



COLORADO
Department of Education

Highly Mobile Students: School Counselors as Leaders and Systems Change Advocates

What is a Highly Mobile Student?

A highly mobile student is defined as a student who experiences (or is at risk of experiencing) multiple school moves during their K-12 education outside of regular grade promotion. This includes (and is not limited to) youth in foster care, those experiencing homelessness, and migrant students.

Highly Mobile Student Populations

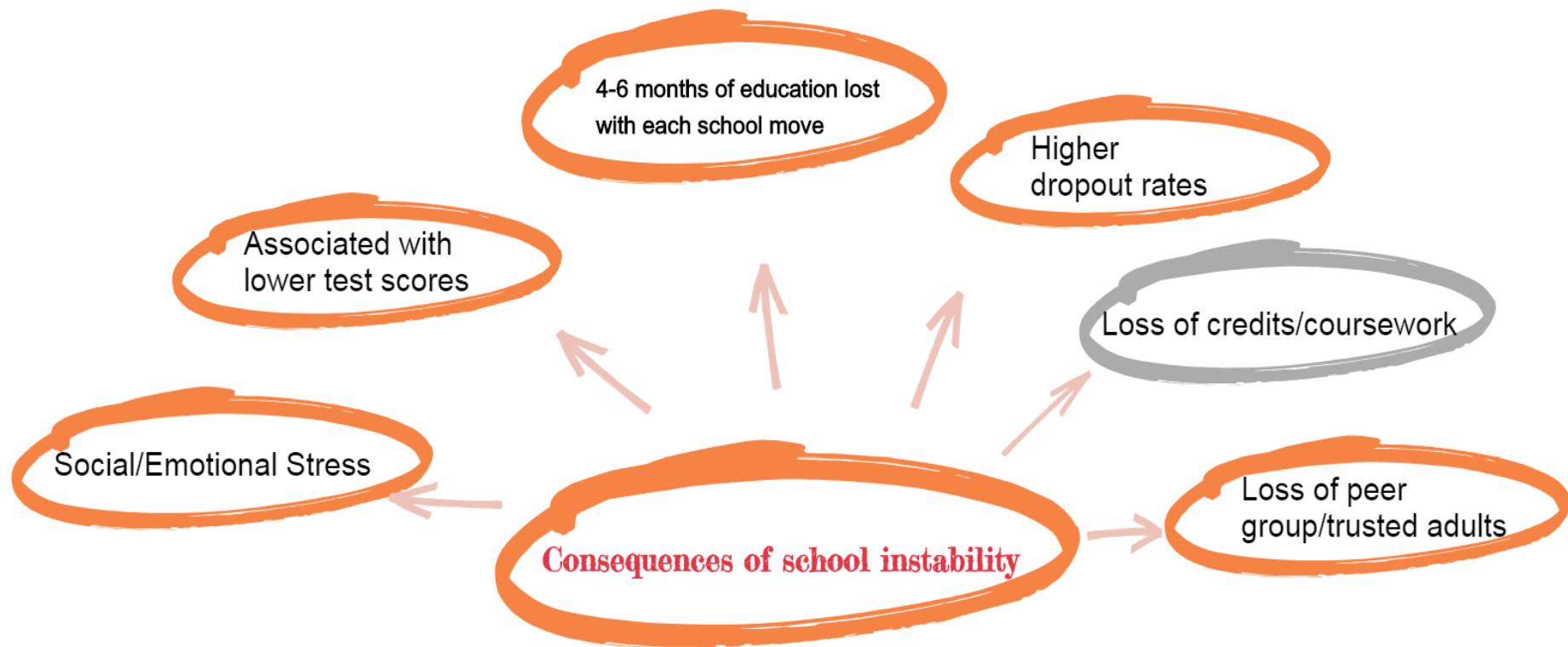
- Highly mobile student populations include:
 - Children and youth in foster care
 - Migrant students
 - Students experiencing homelessness
- Each year there are approx. 30,000 students that are counted within the state's highly mobile student population
- Highly mobile student populations often experience multiple school moves during their K-12 education outside of the regular grade promotion.

Research on School Stability

- Highly mobile students have lower test scores and lower academic performance than peers who do not change schools.
- Mobility also hurts non-mobile students; study found average test scores for non-mobile students were significantly lower in high schools with high student mobility rates.
- Foster students who changed high schools even once during high school were less than half as likely as stable students to graduate, even controlling for other factors.

Source: Foster Care Education Program, Colorado Department of Education

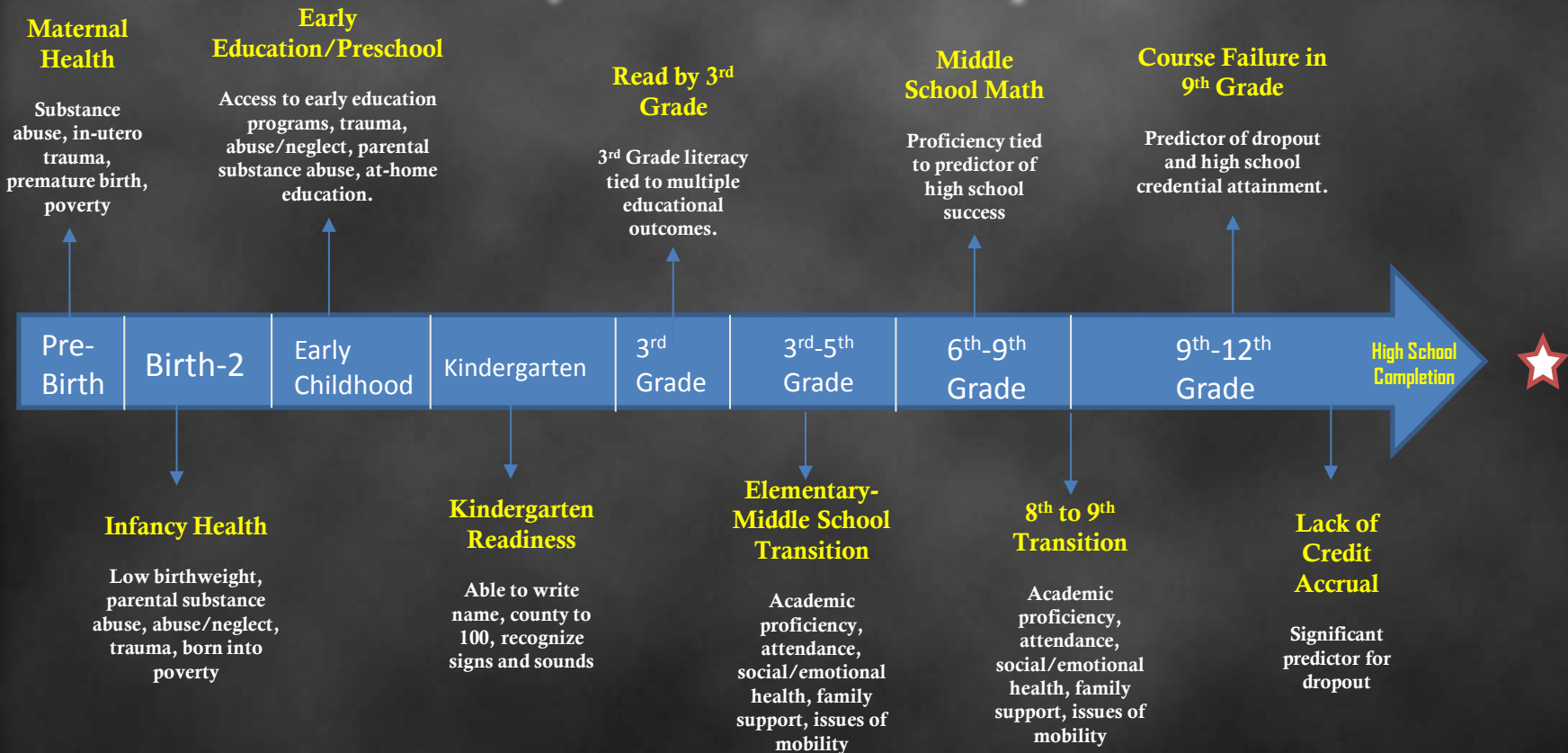




Key considerations negative consequences for high mobility in K-12 education.

Educational Milestones

Key Considerations/Impact



Highly Mobile 2017-2018 Graduation Rates

All Students in Colorado



Migrant Students in Colorado



Homeless Students in Colorado



Foster Students in Colorado



Migrant Education Title I C, Migrant Education Program

Overview Educational Rights for Migrant Students

Title I Part C, Purpose:

- (1) To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- (1) To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.

Federal and State Related Laws

- [Title 1 Part C of the Every Students Succeeds Act \(ESSA\)](#)
- [Non-regulatory guidance -](#)
- [Eligibility](#)
- Plyler versus Doe

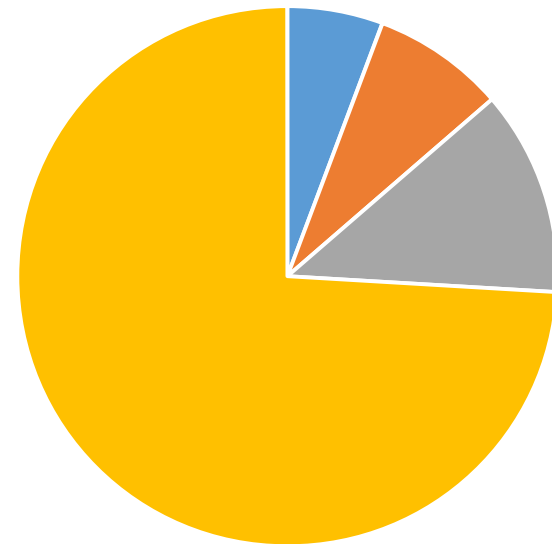
The “Personal Responsibility and Work Opportunity Reconciliation Act of 1996” specifically stated at §U.S.C. 1643 (a)(2), “(n) nothing in this title may be construed as addressing alien eligibility for a basic public education as determined by the Supreme Court of the United State under *Plyler v. Doe* (457 U.S. 202)(1982).

McKinney-Vento (Homeless Education) Under Title IX, Part A of the Every Student Succeeds Act (ESSA)

2016-2017 Data

Unsheltered	1,255
Hotels/ Motels	1,743
Shelters/ Transitional Housing	2,695
<u>Doubled-up</u>	<u>16,250</u>
TOTAL:	21,943

Primary Nighttime Residence



- Unsheltered
- Hotels/Motels
- Shelters/Transitional Housing
- Doubled-up

Eligibility—Who is Covered?

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

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason.
- Living in motels, hotels, trailer parks, camping grounds due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.

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

- Living in a public or private place not designed for humans to live.
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Unaccompanied Homeless Youth

- A child or youth who meets the McKinney-Vento definition and is not in the physical custody of a parent or guardian.
- *Awaiting foster care placement (removed 12/10/16)*

McKinney-Vento Homeless Assistance Act

Main themes:

- Identification.
- School stability.
- School enrollment.
- Support for academic success.
- Child-centered, best interest decision making.

General Resources

Colorado Department of Education

http://www.cde.state.co.us/dropoutprevention/homeless_index

National Association for the Education of Homeless Children and Youth

<http://naehcy.org>

National Center on Homeless Education

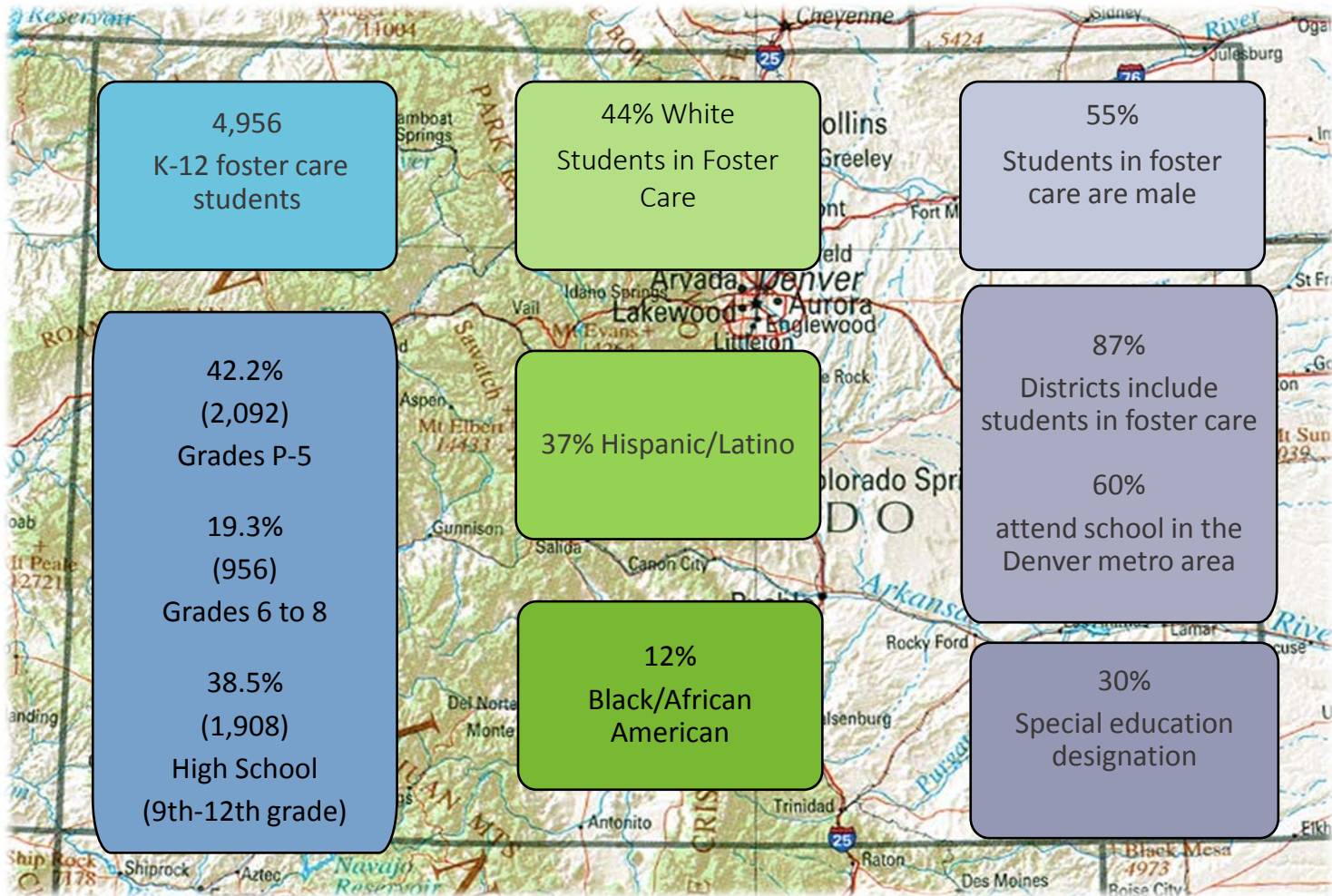
<http://center.serve.org/nche/>

Liaisons Toolkit

<https://nche.ed.gov/ll/ll.php>

Foster Care

Colorado Foster Care Data



Student in Out-of-Home Placement

“Student in Out-of-Home Placement” is defined to include children and youth who, at any time during an academic semester or term, are in placement out of the home as defined by 19-1-103(85)

- Key is that county or state has custody
- Contact your district’s Child Welfare Education Liaison with questions

ESSA and Colorado Foster Care Provisions

ESSA

- Remain in the Same School When in the Child's Best Interest
- Immediate Enrollment in School and Transfer of School Records
- School Transportation When Necessary
- Point of Contact Designated Within State Educational Agency
- Local Educational Agency Point of Contact
- Required Data collection
- Removal of "Awaiting Foster Care Placement" from the McKinney-Vento Homeless Assistance Act
- Foster students categorically eligible for free lunch

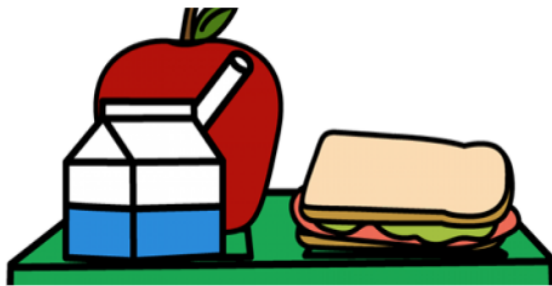


Colorado

- Fees waived
- Child Welfare Education Liaison (CWEL)—name provided on Consolidated App
- Transportation funding (new with HB 18-1306)
- Requires records to be sent within 5 school days (new with HB 18-1306)

Free Meals and Fee Waivers

Students in Out-of-Home placement are categorically eligible for free meals (which means an application is not required). The eligibility for free meals lasts an entire school year, even if the placement was only for one day.



School F E E S

What does HB 18-1306 Say?

(7) An education provider in which a student in out-of-home placement is enrolled **shall waive all fees that would otherwise be assessed** against the student, including but not limited to any general fees, fees for books, fees for lab work, fees for participation in in-school or extracurricular activities, and fees for before-school or after-school programs. The education provider **shall not limit the opportunity of a student in out-of-home placement to participate in in-school and extracurricular activities and before-school and after-school programs** due to waiver of the participation fees.

Note: A good test for eligibility is to determine where the money goes for the fee. If the money goes to the school district, it is a school fee and students in foster care are eligible to have the fee waived.

Crosswalk of McKinney-Vento and Foster Care Requirements

McKinney-Vento

Best interest determination with priority given to wishes of parent/guardian/UHY
(Section I of USED Guidance)

LEA(s) must provide school of origin transportation
(Section J of USED Guidance)

Immediate enrollment even without records; school to assist in obtaining records
(Section I of USED Guidance)

Local funds, set-aside mandatory for Title I, Part A funds (Section M of USED Guidance), McKinney-Vento subgrant

Both

School of origin rights/best interest determination

Right to receive transportation to school of origin

Right to immediate enrollment even without records

Funding sources in Title 1A

Foster Care

Placement determined by Best Interest Determination meeting (Child Welfare initiates process with schools)

Transportation agreements (MOU) between Child Welfare and LEA's

Immediate enrollment; school of origin will release immediately, receiving school will request records immediately

Title I, Part A of the ESSA (for additional costs only)
Title IV, Part E of the Social Security Act (matching requirement)
Colorado HB 18-1306 transportation funding

Supports for Academic Success: Accessing Postsecondary Options

Credit Accrual and Colorado HB 18-1306

- “(b)When a student experiences out-of-home placement **at any point during high school**, an education provider **may waive** course or program prerequisites or other preconditions for placement in courses or programs under the jurisdiction of the education provider.”

Credit attainment, progress toward graduation, and competency-based options

“(c) An education provider **may waive specific courses required for graduation** if similar course work has been satisfactorily completed in another jurisdiction or the student has **demonstrated competency** in the content area. If the school does not grant a waiver to a child who would qualify to graduate from the sending school, the education provider is **encouraged to provide an alternative means of acquiring** the required course work or competency requirements so a timely graduation may occur. The receiving education provider awarding the diploma **may award elective credit** for any portion of the student’s certified course work that is not aligned with the curriculum of the receiving education provider or for demonstrated competencies that are not aligned with the receiving education provider.”

Credit attainment, progress toward graduation, and competency-based options

“(d) If a student in out-of-home placement who is transferring at the beginning of or during twelfth grade is **ineligible to graduate from the receiving education provider, the education provider may request a diploma from a previously attended education provider,** and the previously attended education provider may issue a diploma if the student meets the education provider’s graduation requirement.”

McKinney-Vento

Support for Academic Success: Full Participation

- States must have procedures to eliminate barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.
- LEAs should anticipate and accommodate the needs of McKinney-Vento students to enter these programs and consider giving them priority on waitlists.
- SEAs and LEAs should develop policies to expedite full participation in extracurricular activities and work with athletic associations to adjust policies to facilitate participation.

Support for Academic Success: Credit Accrual and School Climate

- LEAs must have procedures to ensure McKinney-Vento students receive appropriate full or partial credit, such as: consulting with prior school about partial coursework completed; evaluating students' mastery of partly completed courses; offering credit recovery.
- SEAs and LEAs should ensure school personnel consider issues related to homelessness prior to taking disciplinary action.
- SEAs and LEAs should provide training on the traumatic impacts of homelessness and how to provide trauma-informed support.

Support for Academic Success: Transitioning to Higher Education

- All McKinney-Vento youth must be able to receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
- Liaisons must ensure unaccompanied youth are informed of their status as independent students and obtain verification of that status.

Crosswalk Unaccompanied/Foster Youth

High School Counselor	College Admissions	SPOC
Identify students who qualify under McKinney-Vento and refer to your district Homeless Liaison	Be aware of the McKinney-Vento Act, and what qualifies students.	UHY (Unaccompanied Homeless Youth) determination-FAFSA completion/financial aid access-campus/community housing-academic advising-connections on and off campus
Assists unaccompanied youth/students in foster care with FAFSA	Able to educate potential applicants on McKinney-Vento	Determines UHY status officially at the college level
List of SPOC's available at: http://www.cde.state.co.us/dropoutprevention/homeless_index	Know who the SPOC is at your University	Connects with admissions and high school counselors to coordinate transitions to college
Assist students in foster care with higher ed resources (Education Training Vouchers - ETV's, Chafee Program): http://www.cde.state.co.us/dropoutprevention/fostercare_resourcesandlinks	Able to educate youth in foster care about higher education resources	Aware of resources for unaccompanied youth (campus/community housing, academic advising on and off campus). Knows about ETV's and Chafee for qualified youth

Financial Aid for Highly Mobile Students

- Watch a FAFSA and Highly Mobile Students recorded webinar from the Colorado Department of Higher Education and Colorado Department of Education:
 - Overall FAFSA considerations and recommendations
 - Financial aid independent determination
 - Required documentation
 - Unique Scholarships
- <https://enetlearning.adobeconnect.com/pjy68395ungm/>

Strategies for Supporting Highly Mobile Students

Teaching and Classroom Strategies

Perceptions

Classroom Environment/Culture

Academics

Curriculum

Social

Resource: Research Summary: Teaching and Classroom Strategies for Homeless and Highly Mobile Students, NCHE 2013

Realign your own perceptions

Examine personal beliefs about highly-mobile students to become aware of biases and perceptions. To enhance understanding, take a course, volunteer at a homeless shelter or soup kitchen, or form a discussion group.

Learn about the McKinney-Vento Act and its legal protections for homeless children and unaccompanied youth.

Learn more about Foster Care and Colorado HB 18-1306

Become familiar with available community resources specifically for children and families in order to advocate and network to help meet students' needs.

Homelessness and high mobility can include peer problems, poor hygiene, frequent absences, inappropriate clothing, and incomplete homework. Learn to

Avoid assuming that HHM children all share common behaviors and attitudes.

Use staff work days to go into neighborhoods and homeless shelters to meet with parents.

Improve Classroom Environment/Culture

Examine the student's record for grades, attendance, and background information.

Spend some individual time in the first couple of days to encourage students, ensure they are adjusting well, and that they understand your willingness to help.

Offer tutoring or review time before or after school or at lunch.

Watch for indications that the student is struggling to adjust academically, socially, or psychologically.

Create referral procedures for new students who have difficulty adjusting.

Improve Classroom Environment/Culture

Form a “new student” group.

Set up a mentoring or peer buddy program.

Offer a welcome bag or backpack with school supplies and snacks.

Keep snacks in the classroom for students who are so hungry they fall asleep.

Respect students’ right to privacy. Everyone does not need to know about their living arrangements.

Ensure that students do not feel singled out because of their living circumstances.

Improve Academic Performance

Provide clear, achievable expectations. While it is important to consider their challenges and show compassion to HHM students, do not lower academic requirements for them.

Offer tutoring. Thirty or forty minutes a few times a week can dramatically increase a homeless child's achievement level.

Assemble a packet with information and expectations for each class.

Be aware that each school move can delay academic progress and that many HHM students find it more difficult to engage and learn because of their prior negative school experiences, such as attending schools where transient students were not well supported.

Be flexible with assignments. Some tasks, such as projects requiring materials that students cannot afford, might be difficult or impossible for mobile students to complete. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for a child who has moved frequently or suddenly. Instead, offer several alternatives from which all students can choose.

Improve Academic Performance

Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Create a portfolio to document the student's work, personal characteristics, and preferred learning style. If the student must transfer, the portfolio offers the next teacher a quick, easy way to pick up where the former teacher left off.

Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership. Phone conferences might be a good alternative. Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.

Offer after-hours (evening or Saturday) and off-site parent meetings.

Talk with parents about class expectations and the challenges of changing schools mid-year.

Improve the Curriculum

Allow a variety of method and topic options for student assignments.

Broaden the diversity of families depicted in the books and materials in the classroom to include homeless, foster, and other mobile family and youth situations.

Consider doing a unit on foster care during May (National Foster Care Month) or on hunger and homelessness in November (National Homeless Youth Awareness month and National Hunger and Homeless Awareness Week).

Increase Social Engagement

Assign a peer mentor or buddy to facilitate an easier adjustment period for new students.

Connect the student with an adult mentor from the school or community. Offer older youth the option of choosing the person.

Q & A



Thank You

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