

# McKinney Vento Updates

## Parent and Family Engagement Non-Regulatory Guidance

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Chaska Weary



March 27, 2025

# Agenda

- Provide updates on the status of the McKinney Vento Program
- Introduce/Review the updated Parent and Family Non-Regulatory Guidance



# What's Consistent In Education?

**CHANGE**



**Expectations**

**GROWTH**



What?

Why?

How?



# What's Happening:



- On March 11, 2025 the Department of Education's initiated a reduction in force (RIF) impacting nearly 50% of the Department's workforce.
- **Secretary of Education Linda McMahon** has stated that the reduction in force reflects the Department of Education's commitment to efficiency, accountability, and ensuring that resources are directed where they matter most: to students, parents, and teachers.
- The Department of Education **will continue to deliver on all statutory programs that fall under the agency's purview, including formula funding**, student loans, Pell Grants, funding for special needs students, and competitive grant making.

<https://www.ed.gov/about/news/press-release/us-department-of-education-initiates-reduction-force?emci=2842e506-44ff-ef11-90cd-0022482a9fb7&emdi=b52a76a7-5aff-ef11-90cd-0022482a9fb7&ceid=11625968>



# Formula Grants for Special Populations



Formula grants that aim to improve education outcomes for under-represented groups and other special populations.

## Formula Grants Authorized by IDEA

Special Education Grants to States (IDEA Part B)	Preschool Grants for Children with Disabilities (IDEA Part B)	Early Intervention Program for Infants and Toddlers (IDEA Part C)
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## More Grants for Special Populations

Education for Homeless Children and Youths	Neglected, Delinquent, or At-Risk; Title I, Part D	English Language Acquisition State Grants; Title III, Part A
Predominantly Black Institutions Program	Indian Education Formula Grants	Migrant Education Program (Title I, Part C) - State Grants
Migrant Education Consortium Incentive Grants	National Technical Institute for the Deaf	American Printing House for the Blind
Gallaudet University	Helen Keller National Center	

**Who are they? Names vs. Numbers**

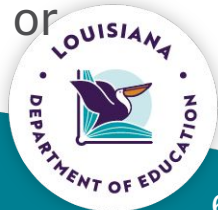
<https://www.ed.gov/grants-and-programs/formula-grants/formula-grants-special-populations>



# Definition: 42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths

Rights and services to children and youth experiencing homelessness, which includes those who are:

- sharing the housing of others due to loss of housing
- economic hardship, or a similar reason;
- staying in motels, trailer parks, or camp grounds due to the lack of an adequate alternative;
- staying in shelters or transitional housing;
- sleeping in cars, parks, abandoned buildings, substandard housing, or similar settings.



# Education for Homeless Children and Youths

- **Grant Type:** Formula Grant (noncompetitive awards based on a predetermined formula determined by Congress. These programs are sometimes referred to as state-administered programs.)
- **Eligibility:** State Educational Agencies (SEAs)
- Formula grants are made to the 50 states, the District of Columbia, and Puerto Rico **based on each state's share of Title I, Part A, funds.**
- The program supports the education of homeless children and youths in each state, which gathers comprehensive information about homeless children and youths and the impediments they must overcome to regularly attend school. **These grants also help state educational agencies (SEAs) ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education (FAPE).**
- States are required to have an **approved plan** for addressing problems associated with the enrollment, attendance, and success of homeless children in school. States must make competitive subgrants to local educational agencies (LEAs) **to facilitate the enrollment, attendance, and success in school of homeless children and youths.**



# 2023-2026 Subgrantees (Cohort Ends- September 30,2026)

2023-2026 McKinney Vento Cohort (14)	
Bossier	Orleans (consortium)
Caddo	Rapides
Calcasieu	St. John the Baptist
East Baton Rouge	St. Tammany
Jefferson	Tangipahoa
Lafayette	Terrebonne
Lafourche	LaSalle

## Request For Applications Dates:

- February 2026-Application Released
- March 2026- Applications Due
- March/April 2026- Scoring
- May-Name Recipients
- July-BESE Approval
- MV Application Release-October 1, 2026





# Funding History

## Appropriations History: The McKinney-Vento Act's Education of Homeless Children and Youth Program



\* \$65.4M (regular appropriation); \$70M (ARRA stimulus dollars)  
 \*\* Reflects .2% across the board cuts to discretionary programs  
 \*\*\* Reflects .2% across the board cuts to discretionary programs  
 \*\*\*\* Reflects 5.5% cut for sequestration

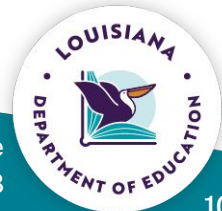
# Updates



SchoolHouse Connection is a national non-profit organization working to overcome homelessness through education. We provide strategic advocacy and practical assistance in partnership with early childhood programs, schools, institutions of higher education, service providers, families, and youth.



<https://schoolhouseconnection.org/about?emci=2842e506-44ff-ef11-90cd-0022482a9fb7&mdi=b52a76a7-5aff-ef11-90cd-0022482a9fb7&ceid=11625968>



# Federal Education Protections for MV Students

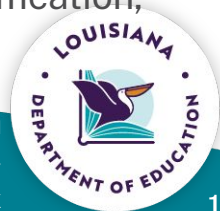
- Executive Orders do not supersede federal laws. The following federal laws and court rulings are in place to ensure educational access and opportunity for children and youth experiencing homelessness.

## [The McKinney-Vento Act Education for Homeless Children and Youth Program](#) 42 U.S.C. § 11431 et seq.

- State and local educational agencies **must ensure** that homeless children and youth:
  - Can stay in their school of origin if in their best interest, and receive transportation
  - Be immediately enrolled in school while records are obtained
- A liaison must be designated in every local educational agency (LEA) to identify and support children and youth experiencing homelessness. (See the [legal duties of homeless liaisons](#)).
- State educational agencies (SEAs) and LEAs must review and revise barriers to the identification, enrollment and retention of children and youth experiencing homelessness.



<https://docs.google.com/document/d/17ZnDVbndWx7d5ixXky002MajCiRrsi0CtCiE0u-pzmg8/edit?emci=2842e506-44ff-ef11-90cd-0022482a9fb7&emdi=b52a76a7-5aff-ef11-90cd-0022482a9fb7&ceid=11625968&tab=t.0#heading=h.24u8wcvbx5cc>



# ED's Legal Responsibilities in Support MV Students

- Every student experiencing homelessness is categorically eligible for services under [Title I Part A](#) of the Elementary and Secondary Education Act;
- Nearly one in five K12 students experiencing homelessness also has a disability, and is eligible for services under [the Individuals with Disabilities Education Act](#);
- Over 600,000 young children experiencing homelessness – including infants and toddlers and preschoolers who have disabilities – are eligible for support from [ED's early learning programs](#).
- Hundreds of thousands of youth experiencing homelessness and youth with experience in foster care depend on [federal financial aid](#) to obtain education beyond high school – their surest path to economic independence and stability.

# Title I Part A of the Elementary and Secondary Act

20 US Code 6301 et seq.

- All LEAs that receive Title I Part A funds **must reserve funds** to support homeless students; these funds may be used for services not ordinarily provided by Title I, including local liaisons and transportation to the school of origin.
- State and local **Title I plans must describe how homeless children and youth will be supported**, including identification, enrollment, attendance, and success.
- **State report cards must include disaggregated information** on the graduation rates and academic achievement of homeless children and youth.

# Individuals with Disabilities Act (IDEA) 20 U.S.C. 1400 et seq

- Any state receiving IDEA funds must ensure that the requirements of the McKinney-Vento Act are met for all children with disabilities who are homeless.
- States must ensure that all children who are homeless and have disabilities are identified, located, and evaluated.
- LEAs must assign a surrogate parent for an unaccompanied youth experiencing homelessness within 30 days. In the interim, a temporary surrogate parent must be assigned. Homeless liaisons and homeless service providers may serve as temporary surrogates.
- States must ensure the meaningful involvement of families experiencing homelessness in the planning and implementation of the Early Intervention (IDEA Part C) for infants and toddlers.

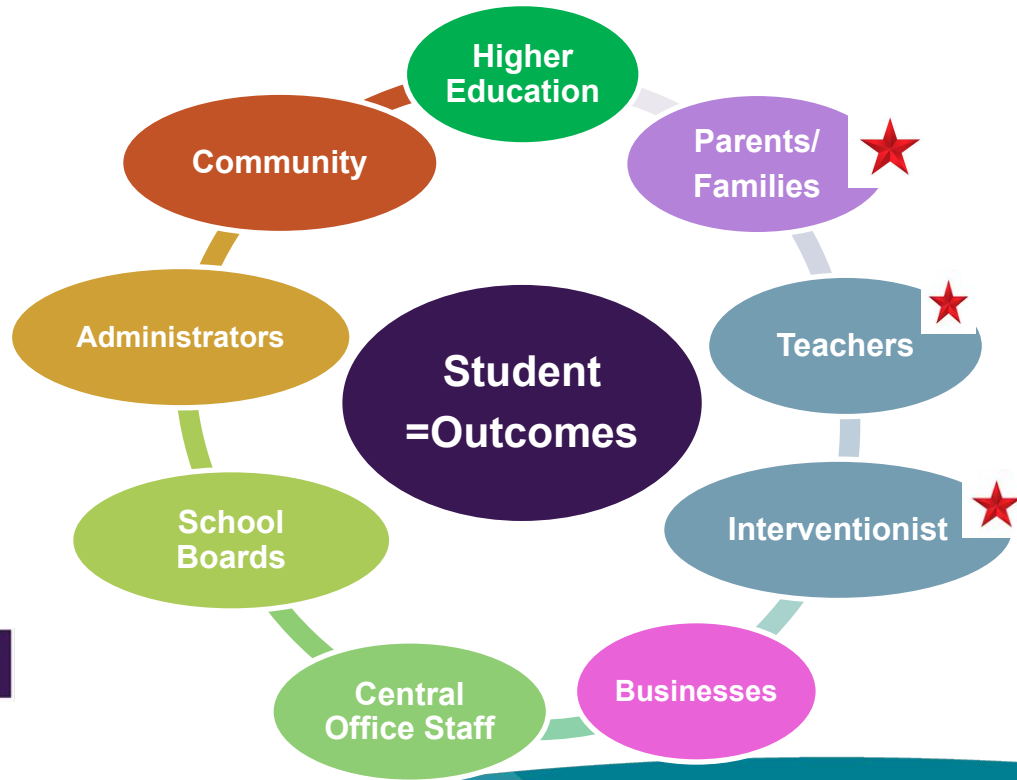
# Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g

- Information about a homeless student's living situation is fully protected as an education record under FERPA.
- Under FERPA, “privacy” generally means that schools must have specific, written consent to release any information from a student's education record.

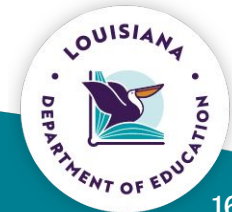
## [Plyler v. Doe, 457 U.S. 202 \(1982\)](#)

- All children living in the U.S., regardless of their immigration status, have the right to equal access to education. It is unlawful to discriminate against undocumented children and youth by denying them access to free public education.

# The Ecosystem



What? Why?  
How?





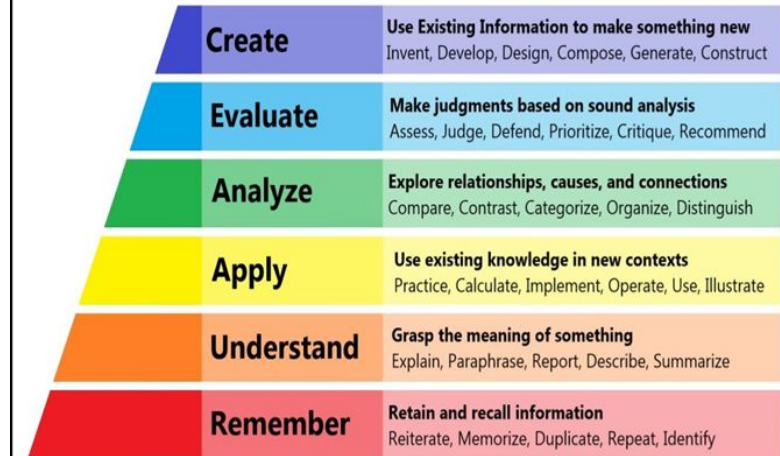
# Maslow's Hierarchy of Needs vs. Bloom's Taxonomy

## MASLOW'S HIERARCHY OF NEEDS

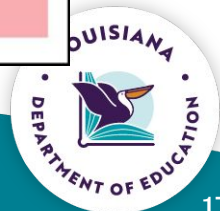
1<sup>st</sup>



## BLOOM'S TAXONOMY



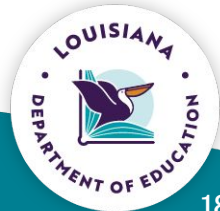
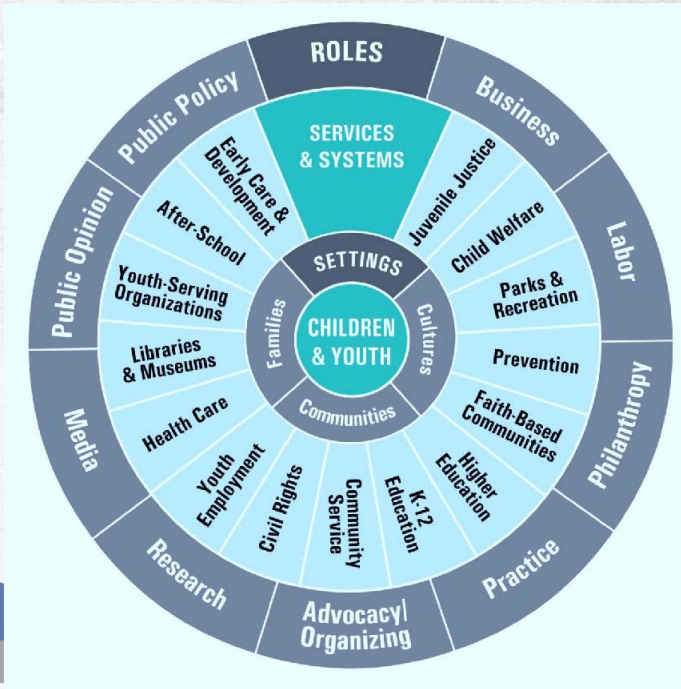
[helpfulprofessor.com](http://helpfulprofessor.com)



# Meaningful Partnerships for Growth

What? Why?  
How?


Who's at  
Your Table?





# McKinney Vento LPB Partnership












# What Did We Do?

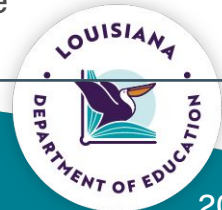
Bring awareness to the importance of parent and family engagement. 

Meaningfully engage stakeholders to gain INPUT that drives initiatives. 

Construct platforms that ignites engagement from the state level administration to the classroom. 

Cultivate engagement that ENERGIZES LEARNER SUCCESS. 

	PD/ Regional Trainings		Revamped the Super App PAFE Title I questions		Partnered w/ ALL Here to launch a Chat Bot
 	Launched 3 <sup>rd</sup> PAFE Statewide Survey		Revamped the Homeless Evaluation to reflect priorities	 	Partnered w/ MetroMorphosis to provide TA around Collective Impact
	Developed the PAFE Framework	 	Partnered w/ Louisiana Public Broadcasting (Media Campaign/ Family Workshops)		Partnered w/ IdleMinds Technology to launch PimsPoints
	Developed a landing page <i>(help w/ identification of MV students-low enrollment)</i>	 	Proclamation declaring November as PAFE Month across the state	New	LPB- Launching Students in Shelters Initiative



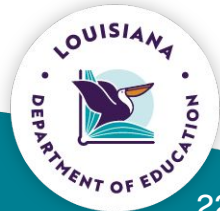
Shelter Partnership  
Louisiana Public Broadcast





# LDOE Partnership

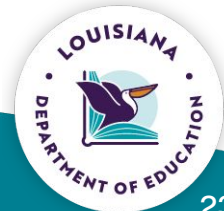
- 2 television episodes that spotlight homelessness
- 3 Regional Trainings May 7-9 (Natchitoches, Baton Rouge, Jefferson)
- The LEA's conducted family workshops to implement the Ziggy's trainings



# LDOE Partnership



- LPB-Launching Students in Shelters Initiative
- Conducted extensive research for shelters across the State of Louisiana
- Conducted research with The Balance of State Continuum of Care
- Attended meetings with the Start Corporation to extend our research
- We were able to partner with 18 shelters from across the State of Louisiana
- LDOE were able to provide iPads (170), comfort bags (200) (Backpacks with educational and comfort items for the children), arts experiences, books, and educational bags.
- The shelters also received additional bags from the partnership with LPB



# iPads

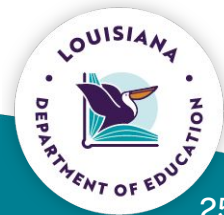


## Shelter iPad delivery



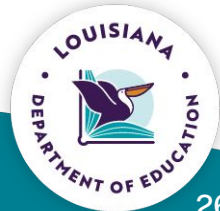


# Conclusion



# Shelter Partnership

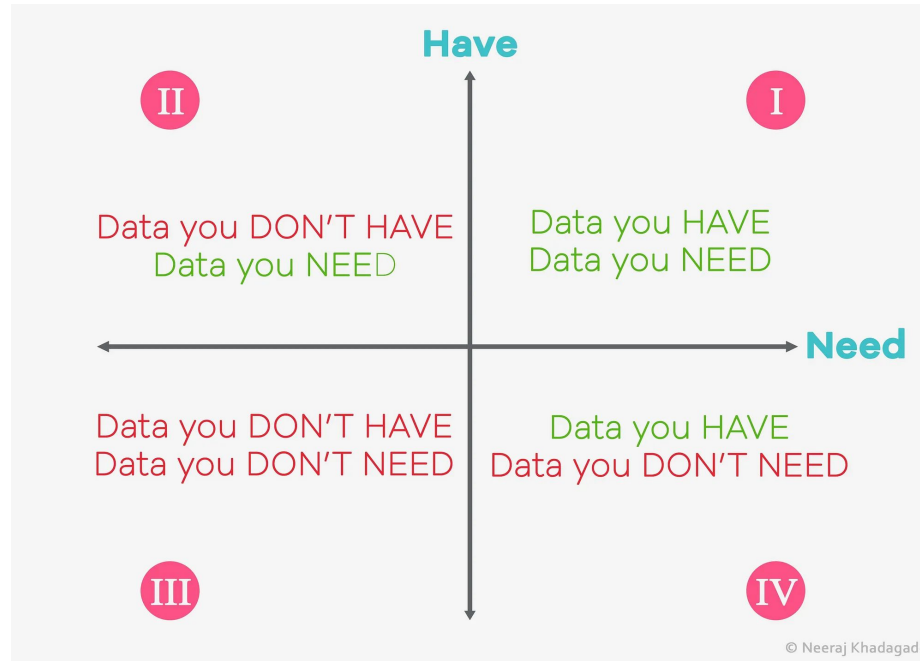
Iris Domestic Center	Baton Rouge	Community Against Domestic Abuse	Jennings
St. Vincent DePaul	Baton Rouge	Oasis a Safe Place For Survivors	Lake Charles
The Haven	Houma	The Potter's House	Lake Charles
Salvation Army New Orleans	New Orleans	June N Jenkins	DeRidder
New Orleans Women and Children Shelter	New Orleans	Project Celebration, Inc.	Many
Covenant House New Orleans	New Orleans	The Providence House	Shreveport
Family Violence Program of St. Bernard	Chalmette	Domestic Abuse Resistance Team	Ruston
Acadiana Outreach Center	Lafayette	Christopher Youth Center	Monroe
Faith House Domestic Violence Crisis Center	Lafayette	<b>LODE Rocks!!!</b>	



# What Does Your Data Tell You?

## The Data Quadrants of Haves and Needs

What? Why?  
How?



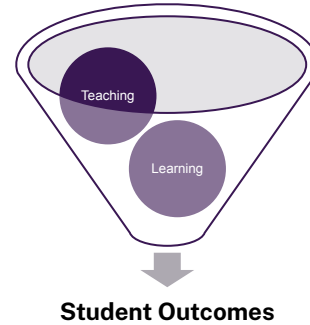
# Parent And Family Engagement

Updated Non-Regulatory Guidance  
Revised January 2025



# Table of Contents

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- Part B. SEA Responsibilities
- Part C. LEA Responsibilities
- Part D. School Responsibilities
- Part E. LEA & School Responsibilities to Build Parent Capacity
- Appendix- Samples



# What is Parent and Family Engagement under the ESEA?

- The statute defines “parental involvement” as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —
- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- that carrying out of other activities, such as those described in section 1116 of the ESEA (Parent and Family Engagement). (ESEA section 8101(39)). 0



# LEA Funding For PAFE



- An LEA that receives a Title I, Part A allocation of greater than \$500,000 **must reserve at least one percent of its Title I, Part A allocation** to carry out ESEA section 1116. The percentage reserved for parent and family engagement must be calculated on the basis of the **LEA's total Title I, Part A allocation**. (ESEA section 1116(a)(3)(A)). (Pg 12)
- If an LEA's allocation exceeds \$500,000, the LEA must distribute at least 90 percent to its Title I schools, **giving priority to high-need schools**. (ESEA section 1116(a)(3)(C)). (Pg 12) An LEA has discretion to define what "high need" means for this purpose. (pg 13)
- LEAs with a Title I, Part A allocation of **\$500,000 or less must carry out the provisions of ESEA section 1116 but are not required to reserve at least one percent** of their Title I, Part A allocation to do so. (ESEA section 1116(a)(3)). (pg 12)



# Funds for PAFE Activities For Private School

- If an LEA's Title I allocation exceeds \$500,000 ESEA requires such an LEA to reserve **at least one percent from the proportional share allocated for equitable services and at least one percent of the total remaining amount for Title I activities in public schools.**
- For example, an LEA's total Title I allocation is \$1,000,000. From that amount, \$100,000 (10 percent) is allocated for **all Title I equitable services activities** and \$900,000 (90 percent) for all Title I activities in public schools. Therefore, with respect to equitable services, the LEA must spend at least one percent (\$1,000 from the \$100,000 proportional share) to provide engagement activities for the parents and families of participating private school students (leaving \$99,000 for other equitable services activities).
- If an LEA's Title I allocation does not exceed \$500,000, the LEA **may** still reserve a portion of the proportional share to provide engagement activities for the parents and families of participating private school students. The amount reserved by the LEA would be based on timely and meaningful consultation with private school officials.





# Title I, Part A Requirements: Communication

- SEAs, LEAs, and schools must provide information to parents of students participating in Title I, Part A programs in an **understandable and uniform format, including alternative formats upon request**, and, “to the extent practicable,” in a **language that parents can understand**. (ESEA section 1116(e)(5)) pg 4
- SEAs, LEAs, and schools must furnish appropriate auxiliary aids and services when necessary to afford a **parent with a disability** an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parent and family engagement provisions.



## C. LEA Responsibilities

- **Meaningful Consultation**

An LEA may receive funds under Title I, Part A only if the LEA conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in Title I, Part A programs that are consistent with the requirements of ESEA section 1116. LEAs must plan and implement these programs, activities, and procedures with meaningful consultation with parents and families of children participating in Title I, Part A programs.



# PAFE Policy Requirement

- Each LEA that receives Title I, Part A funds must develop a written parent and family engagement policy that establishes the LEA's expectations and objectives for **meaningful** parent and family engagement. The policy must be **developed jointly** with, and agreed upon with, the parents and family members of and distributed to parents and family children participating in Title I, Part A programs (ESEA section 1116(a)(2)). (pg7-8)
- If the LEA already has a district-level parent and family engagement policy that applies to **all parents**, the LEA **may amend that existing policy**, if necessary, to meet the requirements of section 1116. (ESEA section 1116(b)(3)).



# Information Included in Policy

- Provide technical assistance, and other support necessary to assist and **build capacity of all Title I, Part A schools** in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which **may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise** in effectively engaging parents and family members in education; (pg 8)
- Conduct, with the meaningful involvement of parents and family members, **an annual evaluation** of the content and effectiveness of the parent and family engagement policy



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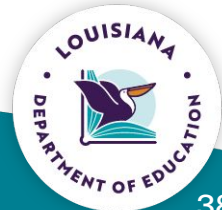
- **Use the findings of the evaluation** to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policies under ESEA section 1116
- Involve parents in the activities of Title I, Part A schools, which may include **establishing a parent advisory board** comprised of a sufficient number and representative group of parents or family members served by the LEA to **adequately represent the needs of the population served**



# LEA Plan Submitted To SEA



- An LEA **must incorporate its written parent and family engagement policy** (developed in accordance with section 1116 of the ESEA) into its **local plan** (developed under section 1112 of the ESEA), **which is submitted to its SEA.** (ESEA section 1116(a)(2)). Pg 9
- If the LEA's plan is not satisfactory to the parents of participating children, the **LEA must submit any parent comments**, along with the LEA's plan, to the SEA. (ESEA section 1116(b)(4)).



# Outreach to Parents of English Learners

- LEAs' outreach to parents of English learners must include sending notice of opportunities for, and holding, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III. (ESEA section 1112(e)(3)(C)). (Pg 10)
- In the case of a **child with a disability who is in a language instruction educational program**, parents must be notified, not later than 30 days after the beginning of the school year, of how the language instruction educational program meets the objectives of the child's IEP under the IDEA. (ESEA section 1112(e)(3)(A)(vii)). (Pg 11)



# Private School Children

- An LEA must ensure that teachers, parents, and families of children participate, on an equitable basis, in services and activities developed pursuant to ESEA section 1116. (ESEA section 1117(a)(1)(B)). Activities for parents and families of private school participants must be planned and implemented after meaningful consultation with private school officials and parents and families. (pg 11)





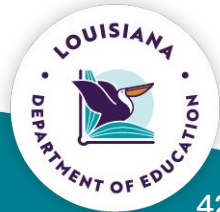
# Activities Funded



- Professional Development
- Support Programs that reach parent and families
- Disseminating information on best practices
- Collaborating or providing subgrants to schools
- Other activities and strategies that the LEA determines appropriate and consistent with the LEA's PAFE policy.

# Part D: School Level Responsibilities

- Each school must develop, **jointly with parents** of children participating in Title I, Part A services, a written school parent and family engagement policy that describes how the school will carry out the requirements in ESEA section 1116(c)-(f), including the **development of a school-parent compact**. (Pg 14)
- If the school already has a parent and family engagement policy that applies to all parents, the school **may amend that existing policy**, if necessary, to meet the requirements of ESEA section 1116(b). Schools must update these policies periodically to meet the changing needs of parents and the school. (Pg 14)



# Cont.

- Each school served under Title I, Part A **must** notify parents of its written parent and family engagement policy in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, provide notice and the policy in a language the parents can understand.
- In addition, each school **must** make its written parent and family engagement policy available to the local community. (Pg 14)
- Right to Know:
  - Student achievement level and growth
  - If child is being taught 4 or more weeks by a teacher who does not meet State certification or licensure at the grade level and subject are in which the teacher has been assigned.
  - Upon request the LEA will provide policy on student participation on any assessment and parental right to opt the child out of the assessment, where applicable. (pg 14)



# Cont.

- Each school served under Title I, Part A **must convene an annual meeting**, at a time convenient for parents, to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs.
- Schools **must offer a flexible number of additional parent and family engagement meetings**, such as in the morning or evening, so that as many parents as possible are able to attend. (ESEA section 1116(c)(1)-(2)).

Friday	Saturday	Sunday	Monday	Tuesday
2	3	4	5	6
End of the year math test	End of the year math test		End of the year reading test	
9	10	11	12	13
Book Fair Begins			Parent Conferences	Parent Conferences
16	17	18	19	20
Spring Break - No School				
23	24	25	26	27
Back to school @		Field Trip Butterfly Wonderland		
30	31	Please make sure to keep reading during spring break! Reading logs will be collected on March 23rd! Thanks to Mrs. Wainford		



# School-Parent Compact

- Each Title I, Part A school **must** jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parent and family engagement policy. (Pg 16)
- A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.
- The school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high standards. (ESEA section 1116(d)).



# LEA and School Responsibilities to Build Parent Capacity

- Engage parents through training, information, and coordination activities. (ESEA section 1116(e)). (Pg 17)
- Schools and LEAs must **help parents understand** such things as —
  - Challenging State academic standards;
  - State and local academic assessments, including alternative assessments;
  - The parent and family engagement requirements of section 1116; •How to monitor their child's progress and work with educators to improve the achievement of their child. (ESEA section 1116(e)(1)).



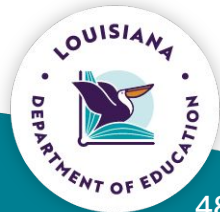
# Cont.

- Schools and LEAs **must** provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training for parents, if necessary, and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. (ESEA section 1116(e)(2)). (Pg 17)
- Volunteering and observing in their child's classroom.



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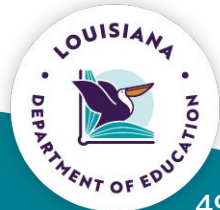
- Schools and LEAs must educate their staffs in how to work with parents as equal partners.
- Schools may pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- **Paying travel** and other costs associated with attendance at out-of-State conferences and workshops may be allowable in some special cases. (Pg 18)





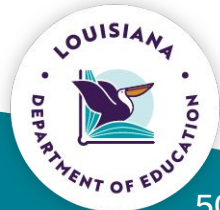
# Cont.

- Parents of children receiving Title I, Part A services, LEAs, and school officials may decide at the school level to **pool their individual resources to pay for district-level parent and family engagement activities, such as a parent resource center**, that encourage and support parents in more fully participating in the education of their children. (ESEA section 1116(e)(4) and (12)). (Pg.18)
- To the extent feasible and appropriate, schools and LEAs must coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, **including public preschool programs**, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (ESEA section 1116(e)(4)).



# Journey to Growth/Next Steps

- Acknowledge your current position/ reality
- Examine current policy and plan (Students & Staff)
- Conduct a deep dive of available, reliable, and valid data
- Prioritize Needs
- Set Goals/ Desired Outcomes
- update a plan of action w/ stakeholders (What, Why, How?)
- Communicate plan
- Work the Plan
- Evaluate and tweak the plan



# Questions & Answers



# Thank You!!!

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