

# Orientation to Educational Stability

2024-2025



QR Code for  
Presentation



# Purpose of the Meeting

The purpose of this meeting is to:

- Review the **education rights** for four highly mobile populations:
  - Foster care students
  - Homeless students
  - Migrant Education Program students
  - Military-connected students
- Review required responsibilities and best practices for **identification, enrollment & support** to address **educational stability** for highly mobile students and their families

# Agenda

GROUP RULES AND HOUSEKEEPING

MEET AND GREET

LEGISLATION & DEFINITIONS

MID-MORNING BREAK (15 mins)

RESPONSIBILITIES & REQUIRED ACTIONS

LUNCH BREAK (30 mins)

TRANSPORTATION & DATA COLLECTION

NEXT STEPS & EVALUATION

# Housekeeping

- Please silence cell phones and refrain from checking emails.
- If you need to take a call, please step out of the room.
- Take care of your own needs.
- For questions regarding specific cases, please stop by during the break or after this session.
- Please use the parking lot for specific questions you would like addressed today.

# Ground Rules

Maintain the children's and families' confidentiality, no identifying information.

Withhold district/school names for any case examples

Listen without interrupting

No side conversation

Agree to disagree

If disagree, produce an alternative

Every participant has both something to contribute and something to learn

# Joint State Agency Education Stability Team

- Christine Cowen, Military Connected Students Specialist & State Migrant Director
- Emily Caille & Brian Burke, Safe and Supportive Schools Specialists
- Martha Daigle, Special Education Planning & Policy (SEPP), SEPP Supervisor
- Lisa Hanafin, Special Education Planning & Policy, LEA Assignment Coordinator
- Shirley Fan-Chan, Homeless Education State Coordinator
- Olga Lopez, Family Engagement Specialist
- Kristen McKinnon, Assistant Director of Student and Family Support
- Jim Morrison, DCF Foster Care Point of Contact
- Chris Pond, Behavioral and Mental Health Specialist/State Foster Care Point of Contact

# Who is in the room?

## Experience Line



Sharing experience and new perspectives!

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# DESE's Educational Vision



All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades.

Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

- All students are known and valued
- Learning experiences are relevant, real-world, and interactive
- Individual supports enable students to excel at grade-level (or beyond)

# Why DCF's Education Work Matters

- Education is the foundation for keeping children safe and well
- Positive school experiences increase child well-being
- Children who are engaged in school are more likely to be stable at home or in a placement
- Supportive relationships at school counteract the negative effects of trauma and improve mental health
- Youth who graduate high school have higher employment, higher earnings and are less likely to live in poverty

# Guiding our work from an Equity focused lens\*

Questions to ask ourselves when doing this work with students & families:

- How am I promoting diversity, equity and inclusion, particularly racial equity?
- How does my identity influence my work?
- Whose voice should be included? How will I seek multiple perspectives?
- How am I using reflective listening in my interactions with individuals?
- Who benefits from this support/work? Who is burdened?
- Who might be harmed? How might I mitigate harm to students & families?

*\*Adapted from DESE everyday Racial Equity Decision-making Tool*



**Family Engagement**  
Department of Elementary and Secondary Education

# Supporting Highly Mobile Students & Families

# The Importance of Family Engagement for Highly Mobile Students

## Building Trust & Stability:

Engaging families of highly mobile students is crucial in creating a sense of stability and trust. When families feel supported and connected to the school, students are more likely to experience continuity in their education and emotional well-being.

## Enhancing Communication:

Consistent and clear communication with families helps ensure they are informed and involved in their child's education. This is especially important for highly mobile families, who may struggle with keeping up-to-date due to frequent moves or changing circumstances.

# Effective Family Engagement Strategies

## Flexible & Responsive Communication:

Utilize various communication channels (e.g., phone calls, texts, emails, and home visits) to reach families where they are. Flexibility is key to accommodating different family situations and ensuring they stay connected to the school community.

## Resource Sharing & Advocacy:

Provide families with information on available resources, such as housing assistance, academic support, and community services. Schools can also advocate for these families by helping them navigate the system and access the support they need.

## Involving Families in Decision-Making:

Encourage family participation in school decisions and activities, ensuring their voices are heard in matters affecting their children's education. This can include inviting them to parent-teacher meetings, school events, and advisory committees.

# Legislation

# Federal Education Legislation - Overview

## Federal

- Title I Part A (Foster Care Education)
  - [ESSA: Excerpts Related to Foster Care Enrollment - Student and Family Support \(mass.edu\)](#)
  - [DESE Foster Care webpage](#)
- McKinney-Vento (Homeless Education) and Title I
  - [DESE Homeless Education webpage](#)
- Title I Part C (Migrant Education)
  - [DESE Migrant Education webpage](#)
  - US DOE [Migrant Education Program | Migrant Education Program](#)

# State Education Legislation - Overview

## State

- Military Connected Students
  - MA Valor Act of 2012 (Military Connected Students)
  - Military Interstate Children's Compact Commission (MIC3)
    - [DESE MIC3 webpage](#)
  - Permits remote registration for military connected students
  - MA - An Act Relative to Military Spouse-Licensure Portability Education and Enrollment of Dependents
- Bullying Prevention & Intervention for Vulnerable Populations
  - MA [Anti-Bullying Statute](#) (2010 & 2014)

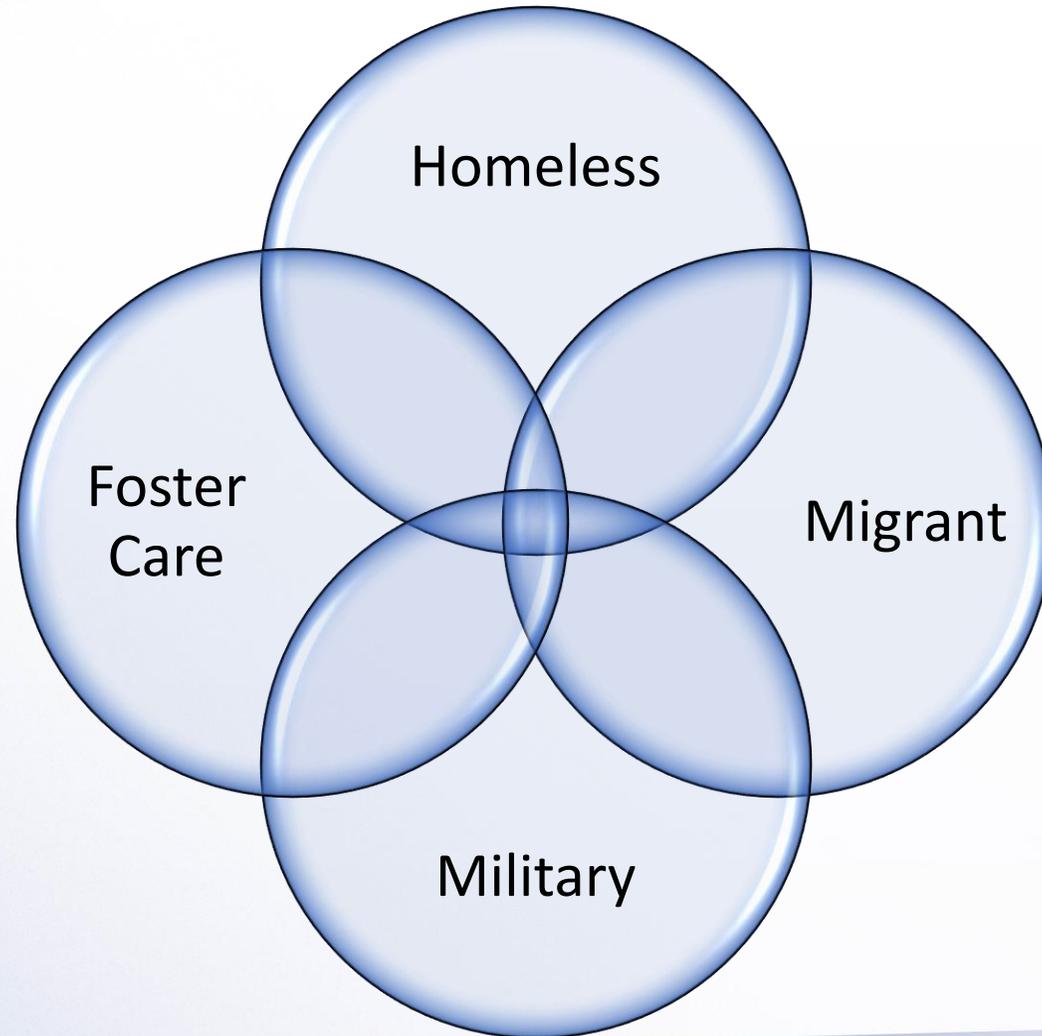
# Definitions

# Definitions – WHO?

Who are the highly mobile students?



# Students can be...



# Definitions – Students in Foster Care

Students who are in:

- **24-hour out-of-home care**, placed away from their parents or guardians, and for whom the Department of Children and Families (DCF) has placement and care responsibilities.
- Foster care settings includes, but are not limited to:
  - Residential Program
  - Treatment Residences (formerly Group Homes),
  - Foster Homes and Kinship Foster Homes, and
  - Emergency Residences (formerly STARR)

# Definitions – Students Experiencing Homelessness

**Homelessness** is defined as lacking **fixed, regular, and adequate** nighttime residence and includes:

- Living in shelters
- Living in campgrounds, parks, cars, public buildings, hotels
- Sharing the housing of others due to economic hardship, loss of housing or similar reason (this means there was a triggering event that caused loss of housing)
- And migrant students living in any of these arrangements, unaccompanied homeless youth, and preschoolers

# Definitions - Educational Decision Maker (EDM)?

Educational Decision Maker (EDM) is a designated adult with the legal authority to make education decisions for a student\*

- For students in foster care - DCF designated person, the foster parent(s), the biological parent(s), a court-appointed GAL, Special Education Surrogate Parent or other adult.
- For homeless students - the parent(s) or caregiver.
- For students in migratory or military families - the parent(s), guardian, or caregiver.
- For newly arrived students –the parent(s), or the ICE designated sponsor
- For unaccompanied homeless youth – the student.

*\*Children Law Center*

# Definitions - Immediate Enrollment

- **Immediate Enrollment** refers to enrolling a student without delay regardless of whether they have all the documents usually required for enrollment including medical/health records, proof of guardianship, school/academic records, discipline records or proof of residency.



# Definitions – School of Origin (SOO)

**School of Origin** refers to the last school attended.

- If the student is homeless, it may also include the school the student was attending when they became homeless, and designated receiving schools
- If the student is in foster care, the school of origin ends when they have completed all the grades in the building or leave foster care.
- School Selection is the process of the EDM determining which school / district to enroll their child(ren) in.
  - To promote educational stability, students should remain enrolled in their school of origin, unless, after a best interest determination or during school selection, it is decided to be in their best interest to enroll locally.

# Definitions – Migrant Students

## Who is a Migrant Education Student?

- Child or Child's parent(s)/guardian(s) are a migratory agricultural worker, migratory fisher, or migratory food/fish processor who moved within the preceding 36 months\*
- Child is under 21 years of age
- Child has not graduated from high school or received high school equivalency
- Moved across school district lines
- The rights of homeless students if they meet the definition

*\*Sometimes with, or to join a parent, spouse, guardian, caregiver who is the migratory worker*

# Migrant Students (continued)

## **Migrant students experience:**

- Educational disruption
- Social isolation
- Cultural and language differences
- Health related problems
- Extreme poverty
- Any other factor that inhibits the ability of a migratory child to do well in school

# Definitions - Military Connected Students

**Military connected students** refers to the children of active-duty members of the uniformed services.

- “Active duty” refers to full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active-duty orders.
- “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, including the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services;

# Definitions - Military Connected Students (continued)

This definition includes students in military families who are the children of the following:

- Members or **veterans** of the uniformed services who are severely injured and medically discharged or **retired** for a period of **one year after medical discharge or retirement**;
- Members of the uniformed services who died on active duty or as a result of injuries sustained on active duty for a period of one year after death.

# Definitions – Military Connected Students Does Not Include

This definition does ***not*** include students who are the children of the following:

- Inactive members of the National Guard and Reserves;
- Members of the uniformed services who are now retired (except as defined above);
- Veterans of the uniformed services (except defined above); or
- Other United States Department of Defense personnel or other civilian and contracted employee not defined as on active duty.

# Scavenger Hunt – Definitions and Legislation

***Go on a Scavenger Hunt!***

Match up the **Definitions & Key Concepts of the Legislation** that impact local practice and policies for **Highly Mobile Students!**



# Military Connected Student

Fill and sign documents or request e-signatures

## MIC3

Examples of homelessness under the McKinney-Vento Act

## Migrant Education Program

## Migrant Student Support

## Dispute Resolution

## Best Interest Determination

## McKinney-Vento Eligibility

Process to decide whether a student should remain in their school of origin or enroll locally after a change in living situation. This is a collaborative decision, considering many factors. The goal is to ensure educational stability and well-being, while minimizing disruptions.

Children and families who have moved across school district lines within the last 3 years to obtain temporary or seasonal employment in agriculture, fishing, or other similar industries are eligible for services.

Living situations that consist of: living in a shelter or transitional housing unit; sharing housing of others due to fire, flood, economic hardship, or similar reason, staying in a hotel, motel, campground due to lack of alternate accommodations, living in cars, parks, public spaces, or substandard housing.

Students lacking a fixed, regular, and adequate nighttime residence and includes one of the situations outlined under the definition of homelessness. Determinations should be made on a case-to-case basis, considering what is known about each individual's circumstances.

# Matching Definitions

When a student is transferred or in the process of transferring under parent/guardian orders, they shall be deemed a resident pupil of the applicable school district for the purposes of enrollment and may do so remotely.

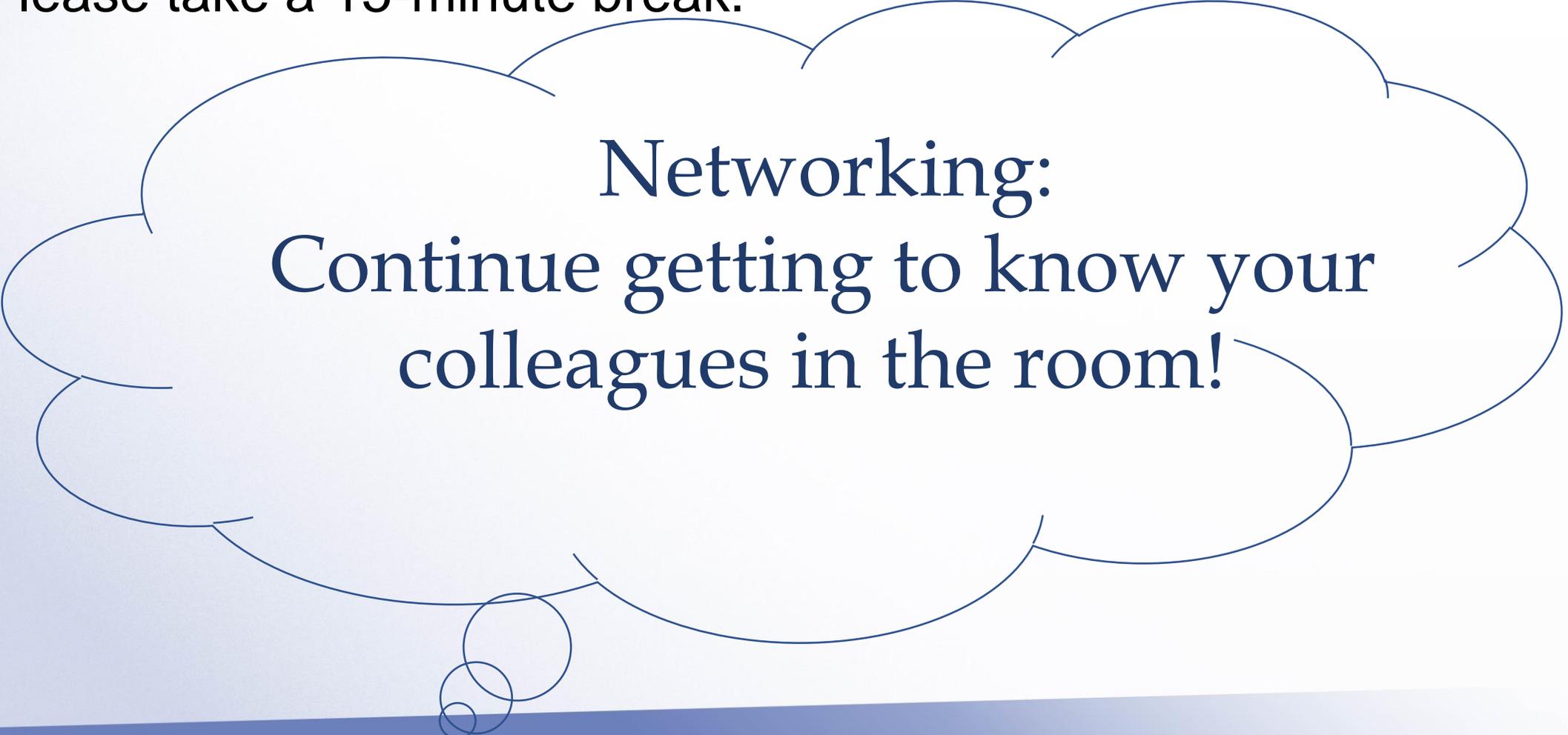
Provisions include waiving classes if similar coursework was completed in another state, accepting exit exams or alternate testing in lieu of state-specific graduation tests, and granting diplomas from sending school if a 12th grade transfer student can't meet new state graduation requirements.

Students and communities should be assisting students facing unique challenges such as frequent moves, language barriers, and limited access to educational resources. Schools, communities, and programs can help mitigate challenges to ensure an opportunity to succeed academically and socially.

If there is a disagreement following a best interest determination, a school district can seek review through the process established by DESE and DCF. The student shall continue to attend their school of origin while the issue is resolved and all decisions made through this process are final.

# Morning Break – Opportunity to Connect!

Please take a 15-minute break.



Networking:  
Continue getting to know your  
colleagues in the room!

# Designated Staff and Responsibilities

# Designated Staff – State and District Roles

## STATE LEVEL

DESE & DCF  
Foster Care Points of  
Contacts (POC)



## DISTRICT (LEA) LEVEL

LEA Foster Care POC

DESE Homeless State  
Coordinator



LEA Homeless Education  
Liaisons

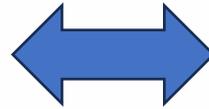
[Current local homeless liaisons & foster care POCs](#)

*(Select "People" on left-side of page!)*

# Designated Staff – State and District Roles

## STATE LEVEL

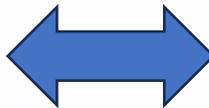
State Military Connected  
Student Specialist



## DISTRICT (LEA) LEVEL

Parents voluntarily self-identify to  
the LEA

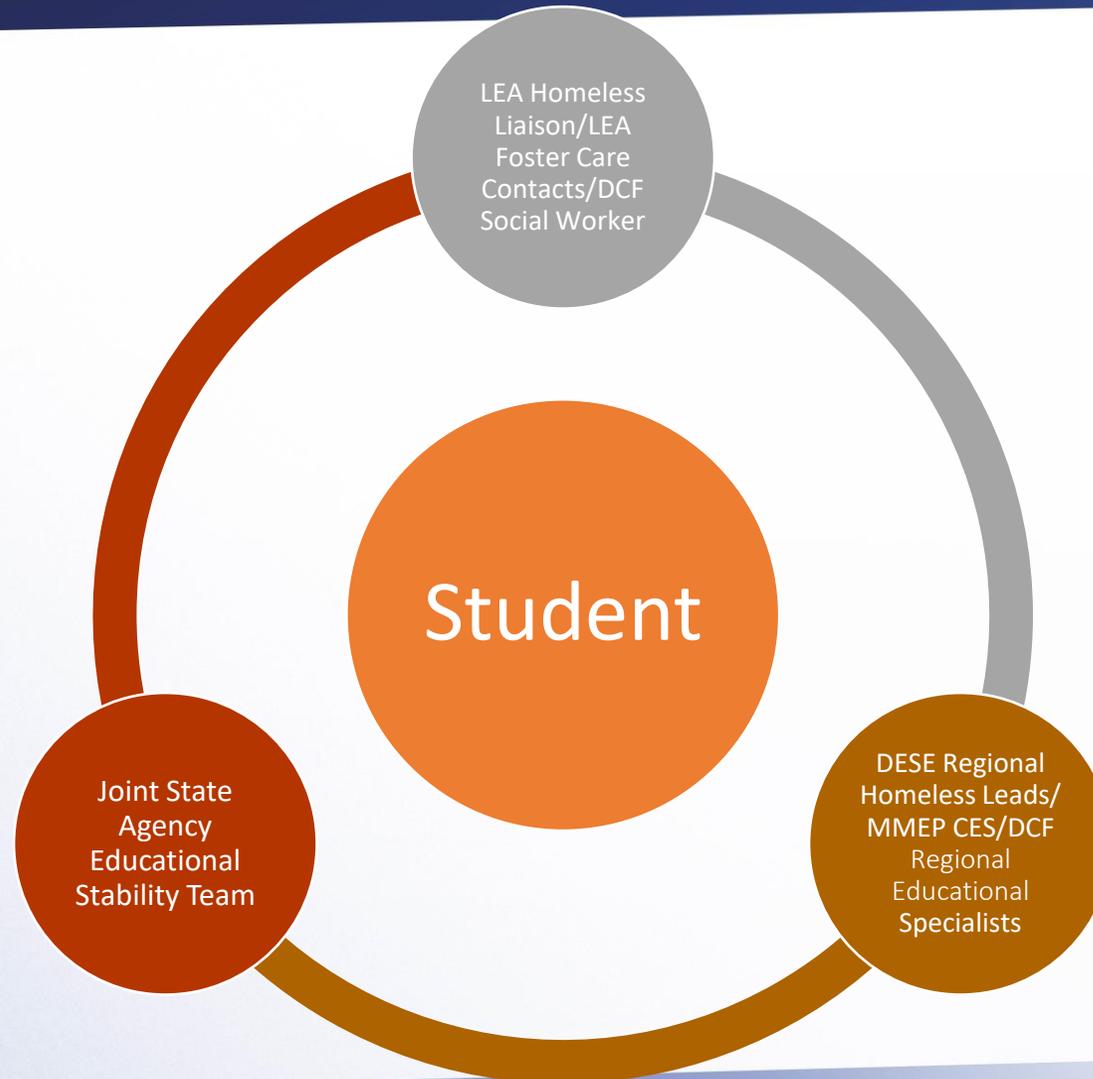
State Migrant Director



Migrant Education Program  
Vendor that works w/ LEAs:

[Collaborative for Educational Services](#)

# Communication & Supports to Resolve Barriers



# Who you gonna call when....?



## Let's review who should be your first call:

- The Parent / Family
- District/LEA Homeless Liaison
- District/LEA Foster Care Contacts
- DCF Case Worker
- Regional Homeless Liaison
- DCF Regional Education Specialists
- Migrant Education Program/CES
- State Level Staff - DESE

# Identification and Enrollment

# Identification and Enrollment - Students in Foster Care

- **Identifying and enrolling** (*including attending*) students who are in foster care requires good communication and strong collaboration. This starts with the facilitation of a Best Interest Determination (BIDS)
- BIDs are enrollment discussions between DCF and a school district that are based on what is best for the student. These are **NOT** special education team meetings. These decisions address enrollment **ONLY**.
- **Best Interest** refers to making student-centered decisions and what works best for a student in foster care.
- [Massachusetts DESE and DCF Joint Guidance Cover Memorandum](#)

# Gathering Student Information

Student,  
parent/guardian,  
family, foster  
parent

Educational  
decision maker,  
legal  
representative

Social worker,  
education  
coordinator

District POC  
(SOO), and all  
related school  
staff

District POC –  
from district of  
foster  
placement

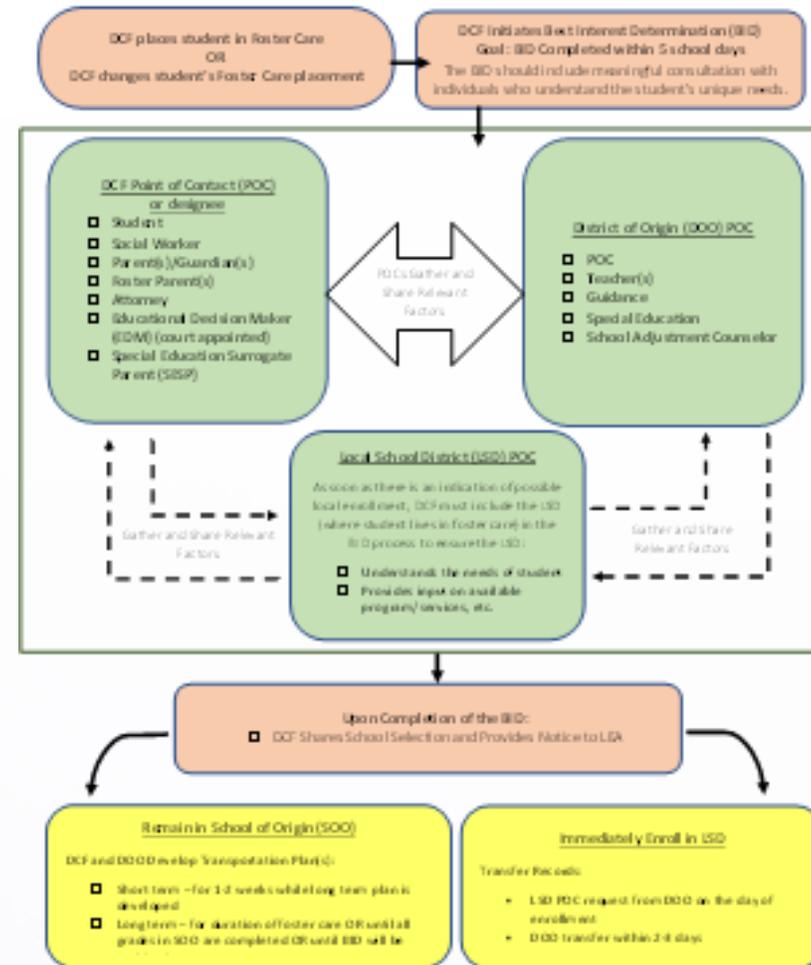
# Identification and Enrollment - Immediate Enrollment

- If determined to be in a student's best interest to attend school locally (where placed in foster care), district must enroll immediately \*
- With or without documentation, including:
  - Academic, health, discipline and/or special education records
- Notice to School District (from DCF), includes:
  - Emergency contact, residence, social worker, record release, transportation needs, etc.
- District POCs should initiate records transfer, help facilitate transition

*\*Note: If there is no change in the school of origin, there should be no change in enrollment.*

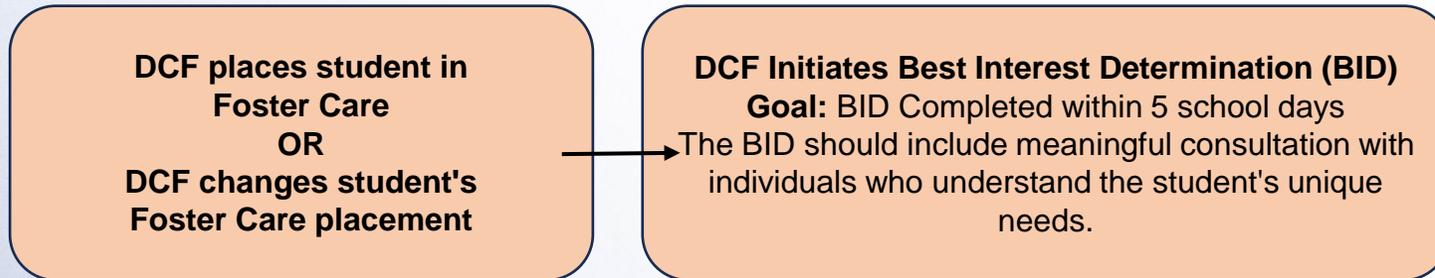
# Identification and Enrollment – Foster Care Best Interest Determination Process Overview

**Overview Chart is Available!**



# Identification and Enrollment - Foster Care Identified

## Step 1 – DCF Identifies a student in FC and initiates BID

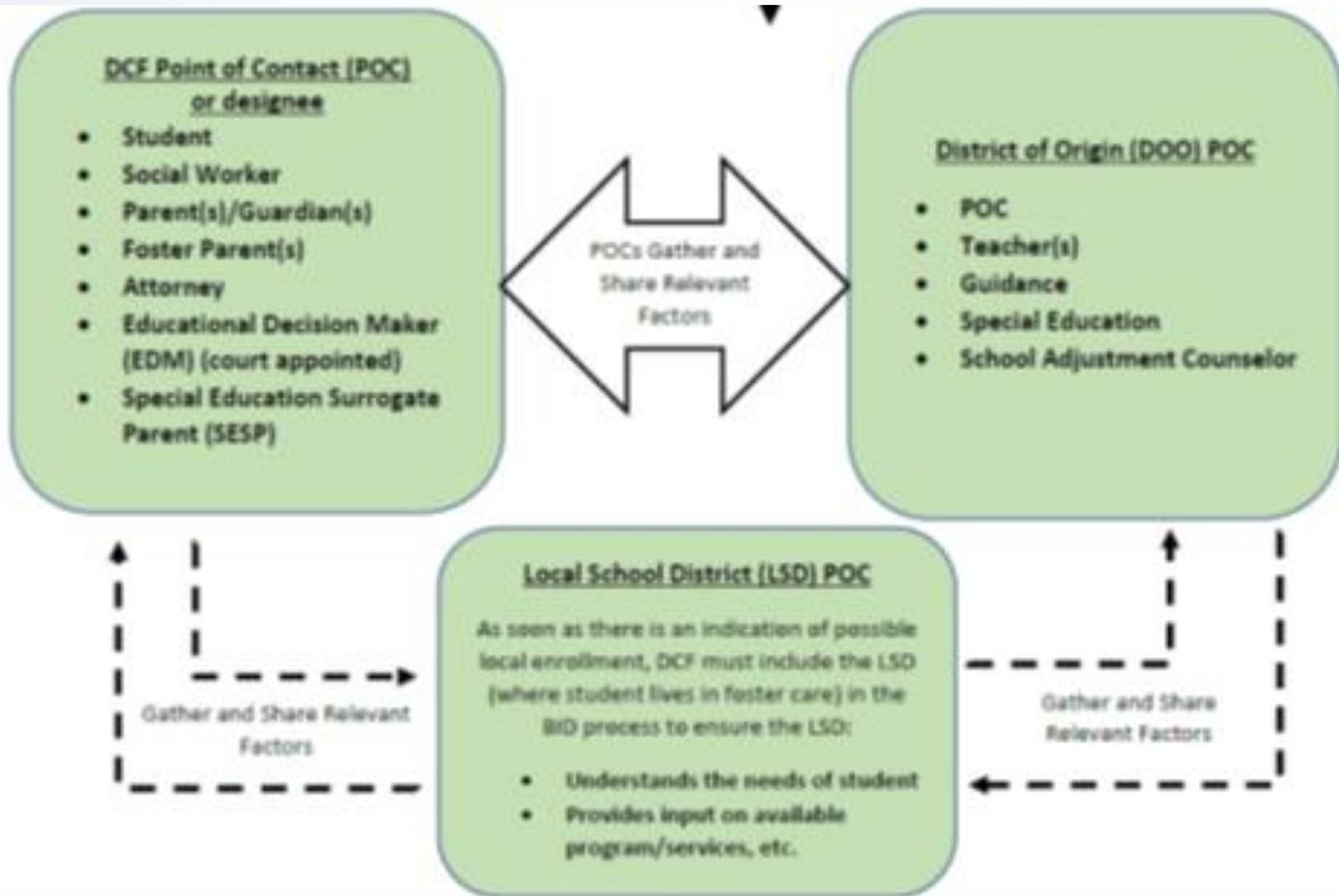


Note:

- Decisions about which school a student will attend should be made collaboratively.
- Should include those in the best position to understand the student's unique needs.
- Student should remain in their school of origin until BID is completed.
- **Process should be collaborative...does not need to be one big meeting!**

# Identification and Enrollment - Collaboration

## Step 2 – School Districts and DCF Collaborate



### Note

- Collaborators may consider if the school of origin is in the best interest but only for a limited duration of time.
- Collaborators involved in the decision may wish to determine a time to revisit the question of whether it is in the student's best interest to remain in the school of origin or enroll locally.
- Transportation costs should **not** be a factor in determining the best interest for the purpose of school selection.

# Identification and Enrollment - Determination

## Step 3 – Upon Completion of BID

**Upon Completion of the BID:**  
DCF Shares School Selection and  
Provides Notice to LEA

Note:

- Notice to School District from DCF - includes Emergency contact, residence, social worker, record release, transportation needs, etc.

# Identification and Enrollment- BID Disputes

- Upon completion of the best interest determination, DCF has the authority to make final decisions about a student's best interest, but **a school district may dispute DCF's best interest determination.**
- During the dispute resolution process, the student *must* attend the school selected by DCF following the local BID process. Transportation must be provided for the student, if needed.
- The dispute process and form can be found on DESE's Foster Care Webpage: <http://www.doe.mass.edu/sfs/foster/> and should be submitted to DESE at [achievement@doe.mass.edu](mailto:achievement@doe.mass.edu).

# Identification and Enrollment – Migrant Education Program



## MASSACHUSETTS MIGRANT EDUCATION PROGRAM

### PROGRAM SCREENER

YOU AND YOUR CHILDREN MAY BE ELIGIBLE FOR FREE SERVICES IF:

In the past three (3) years, have you or someone you live with:

1. Moved from one city or country to another city? Yes  No
2. Worked or looked for work in any of the following areas? Please check if yes:



- Fish/Shellfish  
Processing
- Farm Work  
Including tobacco
- Vegetable/Fruit/Meat  
Processing  
Cleaning and packing produce  
Cutting and deboning meat
- Dairy Industry
- Plant Nursery

Please call me to see if my children or I qualify for your program:

Parent/Guardian Name: \_\_\_\_\_  
 Child(ren) Name(s): \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

**SERVICES INCLUDE:** tutoring, English classes, direct family support, summer programs, connecting you and your children with school supports and community agencies.

#### CONTACT US

Please call, text or Whatsapp for more information.  
 We speak English, Spanish and Portuguese:  
**SUZANA AMARAL** | **HODALIZ BORRAYES**  
 978.604.4926 | 413.531.9838



## MASSACHUSETTS MIGRANT EDUCATION PROGRAM

### McKinney-Vento Verification Verificación de McKinney-Vento

Parent/Guardian Name(s) Nombre(s) de padre o guardián: \_\_\_\_\_  
 Address/Dirección: \_\_\_\_\_  
 Contact Number(s) Número(s) de Teléfono: \_\_\_\_\_  
 Best Time to Contact Mejor momento para contactar: \_\_\_\_\_  
 Home Language(s) Idioma en el hogar: \_\_\_\_\_  
 Interpreter needed Interpretador necesario:  YES/SI  NO

Primary Night Time Residence/Residencia de Noche  
 Shelter/Refugio  Double Up/Compartiendo vivienda  Hotel/Motel  Unaccompanied Youth/Niños solos  
 Unsheltered/Other Situations de Vivienda Insegura (cars, parks, overpasses, abandoned buildings, subways/streets, public housing etc.)/Situaciones de vivienda insegura (coches, parques, puentes, edificios abandonados, calles, y cualquier otro lugar inadecuado para vivir)

Approximate length of stay/¿Cuanto tiempo planea vivir en esta vivienda? \_\_\_\_\_

Specialized care/discriminación/Para dónde se planea ir? \_\_\_\_\_

Child(ren)/Niños	Age/Edad	Enrolled/Inscrito	Not Enrolled/No inscrito
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Migrant Eligible/Eligible para MEBP  Yes/Sí  No  Pending/Pendiente

Parent/Guardian Signature/Firma de padre o guardián: \_\_\_\_\_  
 MEBP Staff Signature/Firma del empleado de MEBP: \_\_\_\_\_

Office for the Education of Homeless Children and Youth  
 Oficina para la Educación de Niños y Jóvenes sin hogar  
 Sarah Shattuck, State Coordinator/Coordinadora Estatal  
 781-338-6336 | s.shattuck@doe.mass.edu



Screeners Translated in Google

# Identification and Enrollment – Students who are homeless

- Enrollment is when many homeless students are identified and connected to services.
- Some children experience changes in housing status and continue to come to school.
  - Look for red flags – Education Stability Tool Kits

# Identification and Enrollment – Students who are homeless

For families who are homeless, the parent/guardian is the decisionmaker and may select:

## **School of origin\***

- the last school attended,
- the school where student became homeless, or
- a designated receiving school
- Transportation thru the end of the year when the student becomes housed

**OR**

# Identification and Enrollment – Local Enrollment

## Enroll locally:

- Immediate enrollment\*
- With or without documentation:
  - Academic records
  - Residency/shelter
  - Discipline
  - Health records
  - Special Education records
  - Guardianship
- The school may require emergency contact information

*Best Practice: Statement on enrollment forms indicating that parents should talk with the district if they do not have required forms for enrollment.*

# Identification and Enrollment – Special Considerations

- **Charter Schools:**
  - Opportunities for students in foster care or experiencing homelessness to immediately enroll in charter schools may depend upon circumstances including, but not limited to, students' need to complete a required application, the number of students on a wait-list, etc. For clarification about schools' specific obligations to permit homeless students to enroll immediately, charter school staff should contact their legal counsel and DESE.
- **Note:** Federal rules about immediate enrollment in charter schools for students experiencing homelessness or students in foster care may apply differently in the context of other program schools (e.g., virtual schools, career technical education schools, etc.). DESE can also help with questions about "immediate enrollment" in these cases.

# Identification and Enrollment – Enrollment Disputes

## Enrollment Disputes

- The parent always has the right to appeal a district's enrollment decision
- Forms are in the Homeless Education Advisory and posted.
  - One form for the districts - Notification
  - One form for the parent - Appeal
- Homeless liaison is responsible to facilitate the process
- All forms go to [Compliance@doe.mass.edu](mailto:Compliance@doe.mass.edu)
- All parties must supply all relevant information

# Identification and Enrollment - Caregiver's Affidavit

## **In the absence of a parent or legal guardian...**

MA state law allows for a caregiver's affidavit for medical and educational decision-making rights.

- Must identify the student (name and DOB)
- Must be signed by the parent and the caregiver
- Must be notarized
- Good for up to two years
- Can be revoked or overridden by the parent at any time

*Note: Students with a caregiver's affidavit are considered housed unless the caregiver lacks fixed, regular, and adequate housing.*

# LEA Assignment – Definition/Purpose

**Definition/Purpose:** LEA Assignment is a service that DESE provides to assist in determining who shall be programmatically and financially responsible by applying the special education regulations, in a fair and consistent way for eligible students, based on **residency and enrollment**.

- This should not be an automatic ask but should be utilized when responsibility is unclear.
- LEA Assignment is specifically for highly mobile students that have been found eligible for special education and that have an accepted IEP.

## **Remember:**

An LEA assignment is only provided upon request and is determined by DESE, who is the author of these regulations, **only after a student is enrolled in a district**.

# LEA Assignment - IMPORTANT!!

## **LEA Assignment is not the same as Notice to School District**

The Notice to School District, which Follows a BID, is a document used by DCF to inform the schools district(s) that a student in foster care is changing placements. The Notice to School District can also be used to request records, transportation, and now to access to student information systems among other things.

# Things to remember:

- DESE is not an investigative agency
- DESE does not track down mom/dad
- DESE cannot base assignments on requests containing incomplete or inaccurate information.
- LEA Assignment is a service to promote consistency and accuracy
- DESE has no stake in the outcomes of assignments.
- **Relationships matter – Communicate & Collaborate!**
- Districts can request reconsideration if they believe DESE has mistakenly applied the regulations.

# LEA Assignment Contacts /Regulations/ Request Form

Lisa Hanafin  
LEA Assignment Coordinator  
781-338-3367

[Lisa.Hanafin@mass.gov](mailto:Lisa.Hanafin@mass.gov)

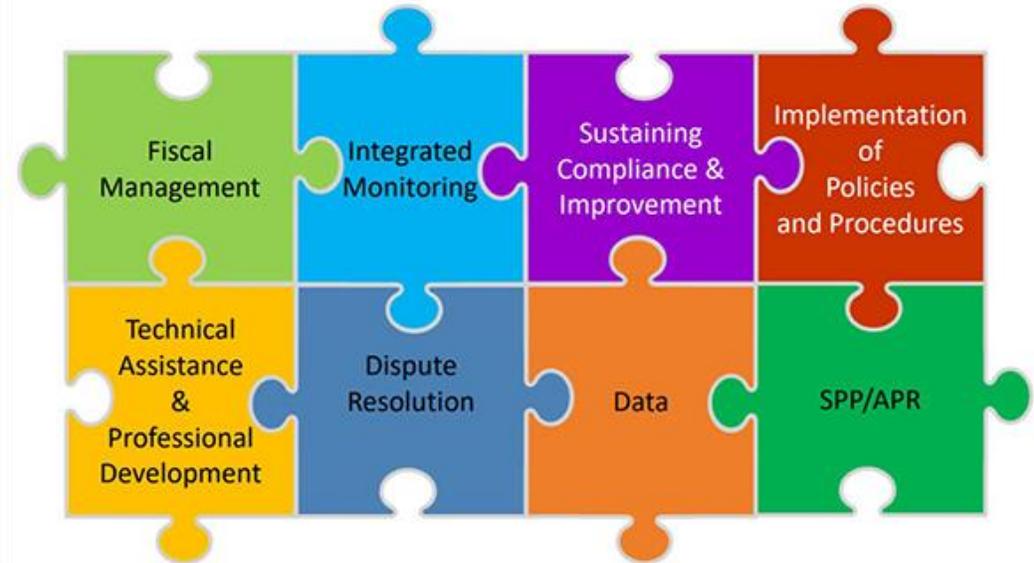
[LEAassignment@mass.gov](mailto:LEAassignment@mass.gov)

## Special Education - Laws and Regulations

- 603 CMR 28.10 (Regulations that pertain to the LEA Assignment process)

## Forms - Special Education (mass.edu)

- Clarification of Assignment of School District Responsibility (LEA Assignment Request Form)
- Quick Reference Guide (Cheat Sheet)



# Lunch Break



Please take 30 minutes to stretch, get lunch and say hello to someone new.

# Transportation

# Transportation

Attending in school of origin for a student in foster care or homeless when they are placed or sheltered outside of their district often needs **transportation**.

## **Transportation must be:**

- comparable to what is being provided to their peers and
- meets the state's pupil transportation requirements.

# Transportation Standards

## **Pupil Transportation Requirement**

- Federal law mandates comparable service
- State law regulates pupil transportation
  - 7D licensed driver and inspected vehicle
  - Public transportation per district policy
  - Parent provided (reimbursed)
  - DCF provided temporarily

***Best practice: Communicate clearly with the district you are sharing transportation with to find the most cost-effective option.***

# DCF-DESE Joint Guidance on Foster Care Transportation

- Districts must collaborate with DCF to establish policies and procedures to ensure students receive transportation to remain in their school of origin.
- Absent another agreement, districts of origin are responsible for providing transportation to and from the school of origin.
- [Ensuring Educational Stability for Students in Foster Care - Guidance 2018](#)

# Foster Care Transportation - Reimbursement

- Social Security Act Title IV E
  - Federal funds available for transporting students in foster care back to their schools of origin.
- [Procedures](#) (posted on School Finance/Transportation webpage)
  - Sign MOU and approval from Town Meeting/City Council
  - Complete report of costs (excluding SPED and Title 1)
  - Maintain documentation
- Anticipated reimbursement
  - **16% UPDATE**
- Districts should document all costs associated with this transportation.

# Transportation - Homeless

- **Transportation** if needed to remain in the school of origin
  - In district
  - Across district lines
  - Shared *responsibility* of:
    - District where child is **enrolled** and
    - District where the child is **sheltered**
  - Special education transportation covered by the fiscally responsible district
  - Across state lines (RI exception)

# Homeless Transportation - Reimbursement

- State funds are available for transporting students who are homeless back to their schools of origin.
  - Your transportation manager should maintain documentation for transportation across district lines
  - Total cost is included in the End of Year Final Fiscal Report
  - Anticipated reimbursement depends on the state budget
  - This does not include special education transportation.

# Supports – Migrant Education Program

- Services Provided to Support the Migrant Student
- Facilitation of Enrollment
- Ensure Equal Access & Comparable Services
- **Collaborate with School Districts** i.e. place in existing programs, share student data for MMEP reporting and identification for schools; share screeners
- Provide Summer School
- Provide Supplemental Educational Support Services during the Academic Year
- Regional and State Parent Advisory Councils
- Share rights of homeless students if they meet the definition
- No district level data reporting on migrant status but share information to MMEP Staff, as needed

# ENROLLMENT BEST PRACTICE – ACTION STEPS SCENARIO ACTIVITY

We will break into groups and  
discuss the action steps you  
can take to ensure  
educational stability!

## Review of Case Scenarios

# Monitoring and Compliance, and Data Collection

# Monitoring and Compliance

## **Educational Stability Desk Reviews**

- Follows DESE Integrated Monitoring schedule (formerly Tiered Focused Monitoring)
  - Notification to be announced
  - Documentation to be announced
  - DESE response to be announced
- Covers legal criteria for all homeless, foster care and military connected students.
- Desk reviews
- Documentation Submissions through *Survey Gizmo*

# Monitoring and Compliance (continued)

## **Educational Stability Desk Reviews**

- Initial review covers three areas of focus
  - Designation of staff
  - Training
    - Designated Staff
    - District Staff
    - DESE, NCHE, School House Connections, NAEHCY, ICHP
  - Policies and procedures
    - Homeless, Foster Care, Military
- Subsequent review will cover remaining topics

# Data Collection – Foster Care and Homeless

- USED requires homeless liaisons to report:
  - enrolled students identified as homeless
  - their living arrangement at the time they are identified, and
  - whether they are unaccompanied.
- DESE collects:
  - A cumulative annual count of students who are homeless/in foster care
  - Students that are enrolled with you
  - SIF collection and legacy districts
  - Certify/submit in June/July in the security portal
  - Guidance on homeless education webpage

***Best Practice: Keep your student information system complete and up-to-date.***

# Data Collection – Migrant and Military

- Migrant Data Collection: CES
  - MMEP through CES collects and reports to DESE and to the national database (MSIX)
  - Districts do not have to collect or report this data but do need to share some student information with MMEP staff for the first item above
  - DESE required to report it to Federal Government
- Military Data Collection: MICS
  - Parents voluntarily self-identify as active military or if retired(newly)(one year from date)
  - Schools required to collect data and report to DESE
  - DESE required to report it to Federal Government

# Upcoming Data Collection Webinar

## 2024-2025 Homeless and Foster Care Data Collection Review

- Tuesday, October 29, 2024, 3:00 PM - 4:30 PM
- Registration will be posted on the Educational Stability Training webpage.

# Contact Information & Resources

# Office of Student and Family Resources

- Family Engagement Initiatives and Resources
  - Welcome Families Communication Toolkit
  - Communication Strategies that Support Family Engagement
  - DESE Family Portal
- Mental and Behavioral Health and Wellness Supports
- Safe and Supportive Schools
- Social and Emotional Learning

# Additional Resources

- [Resources for Supporting Immigrant and Refugee Students](#)
- [Guidance on Supporting Homeless Students During State of Emergency \(August 24, 2023\)](#)
- [US Department of Education’s Newcomer Toolkit \(updated June 2023\)](#)
- [“Enrolling and Supporting Newcomer Students in Massachusetts Schools & Districts: Frequently Asked Questions \(Updated August 15, 2023\)”](#)
- [MA Family Engagement Centers](#)
- [MA Family Resource Centers](#)
- [Students with Limited or Interrupted Formal Education \(SLIFE\) Resources](#)
- [Student Records Resources - Questions, Answers and Guidelines \(e.g. FERPA, Written Consent, Transfer of Records\)](#)

# DCF EDUCATIONAL SUPPORT TEAM

There are five **Regional Educational Specialists** available for consultation, support, advocacy and trouble shooting for all involved DCF students.

Region	Name	Phone	Email
Western	Yvette Cammock	857-260-5247	yvette.a.cammock@mass.gov
Central	Davean Wilson	781-915-9249	davean.wilson@mass.gov
Northern	Karen Collins	857-260-4085	karen.t.collins@mass.gov
Southern	Janet Duncan	857-202-2050	janet.l.duncan@mass.gov
Boston	Kathy Monahan	857-301-1274	kathleen.monahan2@mass.gov



# DESE - State Regional Homeless Liaisons

[Kathleen Turner](#) (Cape Cod & Islands)

[Jill Fijal](#) (Hampshire and Hampden counties)

[Julie Mador](#) (Plymouth and Bristol counties)

[Meaghan Pearless](#) (Middlesex south and Middlesex west counties)

[Rebecca Duda](#) (Middlesex northeast and Essex counties)

# Migrant Education Program

## **Contracted Service Provider Vendor for DESE:**

Collaborative for Educational Services (CES)

- Emily Hoffman
- [ehoffman@collaborative.org](mailto:ehoffman@collaborative.org)
- 978-604-4935

# MILITARY CONNECTED STUDENTS UPDATE



**MASSACHUSETTS**  
Supporting Military Families

## Class of 2024 Purple Star Award Designations:

- Bedford High School
- Hanscom Middle School.

## Class of 2025 Purple Star Award Designations:

- Two Informational webinars will be offered
  - October 22, 2024, 2:00 p.m. to 4:00 p.m.
  - October 28, 2024, 11:00 a.m. to 1:00 p.m.
- Applications will be available on or around November 1, 2024 and due by 5:00 p.m. Friday, January 31, 2025.
- Schools announced in April 2025!
- Registration for Webinar and Application will be found online.

# Questions & Answer Session:

## *Review the Parking Lot*



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[Evaluation / Feedback Survey](#)



# THANK YOU!

**Educational Support Team, DCF**

**Educational Stability, DESE Office of Student and Family Support**



781.338.3010



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[www.doe.mass.edu/sfs/](http://www.doe.mass.edu/sfs/)