Migratory and Multilingual Students Experiencing Homelessness

Homeless Education, Migrant Education Program, and Multilingual Learners

Office of Student and Special Programs

Wednesday, January 14, 2026

10:00-11:00 am

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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Learning Goals

- Big Picture–Overview, outcomes data, and system connections, scenarios for pre-assessment.
- Migrant Education Program overview and intersectionality with the McKinney-Vento program.
- Multilingual Program overview – Understand Civil Rights Requirements for Multilingual Learners, explore issues for those experiencing homelessness.
- Apply and Deepen Knowledge

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Meet Our Partner Presenters

Sylvia Reyna

Director,
Migrant Education

Dr. Kristin Percy Calaff

Director,
Multilingual Education

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Overview

- Data-driven approach.

- Understand program similarities, differences, and intersections.

- Explore outcomes for students experiencing homelessness who are migratory or multilingual.

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Program Intersectionality

In the chat, please share:

- First & Last Name + School District + County

- What do you know, or believe to be true, about the **number of students at *your school* or in *your district*** who are migratory, multilingual, or experiencing homeless?

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Data Dive–Test Your Knowledge with Polls

Statewide, how many students qualify for supports under:

- McKinney-Vento,

- Migrant,

- Multilingual,

- A combination of two or more of these supports?

Participant activity:

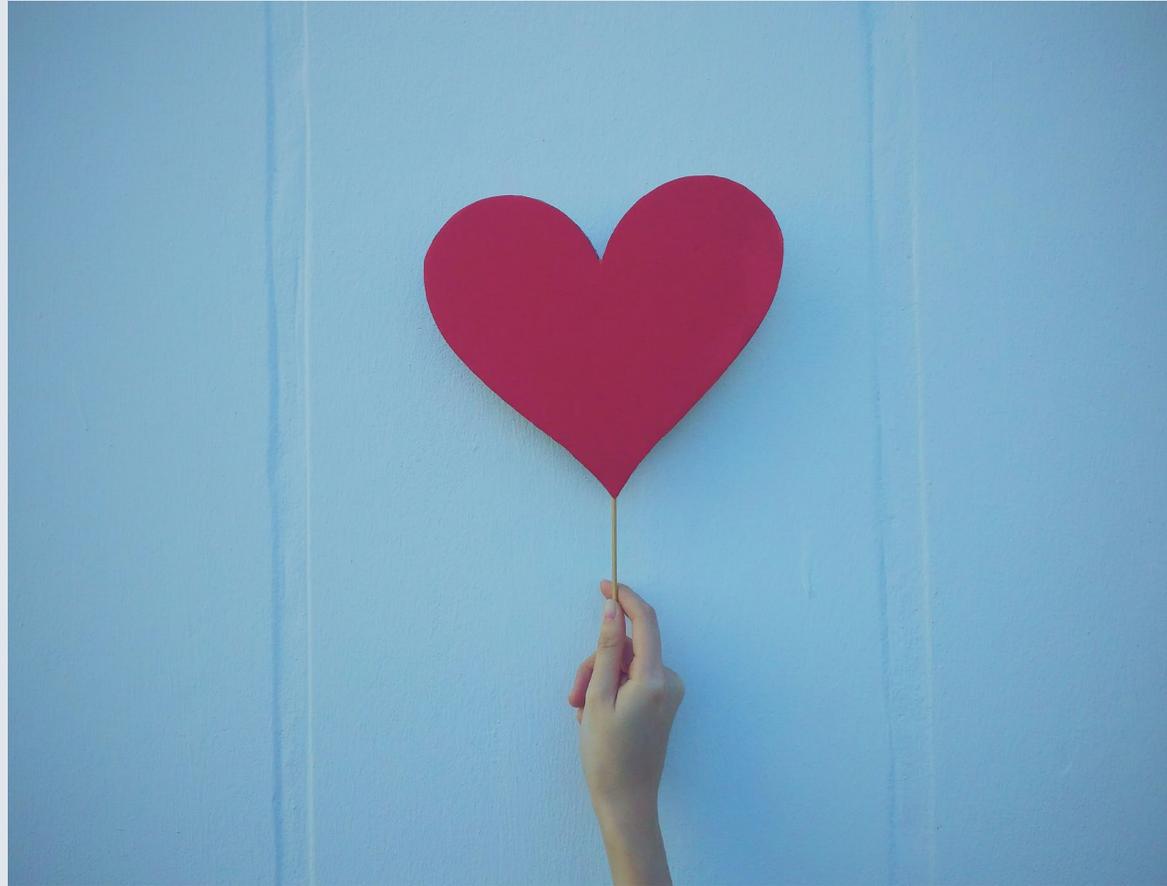- Write down your best guess or enter your best guess in the chat.

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Data Poll 1: Migratory Students

Data Poll 2: Multilingual Learners

Data Poll 3: Students Experiencing Homelessness/McKinney-Vento Act

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McKinney-Vento Act: Definition of Homelessness

McKinney-Vento Act Overview

- The law requires states and school districts **remove barriers** to the identification, enrollment, stability, and success of children and youth experiencing homelessness.

McKinney-Vento Defines Homelessness (A)

"Homeless children and youth"

- (A) Means children and youth who lack a **fixed, regular, and adequate** nighttime residence (within the meaning of section 103(a)(1)) (continues).
- [McKinney-Vento Definition–National Center for Homeless Education (NCHE).](#)
- [42 U.S.C. § 11434(a)(2)–Office of the Law Revision Counsel US Code.](#)
- Key: § means "section."

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McKinney-Vento Defines Homelessness (B)(i)

"Homeless children and youth" continued:

- 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.*

    42 U.S.C. § 11434(B)(i)–Office of the Law Revision Counsel US Code.

McKinney-Vento Defines Homelessness (B)(ii)

- 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 (within the meaning of section 103(a)(2)(C)).

(Continues)

42 U.S.C. § 11434(B)(ii)–Office of the Law Revision Counsel US Code.

McKinney-Vento Defines Homelessness (B)(iii)

- (iii) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

(Continues)

[42 U.S.C. § 11434(B)(iii)–Office of the Law Revision Counsel US Code.](#)

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McKinney-Vento Defines Homelessness (B)(iv)

- 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).

(Continues)

42 U.S.C. § 11434(B)(iv) – Office of the Law Revision Counsel US Code

Substandard Housing

- Lacks one of the fundamental utilities such as water, electricity, or heat.

- Is infested with vermin or mold.

- Lacks a basic functional part such as a working kitchen or a working toilet.

- May present unreasonable dangers to adults, children, or persons with disabilities.

- [Definition from Education for Homeless Children and Youths Program Non-Regulatory Guidance–US-ED.](#) (Page 8.)

- See also: [Guidance for Substandard Housing Determination–OSPI.](#)

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Migratory Students Experiencing Homelessness

A Few Facts About Washington State's Migrant Education Program

- Last three-year average is ~29,168 migrant students ages 3-21, including out-of-school and preschool-aged children.

- Second-largest migrant student population in the nation.

- Top agricultural industry in the nation.

- Diverse fishing industry.

Migrant Program Eligibility

AGE:
3-21 years of age.

SCHOOL COMPLETION:
Has not yet received a high school diploma or equivalent.

MOVE:
Moved to obtain work in the agricultural or fishing industries (by themselves or with their family).

ACROSS DISTRICT BOUNDARIES:
Crossed school district boundaries.

TIME:
Within the last 36 months.

Top Crops in Washington

Number 1
U.S. Producer of:

APPLES

BLUEBERRIES

HOPS

PEARS

SPEARMINT OIL

SWEET CHERRIES

Number 2
U.S. Producer of:

APRICOTS

ASPARAGUS

GRAPES

POTATOES

ALL RASPBERRIES

Number 3
U.S. Producer of:

DRIED PEAS

LENTILS

ONIONS

PEPPERMINT OIL

Seasonal Farmworker

Average Salary Range

$35,360 ➡ **$53,417**

- Average number of months of employment – **10**
- Employment is most often very physical under extreme weather conditions.
- Climate change making it hotter in the summer and increases in wildfires causing smoky conditions.
- Increase in women working in agriculture may lead to increases in affects to reproductive health as well as general health issues.
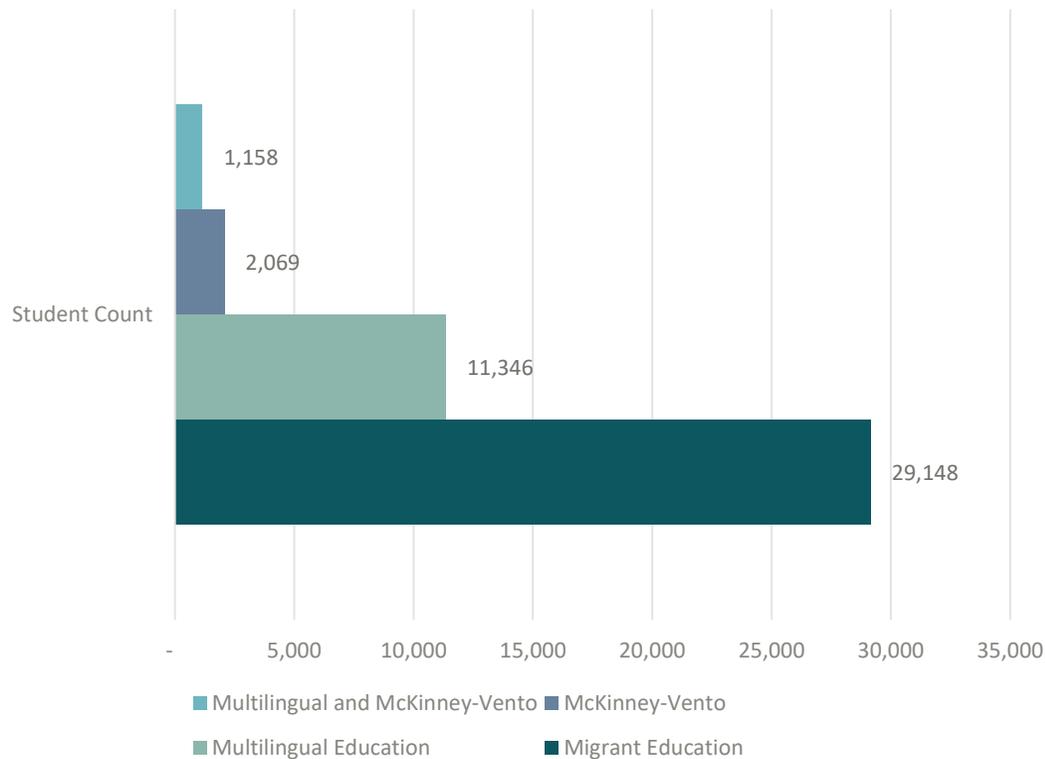
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Washington State Migrant Education Map
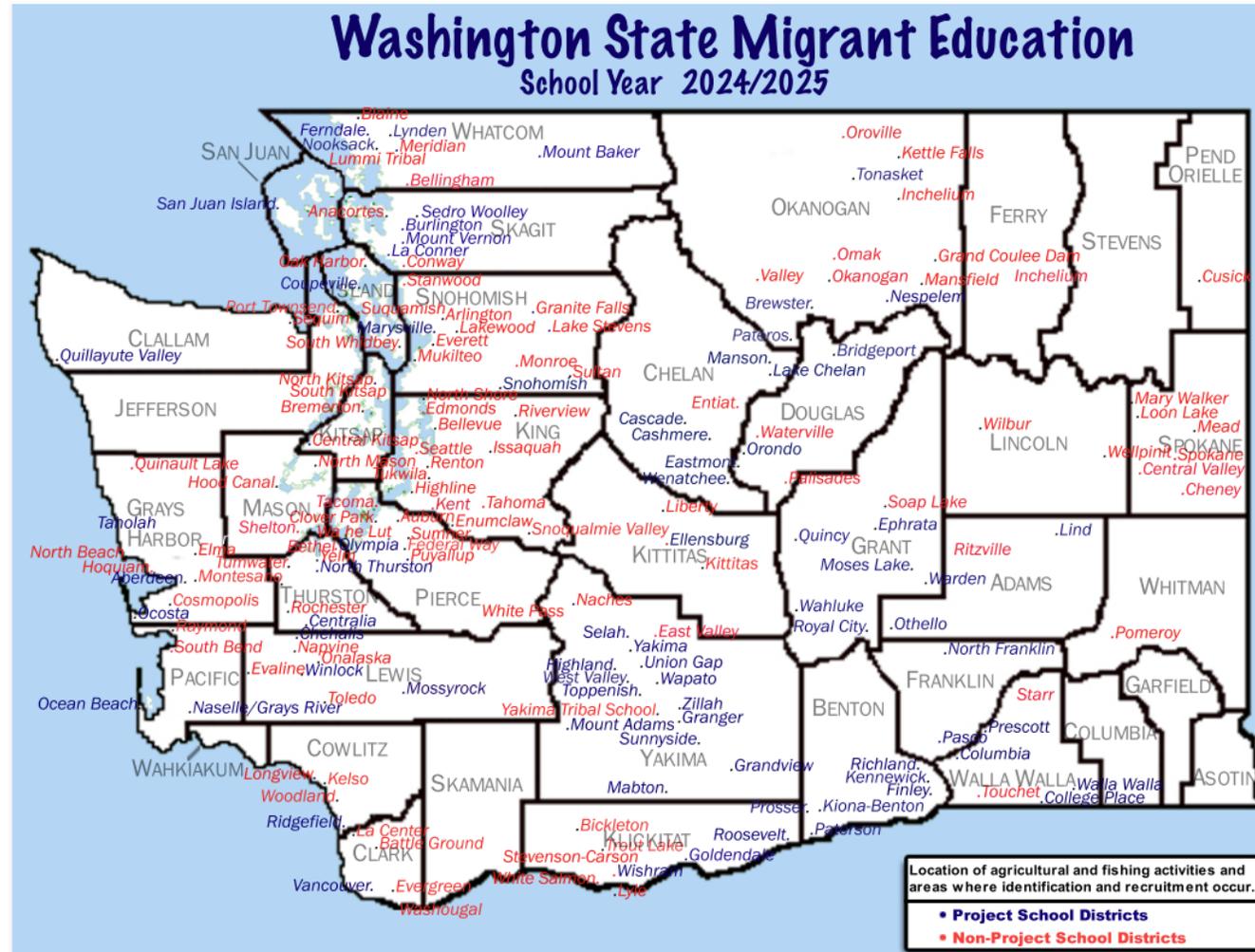
Homeless and Multilingual Programs

Migrant Students by Program

Annual Statewide OSPI Report Card Data		
Category	Student Count	%
Migrant Education	29,148	
Multilingual Education	11,346	39%
McKinney-Vento	2,069	7%
Multilingual and McKinney-Vento	1,158	4%

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Program Purpose ESEA – Section 1301

1. High-quality educational programs and services.
2. Not penalized by disparities among States (curriculum, graduation requirements, and challenging State academic standards).
3. Opportunities to meet challenging State academic standards all children are expected to meet.
4. Overcome factors that inhibit the ability to succeed.
5. Help migratory children benefit from State and local systemic reforms.

Program Goals

- Increase academic achievement in Math, ELA, and Science.
- Increase graduation rate.
- Increase parent and family engagement in their child's learning.
- Provide resources and information to migratory families of resources available in the community.
- Provide services and resources to out-of-school migratory youth ages 16-21.
- Ensure migratory families are identified for program eligibility on a timely basis.
- Provide supplemental health supports to eligible students.

Service Partners

➢ 77 school districts.

➢ 5 Educational Service Districts.

➢ Partner organizations to support services in the summer or specifically engage with out-of-school youth (OSY).

➢ Services and supports in health and dental.

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Considerations for Migratory Students and Families Experiencing Homelessness

- Substandard housing may be only option as they conduct agricultural or fishing activities.

- Families may double-up if housing is limited or the cost is too high to pay by one family.

- Children may have limited space to complete homework.

- Children may have to assist in the home after school and not have an opportunity to complete their homework or engage in other educational opportunities.

How do we attempt to mitigate these challenges?

- If there is a local Migrant Education Program
  - Connect with the district migrant student recruiter
  - Establish a plan for informing each other about the housing situations of the family
- Create a resource directory of local, county, or state organizations and services that families may benefit from, including the local library
- Stay in regular contact with organizations, including churches and non-profit groups, to learn of any additional available resources or changes in services they may provide.
- As much as possible, make materials and resource information available to families in a language or format they understand. The Migrant Education Program may be able to support this effort if it will help migratory families gain access.

Story Time

- https://youtu.be/Lb3P5i-o0Vk
- Bing Videos
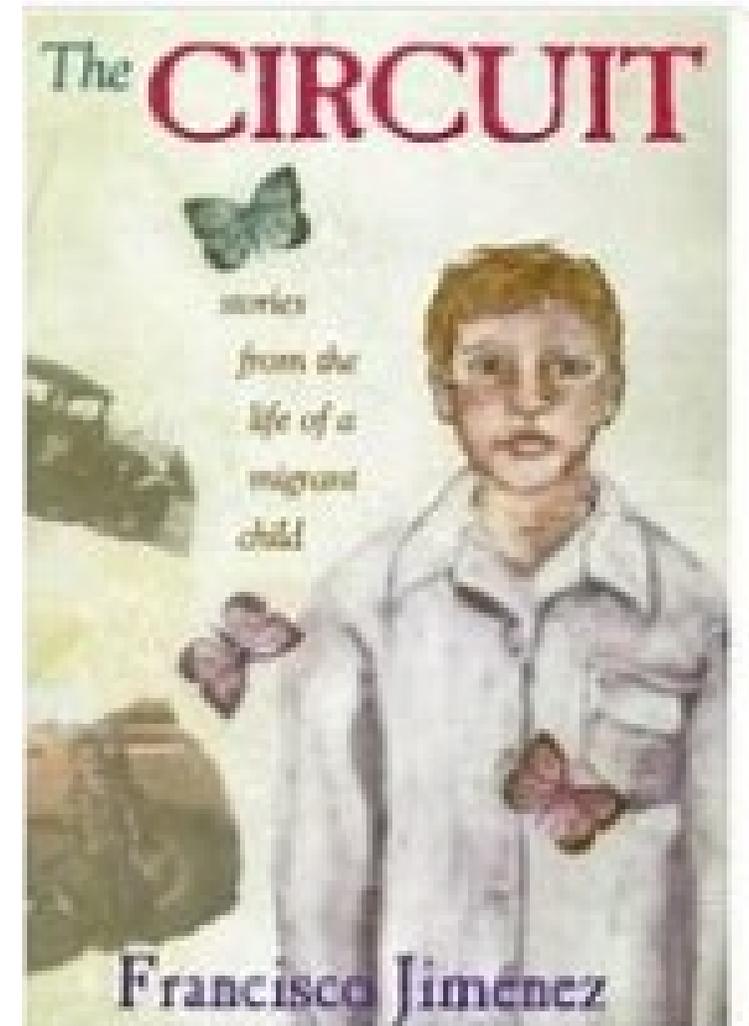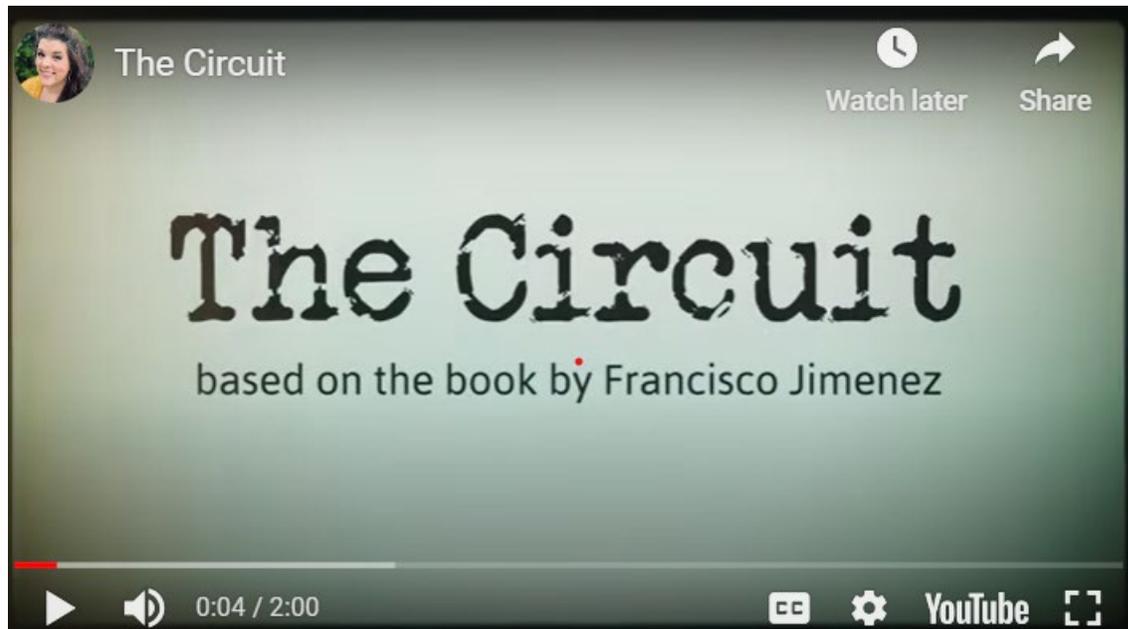
Cardboard Boxes

- Multi-purpose cleaner
- Toilet bowl cleaner
- Toilet brush
- Toilet plunger
- Scrub brush
- Cleaning gloves
- Vacuum
- Duster
- Bucket
- Mop
- Broom
- Dustpan
- Frying pans with lids, small and large
- Saucepan
- Pots, small and medium

- Cutting boards
- Knife set
- Kitchen scissors
- Measuring cups
- Measuring spoons
- Mixing bowls
- Baking sheet
- Plates
- Bowls
- Cutlery
- Glassware
- Mugs
- Kettle
- Can opener
- Corkscrew
- Vegetable peeler

- Cheese grater
- Colander
- Strainer
- Food storage containers
- Laundry detergent
- Stain remover
- Dryer sheets
- Drying rack for items that require air-drying
- Dryer balls
- Silverware trays
- Spice rack
- Basket or container for cooking utensils
- Toothbrush holder

- Toilet plunger and brushholder
- Scissors
- Duct tape
- Electrical tape
- Extension cords
- First-aid kit
- Band-aids
- Antibiotic ointment
- Gauze
- Finger splint
- Tweezers
- Flashlights
- Smoke alarms
- Matches
- Hand-crank or solar-powered phone charger

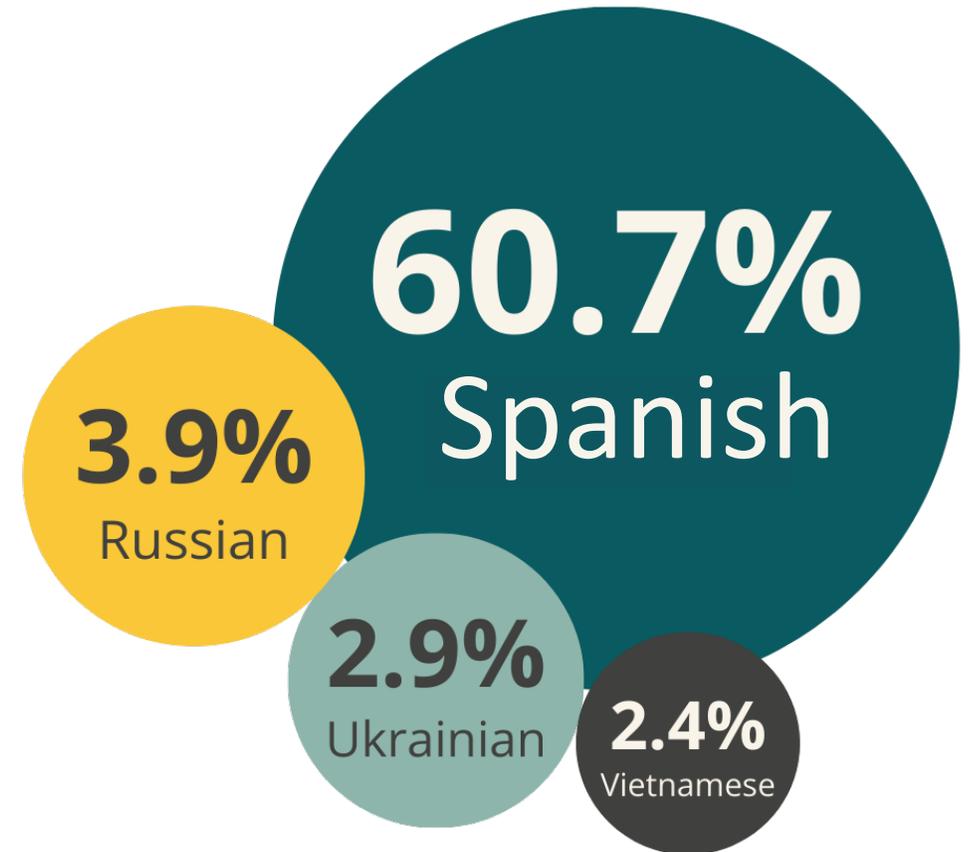If I can only pack 20 items from this list, what would I put in my cardboard box?

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Multilingual Students Experiencing Homelessness

Multilingual Learners in WA State

- About 160,000 multilingual learners in Washington

- 15% of all students

- 266 languages

Top 10 Languages:
- Spanish
- Russian
- Ukrainian
- Dari
- Vietnamese
- Arabic
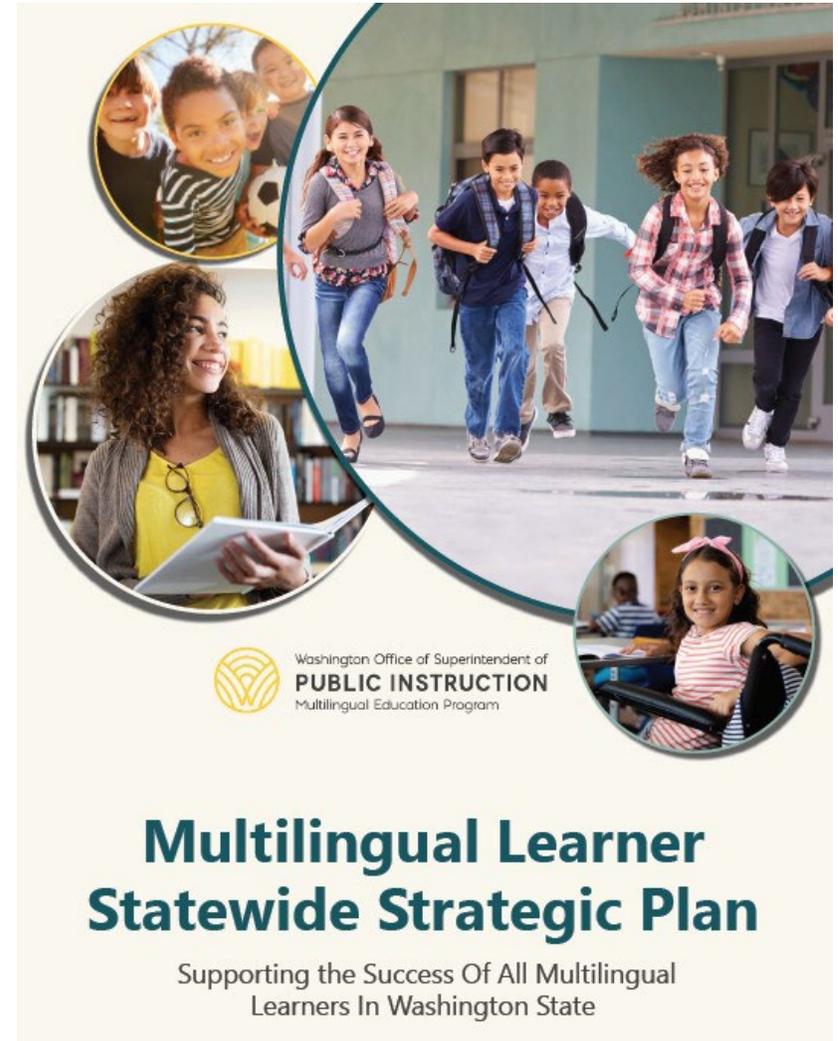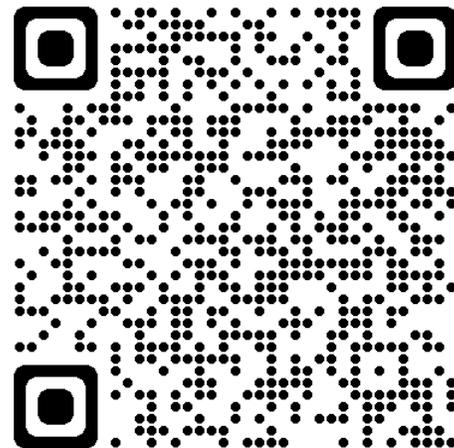- Marshallese
- Mandarin
- Somali
- Pashto

60.7% Spanish

3.9% Russian

2.9% Ukrainian

2.4% Vietnamese

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Multilingual Learner Statewide Strategic Plan

Core Principles:

- Promote Asset-Based Mindsets
- Strengthen Instructional Practices
- Provide Support for Educators
- Engage Students and Families

[ML Strategic Plan](#)

[ML Action Plan Toolkit](#)

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Multilingual Education Program

Multilingual Learner Statewide Strategic Plan

Supporting the Success Of All Multilingual Learners In Washington State

Promote Asset-Based Mindsets

Goal 1: Demonstrate a belief that all multilingual learners can learn and excel in school by fostering a shared responsibility for multilingual learners' success.

PROMOTE ASSET-BASED MINDSETS

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Civil Right Obligations

All Schools Must Meet Civil Right Obligations

- Identification and English language proficiency testing
- English language development services
- Meaningful access to content
- Program evaluation
- Language access for families

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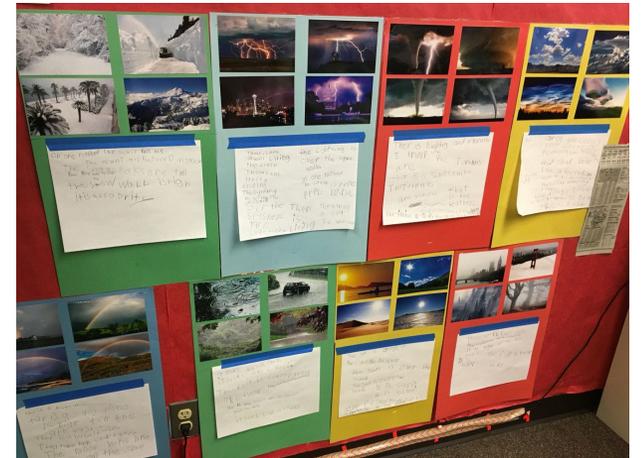# Identification of Eligible Multilingual Learners

- Home Language Survey
  - What language(s) did your child first speak or understand?
  - What language does your child use the most at home?
- English Language Proficiency Screening (WIDA Screener)
- Identified and placed in program
- Family notification within 30 days (15 if mid-year)

| HLS indicates a language other than English (Question 2 or 3) | English language proficiency screener given within 10 **school** days | Student identified as multilingual learner and placed in program | Family notification sent within 30 days (15 if mid-year) |

English Language Development and Accessible Content

- **ELD Services:** Eligible MLs must be receiving services to support English Language Development (ELD) either from or in consultation with a certified EL teacher

- **Accessible Content:** Schools must ensure that content is accessible through ML strategies and supports in classrooms

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Language Access Resources

Language Access Website

- Guidance on Language Access Plans
- Best Practices for Interpretation and Translation
- Family Information on Language Rights
- Language Access Coordinator Roles
- Bilingual Glossary of Terms
- Free Interpreter Training Modules

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Issues for Multilingual Learners Experiencing Homelessness

- New immigrants and refugees may be unfamiliar with the U.S. educational system.

- Families may have difficulty communicating, not understand their rights, and/or be reluctant to share their living situation.

- Refugee resettlement organizations may place families temporarily in hotels, while arranging for permanent housing.

- Unaccompanied minors may have unique housing and work needs that require special arrangements.

REUTERS/Kevin Lamarque

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Scenario #1

- A family has recently arrived through a refugee resettlement agency.

- They are from Afghanistan but have been in multiple countries before arriving in the U.S.

- The agency placed them in a hotel, and the children are eager to start school.

- The agency found permanent housing in an apartment complex, but it is in a different district than the hotel where they live now.

What would you advise them to do?

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Scenario #2

- Luis is an unaccompanied minor from Honduras.

- He lives temporarily with a family member and attends high school in District A.

- He later moves in with a sponsor in District B.

- Luis has transportation through MKV to his original high school in District A but then threatens to drop out because of conflicts with the one and only ELD teacher.

- He drops out of school, moves out of state for a job, and then returns six months later to his sponsor family in District B.

- He wants to re-enroll in school but is still concerned about the EL teacher.

What would you advise Luis to do?

Best Practices

- Use family liaisons, interpreters*, and language lines or apps.

- Have trusted family contacts or school staff help ask sensitive questions to multilingual families.

- Work with refugee resettlement organizations to determine the best way to place students and provide transportation.

- Connect with social workers and sponsors to support immigrants and unaccompanied minors.

* Staff serving as interpreters can access free training through the [Interpreters in Education Canvas Course](#) with clock hours.

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Mastery-based Crediting

Mastery-based crediting* can:

- Reduce impact of records that are missing or cannot be verified.
- Reduce barriers to graduation for newly arrived *and* highly mobile students.

- Multilingual learners can earn World Language Credit by Proficiency and the Seal of Biliteracy through tests.

- Credit can also be earned based on review of foreign transcripts. See our ML Policies & Practices Guide Appendix A for guidance on transcript review.

*School boards will need to adopt policies and districts will need to create procedures for mastery-based crediting. Sample policies are available from WSSDA (See 2000 Series).

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Grade-Level Progressions and Partial Credit Requirements

- RCW 28A.320.192: On-time grade level progression and graduation of students who are homeless, subject to a dependency proceeding, at-risk youth or children, or have been released from an institutional education facility—Rules.

- On-Time Grade Level Progression and Graduation for Highly Mobile Students—A Guide to Implementing RCW 28A.320.192

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Exit Ticket

- Share something new you learned or something you will apply right away after today's workshop.
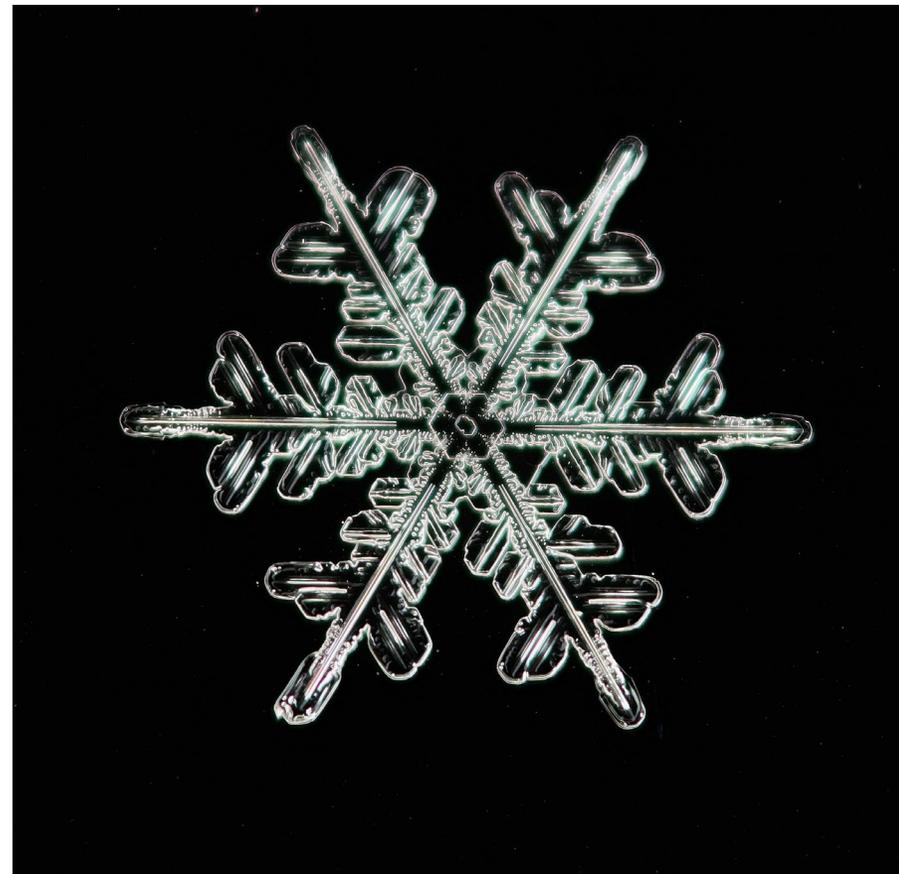
Contact Us

- Thank you for joining us today!
- HomelessEd@k12.wa.us
- Elizabeth.Schmitz@k12.wa.us
- Sylvia.Reyna@k12.wa.us
- Kristin.PercyCalaff@k12.wa.us

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Questions?

- Topical Breakout Rooms
  - Migratory with Sylvia.
  - Multilingual with Kristin.
  - McKinney-Vento with the Homeless Ed team.
- Choose one or move between them.
- We will not return to the main room after breakout sessions.

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Contact OSPI

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