaison.
- Make this information available at each school building and central office and distribute to youth service providers in your area.
- Train school personnel on the rights of children or unaccompanied youth experiencing homelessness.



# Tips for Assisting Families and Youth Experiencing Homelessness

- Revise or develop policies to address issues related to who signs for unaccompanied youth to participate in field trips or extracurricular activities (may be homeless liaison).
- Recognize stressful environments outside of school and provide accommodations for homework; for example, the child may not have the means to be able to make a collage or do a science project outside of school
- Provide a safe place at school that includes trained mentors, school counselors, or social workers that families or unaccompanied youth can access as needed for help.



# Homelessness in Pupil Accounting 2022-2023 PA Manual

## Section 1: Required Documentation

Note: A pupil experiencing homelessness shall **not** be prevented from enrolling in the district due to his or her inability to produce the above documentation. (sec:1, pg. 6)

## Section 3: Pupil Membership Count Requirements

A local or intermediate school district's state aid is based on membership counts of eligible pupils legally enrolled on or before the specified count day. **A pupil's eligibility for membership purposes is based on enrollment, age, residency, class schedule, and attendance.**

### 1) Pupil Enrollment

Children experiencing homelessness, including unaccompanied youths, may enroll in either their district of origin (the last district attended) or the district in which they are living. Districts shall immediately enroll these children upon validation of their homeless status even if the child, parent, or guardian is unable to produce the documentation normally required for enrollment. These children are entitled to continue enrollment until the completion of the current school year. (sec: 3, pg. 1)



# Homelessness in Pupil Accounting....

## Section 4: Pupil Residency

It is the district's responsibility to determine if a pupil is a resident of the district or meets **specific criteria that could allow a nonresident pupil membership purposes**. A local or intermediate school district may count a pupil as "resident pupil" if the district has evidence that the pupil meets one of the following criteria:

f. The pupil is a child experiencing homelessness (as defined in the McKinney-Vento Homeless Assistance Act, 42 USC 11301 et seq) or is unaccompanied. See the notes regarding MSDS reporting below.

*Note:* If a pupil who is currently attending a district becomes homeless, the residency code reported in MSDS does not change. If a pupil was a resident of a district, becomes homeless, relocated outside of the district's boundaries, and continues to attend school in the district, the residency code reported in MSDS does not change.



# Technical Assistance

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- [MDE Homeless Education Webpage](#)
- [MDE Pupil Accounting Manual \(PAM\)](#)
- [National Center for Homeless Education](#) (NCHE)  
NCHE Helpline: 800.308.2142 (toll free)
- National Runaway Safeline  
Runaway Hotline: 1.800.621.4000 (24-hours)  
[www.1800runaway.org](http://www.1800runaway.org)



# Identifying & Reporting Students

General Collection: Fall, Spring and End-of-Year

## MSDS CODES

10 Shelter

11 Transitional Housing

13 Doubled-up

14 Hotel/Motel

15 Unsheltered

**Additional Field in MSDS**: Unaccompanied Youth – **Yes or No**  
MV Grant funding uses MSDS counts to determine allocations.



# Unaccompanied Homeless Youth

Unaccompanied homeless youth lack safe, stable housing and **who are not in the care of a parent or guardian**

Are public schools responsible for the education of unaccompanied youth?

**YES**

- McKinney-Vento Homeless Assistance Act requires that state & local educational agencies provide students experiencing homelessness with school access & stability and remove barriers to their attendance and success
- Homeless District Liaisons can help assist these youth
- Homeless Liaison = ADVOCATE



# Unaccompanied Homeless Youth

Youth can apply for federal aid without parental information or signature.

Verification must be made by one of the following:

- McKinney-Vento school district liaison
- U.S. Dept. of Housing & Urban Development  
Program Director
- Runaway Homeless Youth Program Director
- Financial Aid Administrator

Please inform unaccompanied youth  
that they CAN go to College



# Enrollment Barriers

The McKinney-Vento Act requires public school districts to immediately enroll students experiencing homelessness.

- Proof of Residency
- Guardianship
- Birth Certificates, School Records, or other documents
- Medical Records, including immunization records
- Required Dress code items, including uniforms
- Lack of Transportation
- Lack of School supplies, clothing, etc.
- Poor Health, Fatigue and Hunger
- Access to programs (before/after school, athletics)



# LEA Requirements

Children and Youth in homeless situations can stay in their school of origin (to the extent feasible) or enroll in any public school that students living in the same attendance area are eligible to attend.

The terms “enroll” and “enrollment” include attending classes and participating fully in school activities and programs

Youth have the right to enroll in school ***immediately***, even if they do not have required documents, such as school records, medical records, proof of residency, or other documentation



# Transportation Requirements

If the student is living outside the school of origin's LEA, the LEA where the student is living and the school of origin's LEA must determine how to divide the responsibility and share the cost, OR they must share cost equally.

In addition to providing transportation to the school of origin, LEAs must provide students in homeless situations with transportation services to/from after school programs if needed.

Email [mckinney-vento@michigan.gov](mailto:mckinney-vento@michigan.gov) for a transportation calculator



# HOMELESS AWARENESS



In Michigan, 1 in 10 students experiences homelessness at some point while in school.



# Questions

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Need  
assistance?

Send your questions to  
[McKinney-Vento@michigan.gov](mailto:McKinney-Vento@michigan.gov)

Thank  
You