



Topic: Ohio McKinney-Vento Community of Practice Notes

Session 9 – Local Liaison Showcase

Date: 02/07/2024

Time: 1:00 pm – 2:00 pm EST

Materials

Presentation Slides: <https://cohhio.org/wp-content/uploads/2024/02/OH-MKV-session-9-Merged.pdf>

Recording: <https://youtu.be/M0Nun-e3kWU>

Feedback Survey: <https://forms.gle/cdaEBnQPPeNW9UzaA>

1. Welcome and Introductions
 - a. Guest Speakers
 1. Washington Courthouse City Schools
 - a. [Laura McNamara](#), Student Services Coordinator/Director
 - b. [Bailey Huff](#), K-12 School Social Worker
 2. Columbus City Schools
 - a. [Kevin Boehm](#), Homeless Education Liaison
 - b. [Vunessa Allen-Martin](#), Supervisor- Students & Families in Transition
 3. Muskingum Valley Educational Service Center
 - a. [Tonya Steele](#), Family and Community Partnership Liaison
 2. Washington Courthouse City Schools
 - a. Our Homeless Students
 - i. The McKinney-Vento Act defines “homeless children and youths” as those “who lack a fixed, regular, and adequate nighttime residence.”
 - ii. As of 01/16/2024, WCHCS has identified 100 students as homeless.
 1. 5 live in a shelter
 2. 8 live in a hotel/motel
 3. 87 share housing with others (considered as doubled-up housing)
 - b. 2021-2024 Initiative: McKinney-Vento Mentoring/Tutoring
 - i. This is funded by the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) funds released from the Ohio Department of Education.
 - ii. The purpose of these funds is to address immediate needs of homeless children and youth at local levels.
 - iii. Our focus is on mentoring and tutoring our homeless students in order to improve retention, awareness, academic success, and provision of essential basic needs or other wraparound services.

- iv. Mentors and mentees are matched by grade level. Based on parent permission, 66/100 students have a mentor.
- v. Specific Duties/Expectations:
 - 1. Attend all required mentor meetings (virtually) – initial professional development, quarterly mentor team meetings, end of 1st semester mentor team meeting, and end of year mentor team meeting
 - 2. Attend (2) 30-minute monthly mentee sessions and (1) 30-minute monthly parent check-in sessions
 - 3. Gather data on attendance, academic achievement, and school discipline to enter into the shared communication system
 - 4. Use gathered data to coordinate with building staff, building administrators, the Student Services Coordinator, the Special Education department, and/or the District Homeless Liaison in order to connect students with comprehensive support services that address individual student needs.
 - 5. Maintains strict confidentiality at all times
 - 6. Serves as a role model for students and adhere to ethical and professional standards
- c. 2022-2024 Initiative: McKinney-Vento Behavior Technician
 - i. Provide ABA interventions that encourage socially acceptable replacement behaviors so students can build and improve upon their communication, social interaction, and problem-solving skills.
 - ii. Help McKinney-Vento students learn and master the behaviors needed to access their education, succeed in the learning environment, and function in daily life.
 - iii. Provides direct student support in one-on-one and small group settings
 - iv. Nurtures students' social skills through focused interactions
- d. 2021-2024 Initiative: Counseling Collaboration
 - i. WCHCS are supported by outside counselors from The Counseling Source, Path, etc.
 - ii. They provide counseling on campus in all four buildings.
 - iii. The majority of the services for students are Medicaid covered.
- 3. Columbus City Schools, Project Connect
 - a. Other Vulnerable Youth Support Staff
 - i. Germaine Dobney – Eligibility Specialist
 - ii. Foster Ugbana – Region I Academic Youth Advocate
 - iii. Eric Simons – Region II Academic Youth Advocate
 - iv. Teretha Lusear– Region III Academic Youth Advocate
 - v. Maria Lee – Region IV Academic Youth Advocate
 - vi. Darren Carrington – Region V Academic Youth Advocate
 - vii. Carolyn Taylor – Region VI Academic Youth Advocate
 - viii. Starting soon - Academic Transitional Support Specialist
 - b. Assistance for CCS Students & Staff
 - i. School selection and enrollment
 - ii. School supplies
 - iii. Addressing barriers affecting school attendance and full participation

- iv. Obtaining necessary documents such as birth certificates, school and medical records
- v. Dispute resolutions
- vi. Best Interest Determination (to determine the appropriate school option for students)
- vii. IEP/504 plan support
- viii. Collaborate with local child protection agencies
- ix. Transportation
 - x. Transcript (credit review, verification, and credit recovery)
 - xi. Transition support
- c. Private Transportation
 - i. Hired a Program Manager to oversee private transportation due to increasing volume and rising costs.
 - ii. Developed a spreadsheet to track all private transportation arrangements and billing agreements for surrounding districts.
 - iii. Spreadsheet automatically generates emails & notifications to all parties involved- including private transportation vendor, parents, advocates, and district liaisons as transportation is requested, modified, or canceled.
 - iv. This feature has proven to be a timesaver for advocates and management.
 - v. Tool has improved communication and workflow for the program.
- d. Amherst Foundation Donation
 - i. Partnered with Amherst Foundation for the past 3 years
 - ii. Focus on Unaccompanied Youth age 13 and up
 - iii. \$50 Target/Walmart gift cards for 75 eligible students
 - iv. Advocates give cards to youth in challenging situations to provide some assistance
 - v. Helpful to use as an incentive for attendance/academics
- e. 2024 Capital University Tutoring Pilot Program with 6 CCS Schools
 - i. Targeted students that need the most academic intervention
 - ii. Beginning 1/30/24 thru 4/18/24, two days and two hours weekly
- f. Hope to Dream Program
 - i. Cross-district (Student Services and Engagement) team's partnership with Morris Furniture and Material Assistance Providers (MAP) to provide up to 50 beds for students attending a school in the CCS district with a bed of their own.
 - ii. Beds were delivered the same day of the event to the home (provided set-up with sheets/pillow/blanket, a stuffed animal, and a book).
- 4. Muskingum Valley Educational Service Center
 - a. Collaboration
 - i. Muskingum Valley ESC
 - 1. Department Leaders – facilitate connections with community partners, advise, grant management
 - 2. Counseling Services Director – coordinate resource sharing between school counselors and community partners, Student Services Collaborative
 - 3. Workforce Development Director – sustain JFS partnerships, assist in workforce development initiatives

- ii. School Districts and Community Partners
 - 1. School District McKinney Vento Liaisons – assist in supporting students experiencing homelessness in rural southeast Ohio
 - 2. Develop, facilitate, and sustain partnerships with community service providers
 - 3. Partner with existing councils and coalitions focused on vulnerable student populations – Family and Children First Councils
 - 4. Establish and sustain partnerships between Muskingum Ohio Valley Educational Service Center (MOV ESC) Driving School and multiple county Jobs and Family Services agencies.
- b. Successes
 - i. Resource guides
 - ii. Educator and Community Partner Professional Development/Networking Initiative
 - iii. Support to MKV liaisons
 - iv. Community involvement – FCFC, Coalitions, Advisory groups
 - v. Grant funds to support attendance, mental health
 - vi. Student Services Collaborative with Community Partners
 - vii. MOV ESC/JFS Partnership
- c. Challenges
 - i. Spreading awareness of role and student homelessness
 - ii. Building momentum in school districts
 - iii. Lack of funding for projects
 - iv. Sustainability of the position and the work
- d. Muskingum/Ohio Valley (MOV) ESC & JFS Partnership
 - i. School District Superintendents communicated the need for driver’s education programs
 - 1. MVEESC Superintendent immediately responded in pursuing a solution
 - 2. Partnered with Ohio Valley ESC
 - ii. Impact
 - 1. Students – Teens who wouldn’t have had the opportunity without MOV ESC
 - 2. Employers – Workforce development
 - iii. Removing barriers – using the lens of Equity and Prevention
 - iv. Job and Family Services willingness to appreciate the need of the community.
- e. Creating Strong Partnerships
 - i. Mutually Benefit – Each partner receives a return on their investment
 - ii. Increase the Opportunity for Positive Impact
 - 1. Successfully navigate “systems differences”
 - 2. Responsive – address ongoing needs
 - 3. Systematic – consistent and reliable implementation of practices
 - 4. Careful communication
 - 5. Recognize the differences

5. Next Steps

a. Reminders

- i. Visit the COHHIO Course to HOME webpage [here](#)
- ii. Request technical assistance by emailing homelesseducation@cohhio.org
- iii. Join our mailing list [here](#)

b. Next Session

- i. May 15th at 1 PM – Youth Voice Panel