



2025-26 McKinney-Vento & Foster Care Training

February 12, 2026

Agenda

Welcome

McKinney-Vento Overview

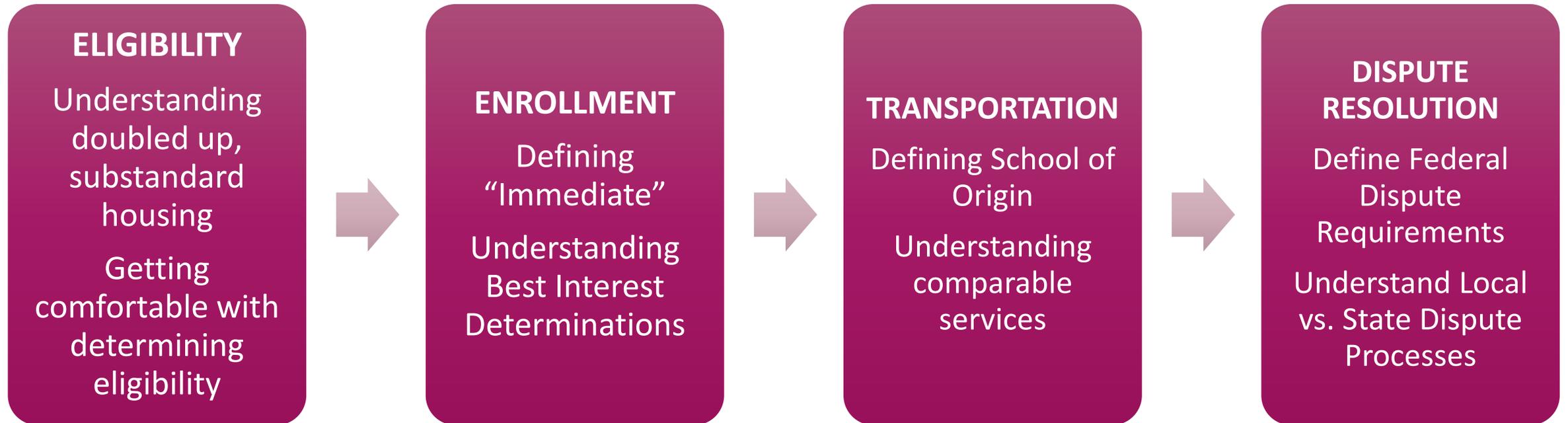
- Eligibility
- Enrollment
- Transportation
- Dispute Resolution
- Data Reporting

Foster Care Overview

Foster Care & McKinney-Vento Comparison

Closing Remarks

McKinney-Vento Learning Objectives



McKinney-Vento Student Rights

Immediate Enrollment: Eligible students have the right to enroll in school immediately, even if they lack the usual documents required, such as proof of residency, immunization records, or school records.

School Stability: Eligible students have the right to remain in their "school of origin" (the school they were attending when they became unhoused) or the school they last attended, even if they move to a new attendance area.

- *The school district **must provide transportation to ensure school stability this includes preschools run by the district.***

Dispute Resolution: McKinney-Vento provides dispute resolution procedures to address disagreements between schools and parents/guardians regarding enrollment, placement, or the provision of services for eligible students. The process for this should be given to them in writing upon determination

Access to Support Services: Eligible students are entitled to receive all the services and accommodations necessary to ensure their education is not interrupted.

Immediate Access to Free School Meals: These must be offered right away for eligible students.



Eligibility

McKinney-Vento Act Eligibility

**Children and youth who lack a fixed, regular, and adequate nighttime residence.
11434a(2)**

Fixed: Stationary, permanent, and not subject to change

Regular: Used on a predictable, routine, or consistent basis (e.g. nightly)

Adequate: Sufficient for meeting both the physical and psychological needs typically met in home environments

Student Eligibility is determined at the local level; ODE only weighs in on eligibility determinations through the state's dispute resolution process as outlined in federal law.

Unaccompanied Youth

Unaccompanied Youth: Youth not in the physical custody of a parent or guardian *and* who lacks a fixed regular and adequate nighttime residence.

- Maybe residing with a caregiver who does not have legal guardianship
- Maybe living on their own
- Eligible for services regardless of the reasons that led to separation from family

Substandard Housing

In determining whether a child or youth is living in “substandard housing” and LEA may consider whether the setting:

- Lacks fundamental utilities such as water, electricity, or heat;
- Is infested with mold or vermin;
- Lacks a basic functional part, such as a working kitchen or working toilet;
- Presents unreasonable dangers to adults, children, or persons with disabilities.

Note: Each city or county may have their own housing codes that further define what is deemed substandard.

Shared or Doubled-up Housing

Implies that the child or youth is staying in someone else's residence or that no personal housing is available or accessible.

Clarifying questions | Did the family or youth lose previous housing due to:

- An eviction or foreclosure?
- Destruction of, or damage, to the previous home?
- Unhealthy or unsafe conditions?
- Domestic violence, [abuse, or neglect](#)? (*ODE What to Do if you Suspect Child Abuse*)
- Severe family conflict?
- The absence of a parent or guardian due to abandonment, parental incarceration, or a similar reason?

Shared or Doubled-up Housing *(continued)*

Further Clarifying questions:

- Does the family or youth have any legal right to be in the home?
- Can the family or youth be asked to leave at any time with no legal recourse?
- Where is the family or youth sleeping in the home?
- Where would they go if they had to leave?

A decision to live together for mutual benefit IS NOT a doubled-up housing situation.

Understanding 'Choice'

Eligible under McKinney-Vento:

- If it is due to a lack of adequate alternative accommodations.
- If it is not adequate to meet the student's needs.

Not eligible under McKinney-Vento:

Hotel/Motel Stays

- **Example:** If a housed parent accepts a new job and moves to a new city, and the family has to stay in a hotel or motel while looking for purchasing a new home in the area.

Living in an RV

- **Example:** If a family is living in a camper/RV while waiting for their house to be built.

Eligibility Scenario 1

Jake is a 3rd grade student with excellent attendance and grades. He is quite shy and frequently sits by himself at lunch. The teacher has recently noticed that Jake has been rushing to breakfast and sneaking food at lunch. Jake also appears to be wearing the same clothes, and the other students have started to notice an odor.

The teacher isn't comfortable talking about hygiene with students, so she calls the counselor. After several attempts, Jake finally shares with the counselor that their trailer doesn't have water. This prompts the counselor to refer Jake to the MKV liaison.

When the liaison tries to reach the family, they do not receive a response to an email, and the phone number has been disconnected.

- 1. Is Jake experiencing housing instability and eligible under the McKinney-Vento Act?**
- 2. What additional information would be helpful to determine Jake's eligibility?**
- 3. What is the next step if the liaison is unable to contact Jake's family?**

Key Identification Strategies

- ✓ **Use a housing questionnaire** at enrollment, and potentially twice annually; Fall & Spring
- ✓ **Training of school staff** on
 - The McKinney-Vento definition of homeless
 - Recognizing signs of homelessness among students
 - Key rights and services for McKinney-Vento students, and
 - Referring students to the local liaison for assistance
- ✓ **Publicly post McKinney-Vento information** on LEA and school websites, in public areas in schools, and in locations throughout the community where youth and families experiencing homelessness may gather.
 - Information can be shared via posters, brochures, flyers, and social media and should **be shared in a manner and form understandable to youth and families.**

What other identification strategies does your district use?

Eligibility Resources

- [US Dept of Education \(USED\) Non-Regulatory Guidance](#)
- [HeadStart.gov Caring Conversations About McKinney-Vento Eligibility](#)
- [NCHE: Eligibility Flow Chart](#)
- [NCHE: Determining McKinney-Vento Program Eligibility](#)
- [NCHE: Confirming Eligibility for McKinney-Vento Rights and Services](#)



National Center for Homeless Education
Supporting the Education of Children and
Youth Experiencing Homelessness
<https://ncche.org>



Best Practices in Homeless Education Brief Series

Confirming Eligibility for McKinney-Vento Rights and Services

This NCHE brief:

- summarizes the key provisions related to eligibility included in the McKinney-Vento Act;
- provides recommended practices for confirming the McKinney-Vento eligibility of children and youth; and
- informs training and collaboration practices on confirming eligibility.

Introduction

Children and youth experiencing homelessness face unique barriers to accessing and succeeding in school. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.; hereafter the *McKinney-Vento Act*) establishes the definition of *homeless* used by U.S. public schools, and the educational rights to which homeless children and youth are entitled. For schools to be able to provide needed services to homeless students, they first must be able to identify these students.

To determine a student's McKinney-Vento eligibility, the school district must determine whether the student's living arrangement meets the McKinney-Vento Act's definition of *homeless*. In the process of determining eligibility, school districts may encounter instances where they feel the need to confirm information provided about a child's or youth's living arrangement. This

McKinney-Vento Definition of *Homeless** 42 U.S.C. § 11434a(2)

The term "homeless children and youth"—

- A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and
- B. 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; or are abandoned in hospitals;
 - children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
 - children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).



Immediate Enrollment

Enrollment Process

Schools must enroll children and youth experiencing homelessness immediately.

Enrollment is defined as attending classes and participating fully in school activities.

LEA procedures and paperwork cannot be a prerequisite for the student starting school, including but not limited to:

- Displacement statements
- Needs assessments
- Caregiver forms
- Proof of guardianship
- **McKinney-Vento eligibility forms**
- Proof of residency
- Immunization or other health records
- School records (Including IEPs)
- Birth Certificates
- Proof of Income

Enrollment Practices

If the parent, guardian, or youth cannot be reached and more information is necessary, the LEA must document daily attempts to reach the parent, guardian, or youth.

If a determination cannot be made via an immediate phone call because more information is needed, follow-up activities to determine eligibility must occur right away.

A student cannot be held out of school waiting for an eligibility determination.

If delaying enrollment for a smooth transition is in the student's best interest, ask the parent, guardian, or unaccompanied youth if that is acceptable.

School of Origin

School of Origin: The school that a child or youth attended when permanently housed **or** the school in which the child or youth was last enrolled, including a preschool.” 42 USC §11432(g)(3)(I).

School of origin applies to feeder schools **only** when there is a “designated receiving school” for students. 42 USC 11432(g)(3)(I)(ii).

The school placement **must** be based on the child’s best interest, with a preference for the school origin, “except when doing so is contrary to the request of the child’s or youth’s parent or guardian.” 42 USC 11432(g)(3)(B)(i)

School placement and best interest determinations (not court ordered) are disputable under the McKinney-Vento Act.

Best Interest Determination

In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall:

- i. to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian;
- ii. provide a written explanation, including a statement regarding the right to appeal under subparagraph (E), to the homeless child's or youth's parent or guardian, if the local educational agency sends such child or youth to a school other than the school of origin or a school requested by the parent or guardian; and
- iii. in the case of an unaccompanied youth, ensure that the homeless liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E) 42 U.S.C. § 11432(g)(3)(b)

Feasibility

School placement decisions should be a student-centered, individualized determination.

- the age of the child or youth;
- the distance of the commute to and from the school of origin and its impact on the student's education;
- personal safety issues;
- the student's need for special instruction (e.g., special education and related services);
- parent or guardian preference;
- the anticipated length of stay in a temporary shelter or other temporary location;
- the time remaining in the school year.

For more details, please refer to questions I-3 and I-4 of the [USED Education for Homeless Children and Youth Program, Non-Regulatory Guidance](#).

Enrollment Resources

- [USED Non-Regulatory Guidance](#)
- [HeadStart.gov - School Selection & Best Interest Determination: Strategies for Educators](#)
- [SchoolHouse Connection: Interview Checklists for Supporting School Selection](#)
- [NCHE: School Selection & Best Interest](#)
- [NCHE: Guiding the Discussion on School Selection](#)





Transportation

Transportation Requirements

Transportation must be based on the requirements in the law, which include transportation to the school of origin (42 USC §11432(g)(1)(J)), and transportation as needed to remove barriers to enrollment in school, which includes attending classes and **participating fully in school activities** (42 USC §11432(g)(1)(I)).

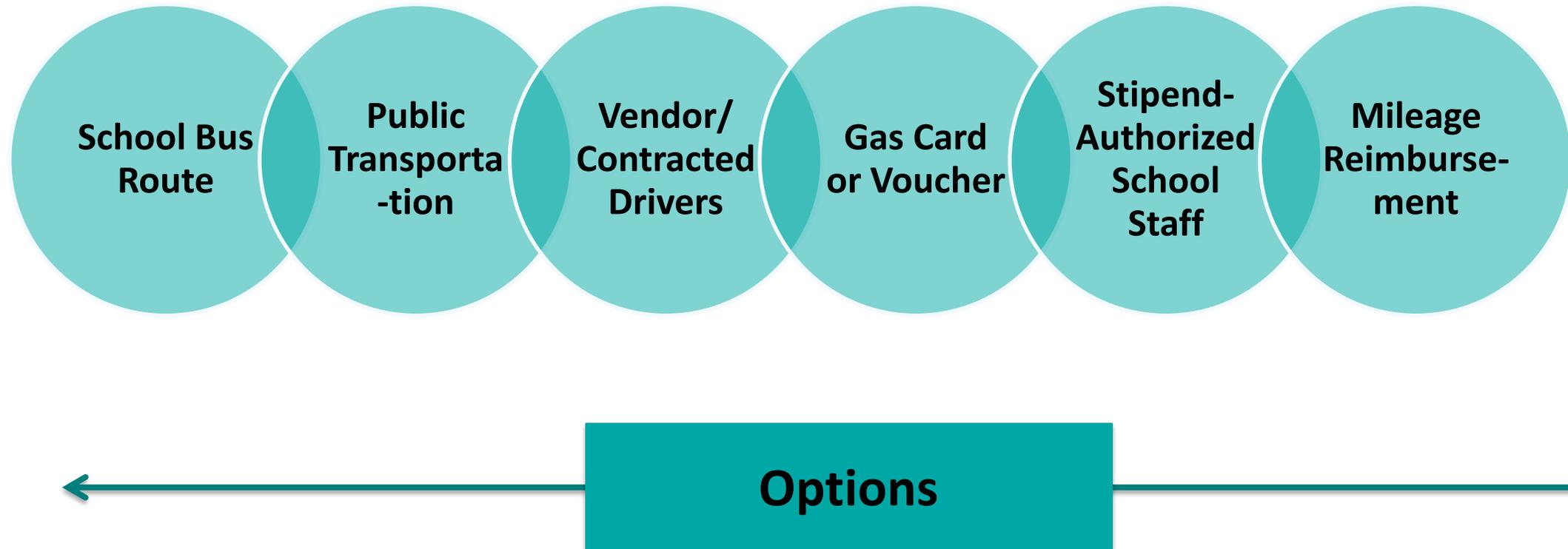
Each LEA needs to consider whether transportation is a barrier to enrollment for each McKinney-Vento student.

Timeline: Transportation must be arranged promptly (**without delay**) to ensure immediate enrollment and so as not to create barriers to homeless students' attendance, retention, and success (*see sections 721(2), 722(g)(1)(I)*).

The mode of transportation is not disputable under the McKinney-Vento Act.

Mode of Transportation

The mode of transportation offered should be the result of a student-centered decision and **NOT** burdensome to the family.



Shared Transportation Coordination

**District A:
School of Origin**



**District B:
School of Residence**



If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.”

(42 USC 11432(g)(1)(J)(iii)(II))

- [ODE McKinney-Vento District Transportation Agreement Template](#)

McKinney-Vento Transportation Resources

- [USED Non-Regulatory Guidance](#)
- [ODE: Understanding Transportation Services for Students](#)
- [NCHE: Transporting Children and Youth Experiencing Homelessness](#)





Dispute Resolution

Dispute Resolution Requirements

“If a dispute arises over eligibility, or school selection or enrollment in a school—

(iii) the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph (1)(J)

(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

(iv) in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.”

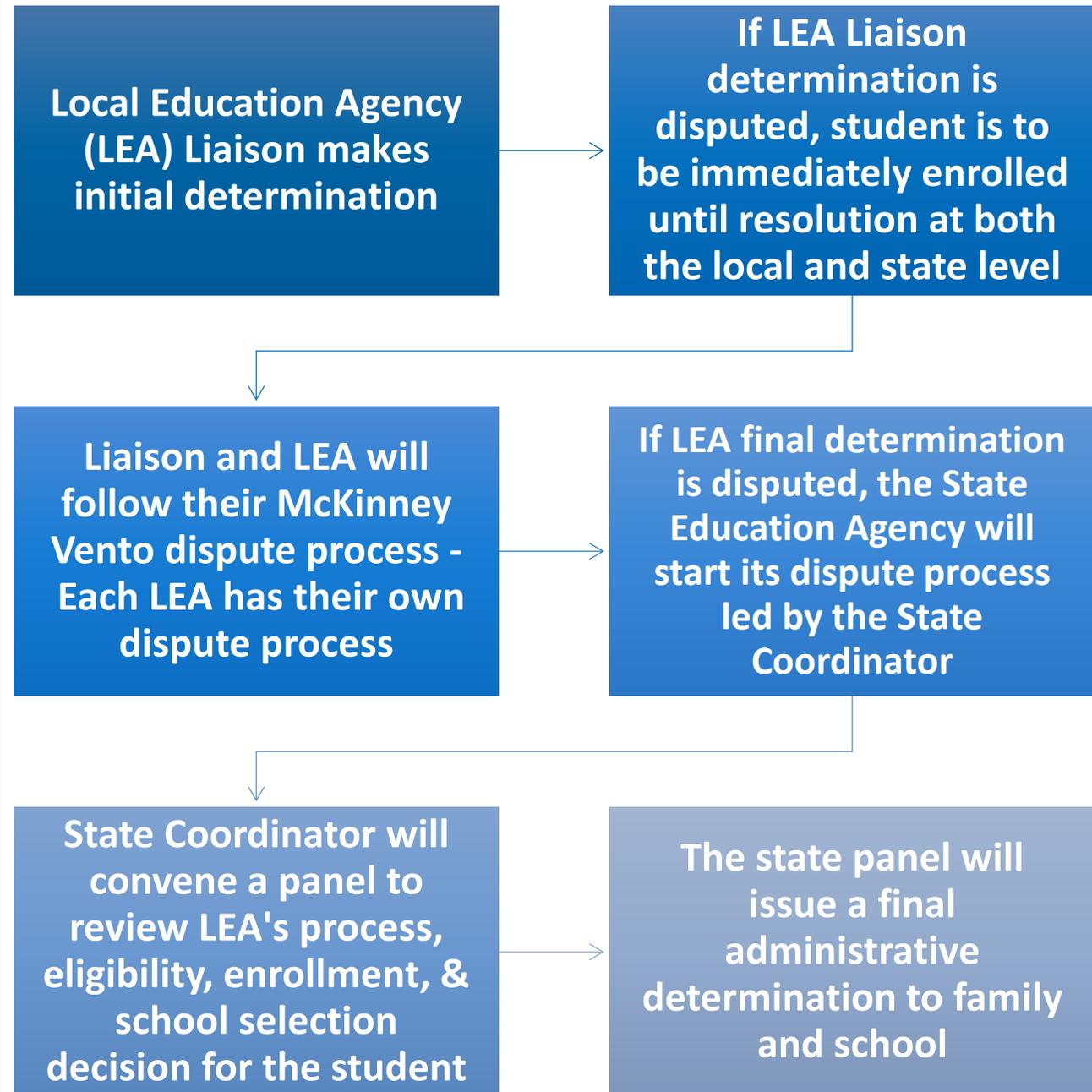
Dispute Resolution Notification

Elements of a Written Dispute Resolution Notification

1. Citation of the MV Act regarding right to enrollment, dispute resolution and appeal process.
2. Explanation of the determination – what it means.
3. Reason for the determination – why you made this determination.
4. Instructions to appeal the dispute, including specific phone numbers, emails, etc., that are not too cumbersome.
5. Use direct and comprehensible language (language spoken in the home), but also not intimidating.
6. Provide a reasonable timeline for appeal process and decision.

Important: Notify and copy State Coordinator, particularly if appeal may go to state or if the dispute crosses state lines.

ODE's McKinney-Vento Dispute Resolution Process



McKinney-Vento Dispute Resolution Resources

• ODE Dispute Resolution

- Includes Sample Non-Eligibility Letter
- *Revised version coming soon!*

• NCHE: Dispute Resolution



National Center for Homeless Education
Supporting the Education of Children
and Youth Experiencing Homelessness
<https://ncche.ed.gov>



McKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES
Dispute Resolution

This NCHE brief:

- summarizes the key provisions of the McKinney-Vento Act related to dispute resolution, and
- provides an overview of implementation strategies at the State and local levels

INTRODUCTION

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.; hereafter *the McKinney-Vento Act*), reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act, guarantees educational rights and supports for students experiencing homelessness. The Act requires State educational agencies (SEAs) and local educational agencies (LEAs; commonly referred to as *school districts*) to follow a dispute resolution process when parents, guardians, or unaccompanied youth disagree with schools over eligibility for services, school selection, or school enrollment under the Act [42 U.S.C. § 11432(g)(3)(E)]. The dispute resolution process is intended to represent each party's views for objective consideration so that disagreements can be resolved expeditiously and in keeping with McKinney-Vento provisions. This NCHE brief summarizes the key provisions related to dispute resolution included in the McKinney-Vento Act, and suggests strategies for

**McKINNEY-VENTO DEFINITION OF HOMELESS
42 U.S.C. § 11434a(2)**

The term "homeless children and youth"—

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

B. 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; or are abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children...who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).



Data Reporting

McKinney-Vento Timeline



Youth who are determined as eligible to receive McKinney Vento services are eligible to receive services for the remainder of the school year, **EVEN IF** they found a stable housing placement during that same school year.



Even if a student no longer attends a school within the district but has been identified as eligible for McKinney-Vento for that school year, they should be reported to ODE.

Data Collection

**MKV Data
Collection Dates:**
4/9/2026 - 6/25/2026

ODE will provide updated trainings and materials closer to the collection open date

View existing resources on the [McKinney-Vento Data Collection Webpage](#)

Data Sharing

Information about a homeless student's living situation is a protected education record. 42 U.S.C. §11432(g)(3)(G).

Education records can be released to “other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have **legitimate educational interests.**” 34 C.F.R. §99.

Certain key staff at each particular student's school may have a legitimate interest—staff such as the student's teacher(s), the school social worker, or the school counselor. 31(a)(1)(i).

Data Sharing Practices

Case Management Notes

- Needs of families, siblings in the phone, change in housing type

Caregiver Affidavits

- For assisting unaccompanied youth with educational decisions

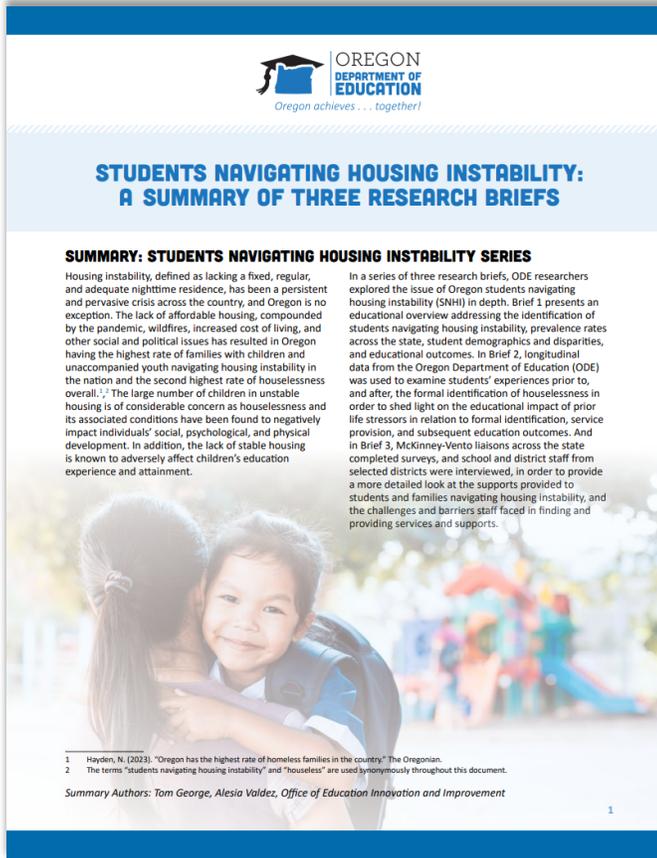
Release of Information

- Family/youth approval needed

Resource:

[SchoolHouse Connection - 6 Things to Know About Privacy, FERPA, and Homelessness](#)

Available Public Data



- [McKinney-Vento Website, Data Section](#)
 - Data Analysis, Data Poster
- [ODE Online Report Card](#)
 - Student outcomes data at school, district, and state levels
 - Interactive data visualizations
- [Students Navigating Housing Instability Research Brief Series](#)
 - [Brief 1 – Education Overview](#)
 - [Brief 2 – Understanding the Formal Identification of Houselessness as a Culmination of Stressors](#)
 - [Brief 3 – “Whatever we need to do for them”: A Case Study of McKinney-Vento Service Providers at Four Oregon School Districts](#)
 - [Brief 4 – Students Navigating Housing Instability Research Series: Summary and Resources](#)
- [Oregon Houseless Shelter by District Map](#)

McKinney-Vento Fiscal Resources

- [ODE McKinney-Vento website](#)
 - [McKinney-Vento Liaisons, Districts & ESDs](#)
- [NCHE: McKinney-Vento Subgrant Authorized Activities](#)
- [NCHE: Topics](#)
- [NCHE: Use of Funds Tip Sheet 2025](#)
- [USED Non-Regulatory Guidance](#)
- [USED Serving Students Experiencing Homelessness under Title I, Part A](#)



NATIONAL CENTER FOR HOMELESS EDUCATION
Supporting the Education of Children and Youth Experiencing Homelessness
<http://nche.edu>

McKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES
Serving Students Experiencing Homelessness under Title I, Part A

This NCHE brief

- examines how Title I, Part A intersects with the McKinney-Vento Homeless Assistance Act regarding serving students experiencing homelessness; and
- offers strategies for collaboration between the Title I, Part A and McKinney-Vento programs for serving students experiencing homelessness.

INTRODUCTION

The purpose of Title I, Part A of the Elementary and Secondary Education Act (ESEA; 20 U.S.C. § 6301 et seq.) is to provide all children with a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A is designed to meet the educational needs of low-achieving children in schools with the highest levels of poverty by aligning high-quality assessments, systems of accountability, teacher preparation, curriculum, and instructional materials with challenging State academic standards. To support schools in implementing program goals, the Title I, Part A program provides financial assistance to local educational agencies (LEAs, hereafter *school districts*) and schools with high numbers or percentages of children from low-income families.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.; hereafter *the McKinney-Vento Act*) ensures that children experiencing homelessness have access to the same free, appropriate

McKINNEY-VENTO DEFINITION OF HOMELESS
42 U.S.C. § 11434(a)(2)

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Foster Care Student Rights Under ESSA

Legal Foundations

Provides definition of “foster care” that includes tribal child welfare; defined by placement and care responsibility on the part of CW entity.

**OAR 413.105.0010 (6)
(2007)**

New exception to FERPA that allows school to disclose records without parent consent under certain conditions.

**Uninterrupted Scholars Act
(2013)**

Establishes rights of students in foster care related to S/DOO, immediate enrollment, school meals, transportation, and extracurricular support; also SEA and LEA FCPC.

**Every Student Succeeds Act
(2015/16)**

Automatic eligibility under NSLP also means automatically qualification to have fees considered and reduced.

**ORS 339.147 and 339.155
(2019)**

**Fostering Connections
(2008)**

Emphasizes the importance of ***school stability*** as well as the need for ***collaboration*** between child welfare and education agencies.

**ORS 339.133 and 134
(2015; rev. 2019)**

Establishes definitions and protocol related to student residency, School/District of Origin, type of foster care, school notification, & BIF cases.

**ORS 329.451
(2018)**

Students in foster care (at present or at all in grades 9-12) may receive waivers for graduation requirements.

Foster Care Defined

“...substitute care for children placed by the Department of Human Services or a tribal child welfare agency away from their parents and for whom the department or agency has placement and care responsibility, including placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.”

[OAR 413-105-0010\(6\)](#)

[Oregon Administrative Rule Chapter 413](#)

Department of Human Services, Child Welfare Programs

Oregon Laws & Practices

- Placement into Oregon Department of Human Services (ODHS) Child Welfare (CW) Foster Care or Tribal Child Welfare Foster Care
- Oregon Revised Statute ([ORS 339.133](#)) - School residency for youth in Foster Care
- Oregon Administrative Rule [OAR 581-21-0019](#) - District Transfers
- [Free Appropriate Public Education \(FAPE\)](#)



Foster Care in Oregon | The Basics

Student rights and services include:

- School of Origin;
- Immediate Enrollment;
- Best Interest Finding (BIF);
- Records Transfer;
- Transportation;
- Extracurricular Access & Support;
- State & Local Foster Care Points of Contact (FCPC); and
- Data Disaggregation





Terms and Definitions

Immediate Enrollment – Foster Care

Per Federal law, foster care students are entitled to immediate enrollment. Enrollment cannot be delayed due to inability to produce records.

- What does “***immediate***” mean?
 - As soon as is practicable
 - Suggestion of max 3 school days
- What does “***enrollment***” mean?
 - Student is attending regularly
 - Fully participating in school (classes, extracurricular activities, and out-of-school and summer opportunities)
 - Educational needs are being met

Foster Care School/District of Origin

- The **School District/School of Origin** is defined as:
 - the location where the child is enrolled at the time of placement into Tribal or ODHS Child Welfare Foster Care or
 - the foster care placement of the individual changed.
- The student remains in the child's School District/School of Origin for the duration of their time in ODHS Child Welfare Foster Care/Tribal Foster Care.
- The School District/School of Origin *only changes* when there is a Best Interest Finding made by the Juvenile Court.
- To best adhere to ESSA and maintain cross-agency alignment, the enrolling school/district functions as School/District of Origin following a BIF.

Best Interest Finding (BIF)

- Also known as a “*Best Interest Determination*” or (BID); commonly used at the federal level and in many other states
- Decision made by the Juvenile Court that it is *no longer in the student’s best interest* to attend their school/district of origin
- Authorizes caseworker to enroll the student in a new school
- The [ODHS Child Welfare School Notification Form \(0338\)](#) should indicate presence of a BIF, if applicable
- When is a BIF not needed?
 - Special Education placements; IEP teams have the authority to make these decisions
 - In the context of reunification or permanent placement

BIF Decision Factors

Considerations Include:

- Distance to School
- Age
- Relationships at School
- Permanency Plan
- Input from IEP team, ODHS caseworker, child's attorney, CASA, Resource/foster parents, & parents
- Success in current school
- Potential of loss of credits



Information related to BIFs will be shared by ODHS caseworker upon enrollment/school movement; Court Order document itself may not be shared due to highly sensitive information

School of Origin Transportation

- Each district should have a documented ***Transportation Plan***
- This plan must include clear, written procedures outlining how transportation will be provided to maintain ODHS foster care students in School/District of Origin
- ODHS and district work collaboratively to ensure transportation
- The [ODHS Foster Student School District of Origin Transportation Request Form](#) is filled out and sent securely to the district FCPC
- Transportation is provided for duration of student's time in foster care
- Thoughtful transitions are encouraged

The ultimate responsibility lies with the district in terms of ensuring a means of transportation is provided. ODHS caseworkers or staff cannot personally drive students as a long-term solution, as it is not a reimbursable transportation expense.



Roles & Responsibilities

School of Origin Transportation Reimbursement

Foster Care Student Transportation

- Under ESSA, students in foster care are entitled to free transportation to and from school in order to preserve educational stability
- All districts should have documented Foster Care Student Transportation Plan, which is reviewed by ODE via Federal Programs Monitoring (*Updated Sample Coming Soon!*)

Reimbursement

- Title IV-E of the Social Security Act
- [OAR 581-023-0040](#) State School Fund Transportation Grant is 70/80/90%, with the balanced of 30/20/10% covered by ODHS for 100% total reimbursement to districts
- Cost per day should include the computation of approved expenditures, and cost per mile (updated annually)
- [ODE Guidelines for School District of Origin](#) (Developing Transportation Procedures for students in ODHS Custody)
 - [ODE FC School of Origin Scenarios](#)

District FCPC should communicate with your district team to determine who collects data for, completes, and submits requests for FC School of Origin Transportation Reimbursement and ensure updates are shared

FC Transportation Reimbursement Process

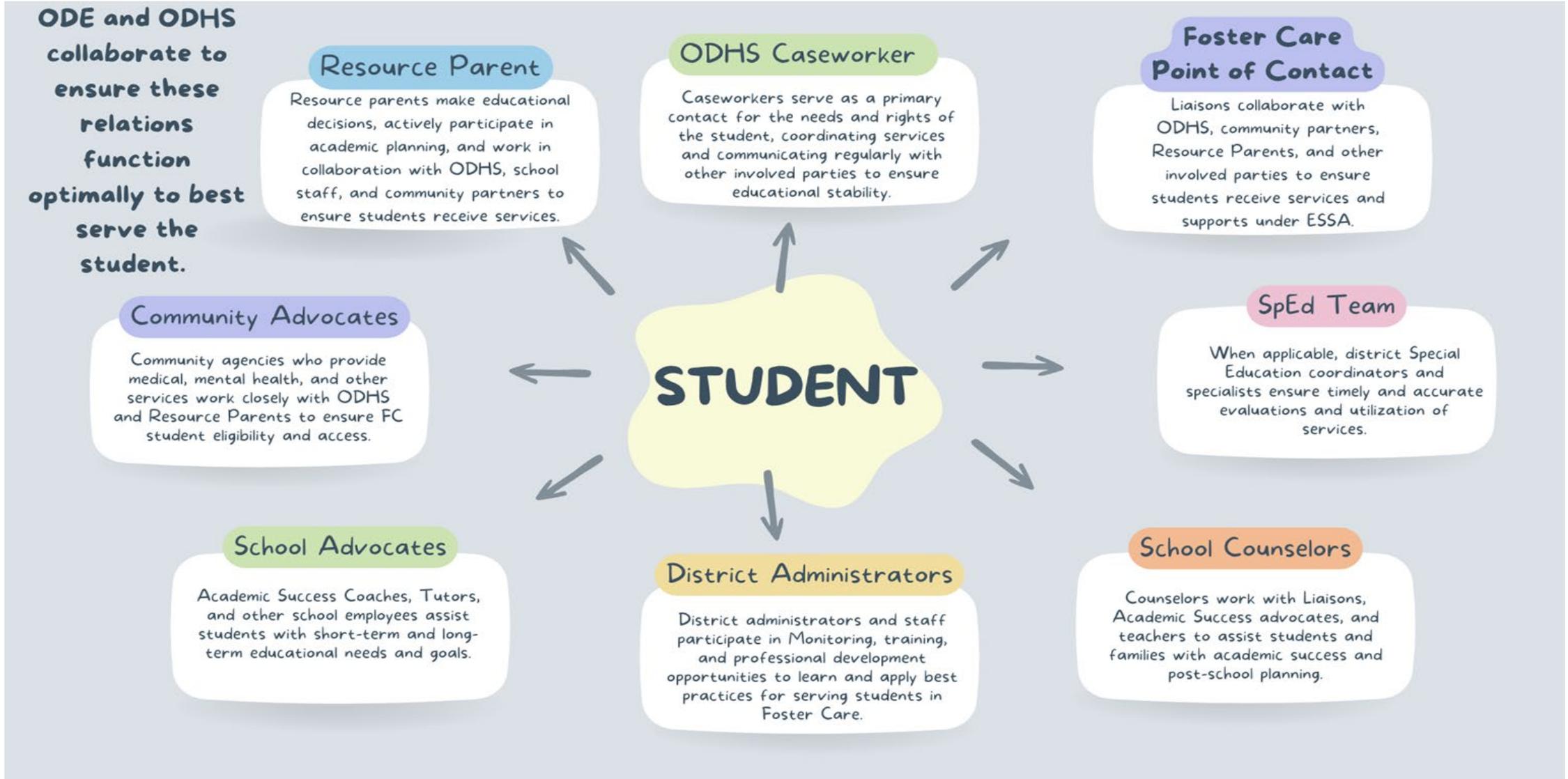
ODE and ODHS partner to reimbursement districts for foster care transportation. The process is as follows:

1. ODHS Case worker submits an [ODHS Foster Student School Transportation Request Form \(12/23\)](#) for FC student (annually)
2. Districts submit FC Transportation reimbursement form following the dates and instructions on the ODE FC website (see Reimbursement Schedule for due dates)
3. ODE reviews all district forms and forwards a quarterly summary report to ODHS
4. ODHS reviews the summary report for verification of eligibility (Valid dates, Case ID, Participant ID are required)
5. ODHS returns the summary report to ODE with comments, identifying ineligible line items
6. ODE contacts districts for correction or file revision
7. ODE updates data and resubmits the summary report to ODHS for secondary review/approval
8. Upon ODHS approval, ODE remits an invoice to ODHS
9. ODHS pays the invoice for the approved quarter
10. ODE Fiscal approves the funding source
11. ODE EGMS enters the funds (by quarter) into the [Electronic Grant Management System](#) (EGMS) (see also [EGMS External User Guide](#)) and notifies the district Fiscal Manager via Subgrant Award Notification (SAN)
12. District Fiscal Manager submits the EGMS claim within the subgrant Period of Performance dates on the SAN
13. ODE FCT Grant manager approves claims (must match ODHS-approved reimbursement)
14. If a Grant Agreement and/or insurance is not on file for the subgrant period of requested reimbursement, ODE Procurement will need to build this before items 9-11 can take place

School District Point of Contact & ODHS Caseworker

| School District Point of Contact | ODHS Caseworker |
|--|--|
| <ul style="list-style-type: none">● Primary ODHS contact; Communicate and collaborate with local ODHS office/contact.● Facilitate the transfer of records and immediate enrollment; ensure regular attendance● Train district staff on FC student rights● Assist in developing FC transportation plans and policies● Ensure students have access to services like free lunch & activity waivers/support● Facilitate the transfer of records and immediate enrollment● Facilitate data sharing with ODHS Child Welfare, consistent with FERPA and other privacy protocols | <ul style="list-style-type: none">● Primary Contact (along with Resource parents)● Notification of foster care placement; complete and share School Notification Form● Request School of Origin Transportation via the School of Origin Transportation Request Form● Collaboration with LEA for Immediate Enrollment; provide records when needed● Participate in IEP/504 meetings (should be informed of and included in provision of specialized education services, although not formal/legal SpEd decision-makers)● Coordinate and request services as needed● Inform guardians of child's educational rights |

Roles & Relationships



Things to Consider

Who can we work with internally and externally to increase knowledge and improve services?

Collaboration

How do we find unique approaches to challenges faced by both students and staff?

Creativity

What do our students and families need to be successful inside and outside of school?

Support

Do we make space for celebrating our successes? How can we replicate and share them?

Success

Communication

How is information shared and exchanged between parties, and can we improve this system?

Outreach

Are there tribes or other partner agencies & entities in my area we have yet to connect with?

Advocacy

What resources, training, and/or assistance do we need to best serve our students?



Training and Technical Assistance

Technical Assistance

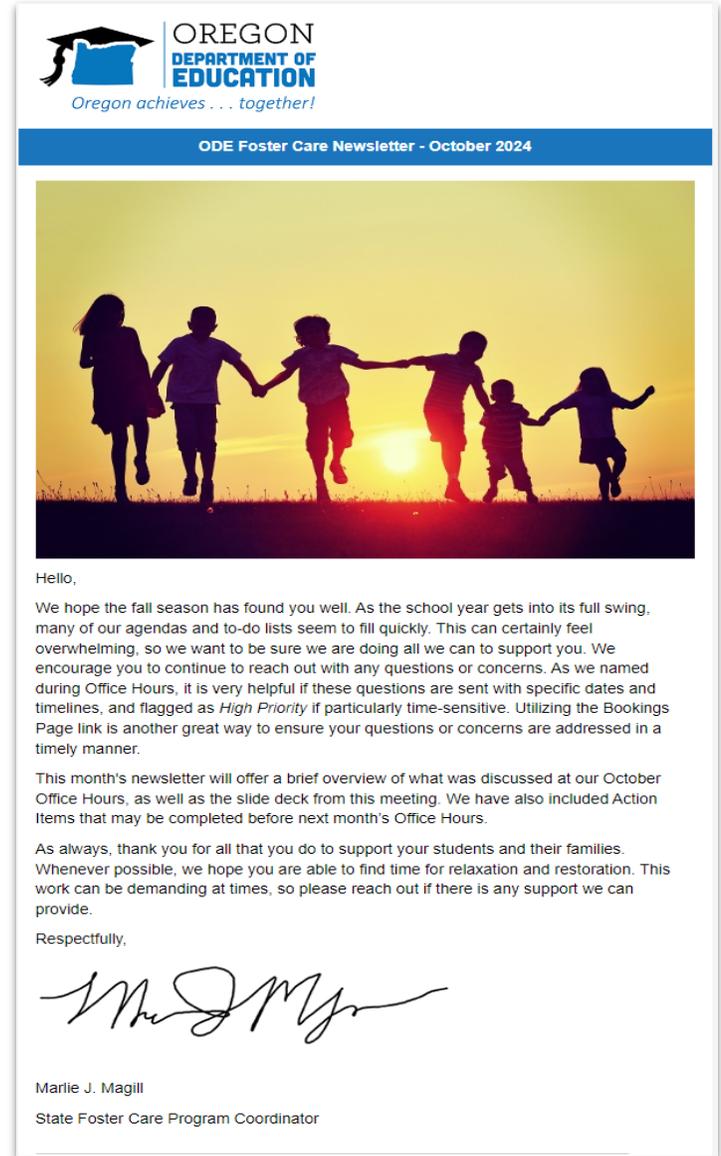
Monthly Foster Care Office Hours

- Office Hours occur the 2nd Tuesday of each month; 1:00-2:00 pm Pacific time during the school year and includes
 - Relevant Guest Speakers
 - General Program Updates
 - Space for questions and learning from other districts
 - [Zoom meeting registration](#) is required

Foster Care Newsletter

- Sent following Office Hours; includes
 - Slide Deck from Office Hours
 - Frequently Asked Questions (FAQs)
 - Relevant Training and Resources
 - Action Items

All are archived on ODE's [Key Messages Page](#), enter keyword 'Foster' for past issues.



OREGON DEPARTMENT OF EDUCATION
Oregon achieves... together!

ODE Foster Care Newsletter - October 2024



Hello,

We hope the fall season has found you well. As the school year gets into its full swing, many of our agendas and to-do lists seem to fill quickly. This can certainly feel overwhelming, so we want to be sure we are doing all we can to support you. We encourage you to continue to reach out with any questions or concerns. As we named during Office Hours, it is very helpful if these questions are sent with specific dates and timelines, and flagged as *High Priority* if particularly time-sensitive. Utilizing the Bookings Page link is another great way to ensure your questions or concerns are addressed in a timely manner.

This month's newsletter will offer a brief overview of what was discussed at our October Office Hours, as well as the slide deck from this meeting. We have also included Action Items that may be completed before next month's Office Hours.

As always, thank you for all that you do to support your students and their families. Whenever possible, we hope you are able to find time for relaxation and restoration. This work can be demanding at times, so please reach out if there is any support we can provide.

Respectfully,



Marie J. Magill
State Foster Care Program Coordinator

Foster Care Resources

- 2024 [Foster Care Student Rights Brief](#)
- USEd 2024 Updated [Non-Regulatory Guidance](#)
- 2024 [American Bar Association \(ABA\) Non-Regulatory Guidance Highlights](#)
- [2025/2026 ODHS Child Welfare Education Guidance](#)
- [2025 School of Origin Transportation Brief](#)
- [Technical Assistance Manual](#)
- [Foster Care Education FAQs](#)
- [Foster Care Transportation Reimbursement Manual](#)
- [ODE Foster Care Webpage](#)

Additional Resources

- [McKinney-Vento vs Foster Care Office Hours Slides](#)
- [Key Data Points for Students Experiencing Foster Placement](#)
- [2024 Child Welfare Data Book](#)
- [Oregon Report Card](#)
- [2024-2025 Graduation Data](#)



McKinney-Vento & Foster Care Summary

Foster Care & McKinney-Vento

What is Similar?

Liaison

- Each school district must designate a District Liaison or Point of Contact

Fees and Fines

- Receive educational services comparable to those provided to other students, according to the child's needs

Monitoring

- Monitored within the [ESEA Federal Programs Monitoring](#) Process

Tracking

- Liaison tracks status and numbers; may facilitate or participate in grades and attendance tracking

Free Meals

- Automatic eligibility

NOTE: Specifics on how these requirements are interpreted

Graduation Requirements

The following definition applies to [OAR 581-022-0102 through 581-022-1940](#)

(4) A district school board or public charter school must waive any additional district requirements if students are or, were at any time from grade 9-12:

(a) **A foster child**, a child receiving 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition if the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made;

(b) **Homeless**, a child who lacks a fixed, regular, and adequate nighttime residence; a child who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; is living in emergency or transitional shelters; or is abandoned in hospitals; a child whose primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; a child who is living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; an unaccompanied youth not in physical custody of a parent or guardian;

Foster Care & McKinney-Vento: *Somewhat Similar*

Enrollment

- **MKV** - Students experiencing homelessness must be enrolled immediately, even when required documents are unavailable (e.g., immunization records, health plan, updated IEP, etc.)
- **FC** - Students in foster care must be enrolled immediately, even when required documents are unavailable (e.g., immunization records, health plan, updated IEP, etc.) Enrollment should be accompanied by School Notification Form (and BIF noted, if applicable.)

Transportation

Districts must provide transportation to/from the school of origin, even if outside of school /district boundaries

- **MKV** - funded at the district level (subgrants, Title funds, etc.)
- **FC** - funded via the reimbursement request process

FASFA

- **MKV** - May receive FAFSA support; proof of status may be provided by MV liaison; district processes may differ
- **FC** - May receive FAFSA support; proof of status can be provided by ODHS/custodial history

Foster Care & McKinney-Vento Differences: BIF

Best Interest

- **MKV** - Student may enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference and is feasible.

If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

- **FC** - Best Interest Findings (BIF) are legal findings, made by the Juvenile Court.

A variety of factors guide the decision, including but not limited to:

- school stability; maintaining established relationships with teachers, peers, and siblings;
- potential loss of credits;
- distance and time of transportation;
- special needs of the student; and
- need for behavioral rehabilitation services.

Foster Care & McKinney-Vento Differences: SOO

School of Origin (SOO)

- **MKV** - Students experiencing homelessness are entitled to remain in their school of origin or enroll in the neighborhood school where they are currently residing. SOO is defined as the school that the child or youth attended when permanently housed or the school in which the youth was last enrolled.
- **FC** - School of origin is the school the student was enrolled in when first placed into foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

Foster Care & McKinney-Vento Differences: Identification

Identification

- **MKV** - Self-identified, identified by staff/confirmed by liaison; practices and communication may differ; official count provided by district
- **FC** - Notification from ODHS/Confirmation from ODHS (including form); official count provided by ODHS

Foster Care & McKinney-Vento Differences: Title I

Title I Services

- **MKV** – Children and youth experiencing houselessness are automatically eligible for Title I-A services, whether or not they attend a Title I-A funded school, or meet the academic standards required of other students for eligibility.
Districts that receive Title I-A funds are required to reserve funds to provide services to MV students in all district schools.
- **FC** - Students in foster care are not automatically eligible for Title I-A services but are eligible to receive Title I, Part A services on the same basis as any other student. However, districts can use “set-aside” funds to assist in the provision of services for students experiencing foster care.
- See also ODE [ESEA Quick Reference Briefs](#) for the following topics:
 - McKinney-Vento and Title I-A
 - Set-Asides under Title I-A
 - Foster Care 101

Can a Student be Both FC & MKV?

The following are examples of occasions when a student in foster care may also qualify as experiencing homelessness:

- Student was identified and served under MV prior to placement in foster care,
- Student has run away from their foster care placement,
- Student is placed in a shelter, or
- Student is placed with a family who also meets the definition of homelessness according to the McKinney-Vento Act
 - Ensure the student is identified in both your information and tracking systems

NOTE: Specifics on how these requirements are interpreted and carried out may differ between districts

If Student is Both FC & MKV, Who Pays?

Who pays for/arranges services, such as transportation?

- The National Center for Homeless Education (NCHE) recommendation is to set up transportation through FC, since the student may remain in FC longer than they are experiencing housing instability.
- McKinney-Vento services and resources may be applied to dually-eligible students if they are able to meet a need that Foster Care resources cannot.

***NOTE:** Specifics on how these requirements are interpreted and carried out may differ between districts*



Questions?

Thank you!

Marlie J. Magill (she/her)

Foster Care State Coordinator
Oregon Department of Education
Office of Teaching, Learning & Assessment
503-580-4857
marlie.magill@ode.oregon.gov

Lexi Morales (she/her)

McKinney-Vento State Coordinator
Oregon Department of Education
Office of Teaching, Learning & Assessment
971-208-1777
lexi.neemann@ode.oregon.gov

Jennifer Sappington (she/her)

Foster Care Transportation
Foster Care & McKinney-Vento Program Assistant
Oregon Department of Education
Office of Teaching, Learning & Assessment
fostercare@ode.oregon.gov or or-mv@ode.oregon.gov

CONTACT US



- [McKinney-Vento / Foster Care Program Support Request Form](#)
- [Foster Care Booking link](#)
- [McKinney-Vento Booking link](#)