

BACK TO BASICS

Christy Hendricks, OPI Foster Care Point of Contact
Serena Wright, OPI State Homeless Coordinator



AGENDA

McKinney-Vento Act (Homeless Law) and definition
Liaison Duties
Foster Care definition
Foster Care Points of Contact Roles/Responsibilities
Rights
Barriers
Transportation
Resources

LINE OF ONE

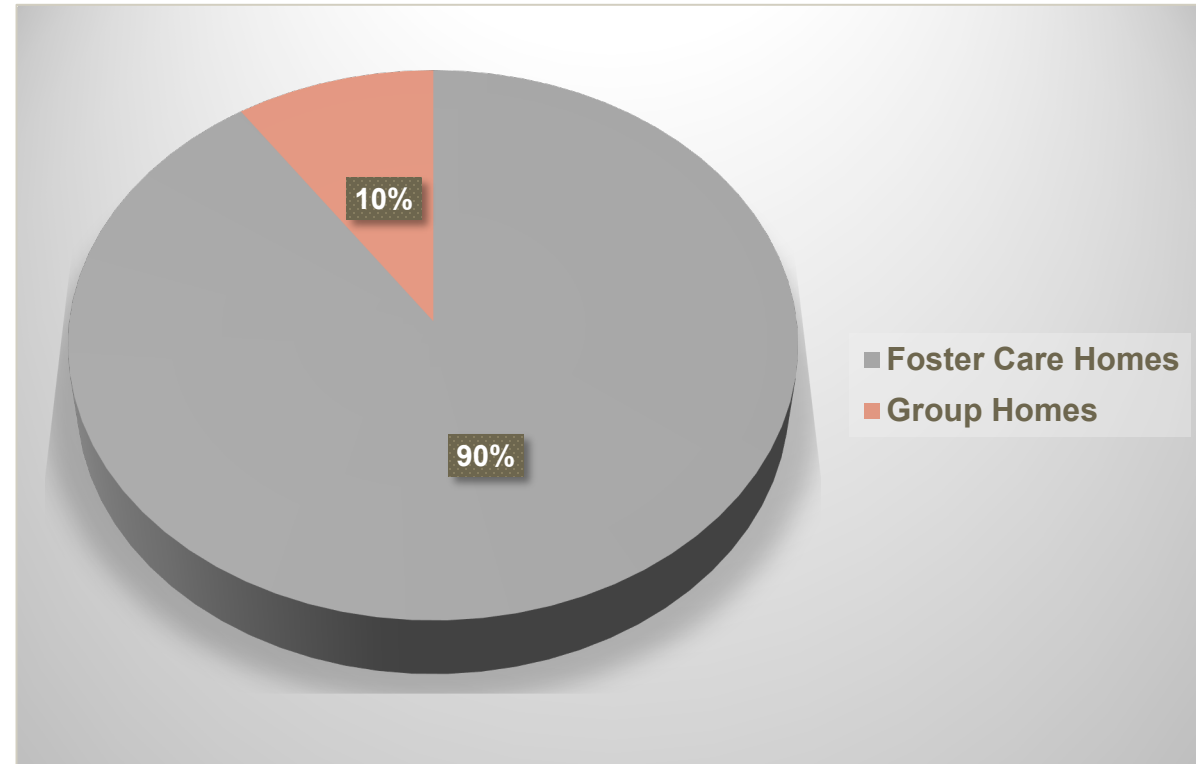


FOSTER CARE DEFINITIONS

State of Montana placements excluding Tribal Foster Care.

- Group Home
- Foster Care Home
- Students in foster care make up 4.33% of the total population of MT public school students.
- 2021-2022 Data is only from Foster Care students that are enrolled in public schools.

[Foster Care Program - OPI](#)



MCKINNEY-VENTO DEFINITION OF HOMELESS

Means individuals who lack a fixed, regular, and adequate nighttime residence

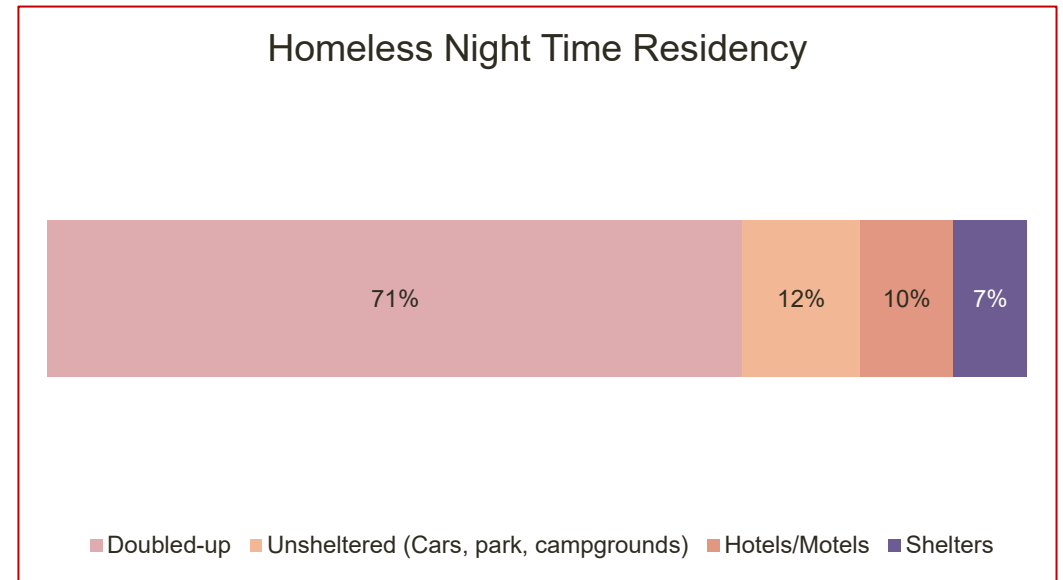
And includes —

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

HOMELESS DEFINITIONS

Foster children often come from homeless situations or return to homeless situations.

- Doubled up
- Unsheltered ([Substandard housing](#))
- Hotel/Motel
- Shelter (including transitional housing)



- 3.1% of MT public school students experience homelessness in 2021-2022 school year.
- Unaccompanied Homeless Youth

[Homeless Children and Youth Program - OPI](#)

WHAT IS THE DIFFERENCE?

Foster

Law – Title I, Part A of ESSA

Staff - Point of Contact (only required if there are foster kids)

Funding - *Title I, Part A

Only covered while in foster care

DPHHS shares names with OPI – no current agreement with any tribal social services

Homeless

Law – Title VII, Part B of McKinney-Vento

Staff – Homeless Liaison (required for all)

Funding – MV subgrants and Title I, A set aside

Covered for the whole school year

Schools identify students in state student information system

HOMELESS LIAISON/FOSTER CARE POINT OF CONTACT ROLES

Every district has a staff member serving as a [homeless liaison](#) or [foster care point of contact](#).

[Foster Care Guidance Toolkit](#)

[Homeless Liaison Toolkit](#)



STUDENT RIGHTS

- Immediate enrollment without documentation (or a guardian)
- School of origin (best interest determination)
- Transportation
- Free school meals
- Equal Access and Educational Equity
- School counselor assistance with the FAFSA
- Montana School Board Policies

IMMEDIATE ENROLLMENT

Student must be enrolled and fully attending within 24-48 hours

No documentation is required (immunizations, birth certificates, transcripts, IEPs, guardianship paperwork, court placement records, etc.)

- Schedules can be determined based on placement testing, age of the student, or on what the child remembers studying
- IEP accommodations can be temporary pending the arrival of paperwork, most IEPs written in Montana are located in an online database
- IEPs should be updated ASAP if the foster parent/social worker feels the child's needs have changed (we highly recommend this for children entering state custody for the first time)
- IEP evaluations can be requested prior to enrollment (we highly recommend this for children entering foster care who may have intellectual or behavioral needs)
- A 504 plan can be requested for students who do not qualify for an IEP, but who are impacted by PTSD or other issues

When a child enters foster care, even though they live here...



FC Placement



New School



Bio Family



School of Origin



...they have the right to attend school here!

When a child changes placement, even though they live here...



New FC Placement



New School



Old FC Placement



School of Origin



...they have the right to attend school here!

SCHOOL SELECTION-HOMELESS

School of origin

- School attended when permanently housed
- School in which the student was last enrolled, including preschool and feeder school pattern

Local attendance area school

- Any public school that students living in the same attendance area are eligible to attend

*PURPOSE:
Minimal disruption...stability*

[Student Residency](#) on TransACT HS-03

INFINITE CAMPUS

Foster Care – There will be a New Tab – **STATE Youth Facility**

The screenshot displays the Infinite Campus navigation menu and tool grid. On the left, the 'Student Information' menu is expanded, with a green arrow pointing to the 'General' sub-menu. The main tool grid contains various categories: Assessment, Behavior, Transportation, Fees, Lockers, Contact Log, Graduation, Standards, Athletics, Ad Hoc Letters, Waiver, Records Transfer, Report Comments, Person Documents, State Assessment Test Settings, Forms, STATE Youth Facility (highlighted with a purple box), Blended Learning Group Assignments, OLR Information, Summary, Profile, Enrollments, Schedule, Attendance, Flags, Grades, Transcript, and Credit Summary. Below the grid are four print buttons: 'Person Summary Report', 'Person Summary Report w/ Picture', 'Print Mailing Label', and 'Print Envelope'. At the bottom, a 'Person Information' section is visible with a 'PersonID' field and a 'New Summary Tab' button.


STATE YOUTH FACILITY

Summary	Profile	Enrollments	Schedule	Attendance	Flags	Grades	Transcript	Credit Summ
Transportation	Fees	Lockers	Contact Log	Graduation	Standards	Athletics	Ad Hoc Letters	
Report Comments	Person Documents	State Assessment Test Settings	Forms	STATE Youth Facility	Blended			

Save **New Status** **Delete**

Date	Time	Custom Data
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STATE Youth Facility


***Status Date**
09/06/2023 

Student's Start Date in a Facility

Status Time
10:52 PM

***Facility Name**

Enter End Date When a Student Leaves

End Date
 

FACILITY LIST

Summary Profile Enrollments Schedule Attendance Flags Grades Transcript Cred
Transportation Fees Lockers Contact Log Graduation Standards Athletics Ad Hoc Letters
Report Comments Person Documents State Assessment Test Settings Forms **STATE Youth Facility** B

Save **New Status** **Delete**

Date	Time	Custom Data
ANCF: Anaconda: Clark Fork Group Home - AWARE		
ANCS: Anaconda: Cedar Street - AWARE		
ANDH: Anaconda: Discovery House		
ANGC: Anaconda: Gold Creek Group Home AWARE		
ANMP: Anaconda: Mount Powell Group Home - AWARE		
ANPI: Anaconda: Pintlar Group Home - AWARE		
ANWA: Anaconda: Washoe Group Home - AWARE		
AHSS: Ashland: Shilo/St. Labre Youth Group Home		
BICU: Billings: Custer Group Home/MT Community Services Inc		
BIMA: Billings: Miles Avenue Group Home/MT Community Services Inc		
BIPH: Billings: Parkhill Group Home/MT Community Services Inc		
BIRE: Billings: Rivers Edge Group Home Youth Dynamics		
BIRV: Billings: Rimview Group Home Youth Dynamics		
BIST: Billings: Star Youth Home Youth Dynamics		
BITL: Billings: Timberline Group Home - AWARE		
BIYS: Billings: Youth Services Center - Shelter Care		
BRBN: Browning: Blackfeet Nurturing Center		
BUAY: Butte: Alliance for Youth/Youth Transition Center		
BUBE: Butte: Butte Elementary		

Facility List

Status Time
10:52 PM

End Date

TRANSPORTATION

Right to transportation to the school they will be attending. This includes any extra-curricular activities.

Limited to 60 miles or 60 minutes one way.

MTSBA Policies (Make sure these are updated!!!!)

- 3121
- 3125
- 8100

[TransAct Parent Notice](#)

[TransAct Form – FC-04](#)



EQUAL ACCESS

Homeless and foster students cannot be placed in segregated classrooms or programs.

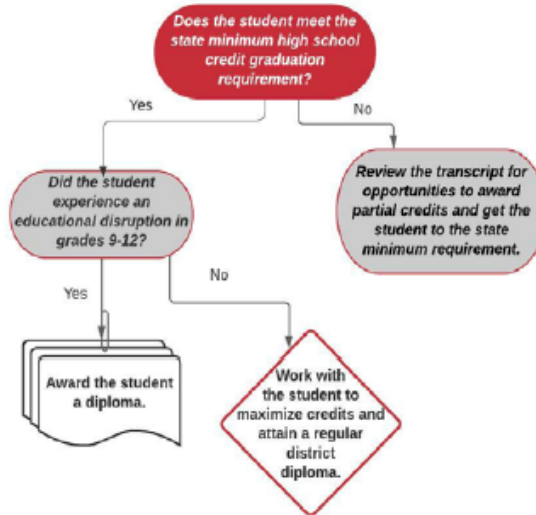
Academic Programs

- AP, Honors, IB, Dual enrollment, etc.
- Gifted and Talented
- Career and Technical Education (including dual enrollment, certification, and work-based learning)

Extra-curricular activities

- Athletics
- Fine Arts (band, choir, etc.)
- Career and Technical Student Organizations (FFA, FCCLA, BPA, etc.)
- Clubs, Honor Societies, Yearbook, or other school sponsored activities

Review all current seniors to determine those who do not have enough credits to graduate from the district.



Please remember along the way:

- Strive for equity (equity vs. equality)
- Fair is not always equal/same
- Sometimes it is easier to ask for forgiveness than permission – do what is right by students and for students
- We are here to serve all students – the ones with barriers need our service the most

SB 18: The Law

“AN ACT ALLOWING CERTAIN HIGH SCHOOL STUDENTS WHO MEET THE STATE MINIMUM GRADUATION CREDIT REQUIREMENT TO RECEIVE A DIPLOMA FROM A DISTRICT THAT HAS A HIGHER CREDIT REQUIREMENT; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE.”



Applies to state graduation requirements

- For students who meet the state minimum high school credit requirement for graduation, as set forth in Chapter 55 by the Montana Board of Public Education, but will not meet the local requirement
- The district must award the student a diploma.

http://www.mtrules.org/gateway/ruleno.as_p?RN=10.55.905

Educational Disruptions:

Educational disruptions include:

- Homelessness
- Child Welfare System Involvement
- Juvenile Justice System Involvement
- Medical or Mental Health Crisis
- Another event approved by the Board of Trustees




These educational disruptions must have occurred some time during grades nine through twelve.

Why award partial credit to students with educational disruptions?

Students face numerous barriers, often these are beyond their control, to successfully complete school in a timely manner.

- Frequent school transfers
- Moves during semester - credit has not yet been awarded
- Loss of attendance
- Changes in curriculum/grad requirements from school to school
- Lack of support/advocacy
- Loss of educational records
- Anxiety associated with uncertainty/instability
- Potential health (physical and mental) concerns
- Increased risk of failure/dropping out
- Etc.

GRADUATION DATA

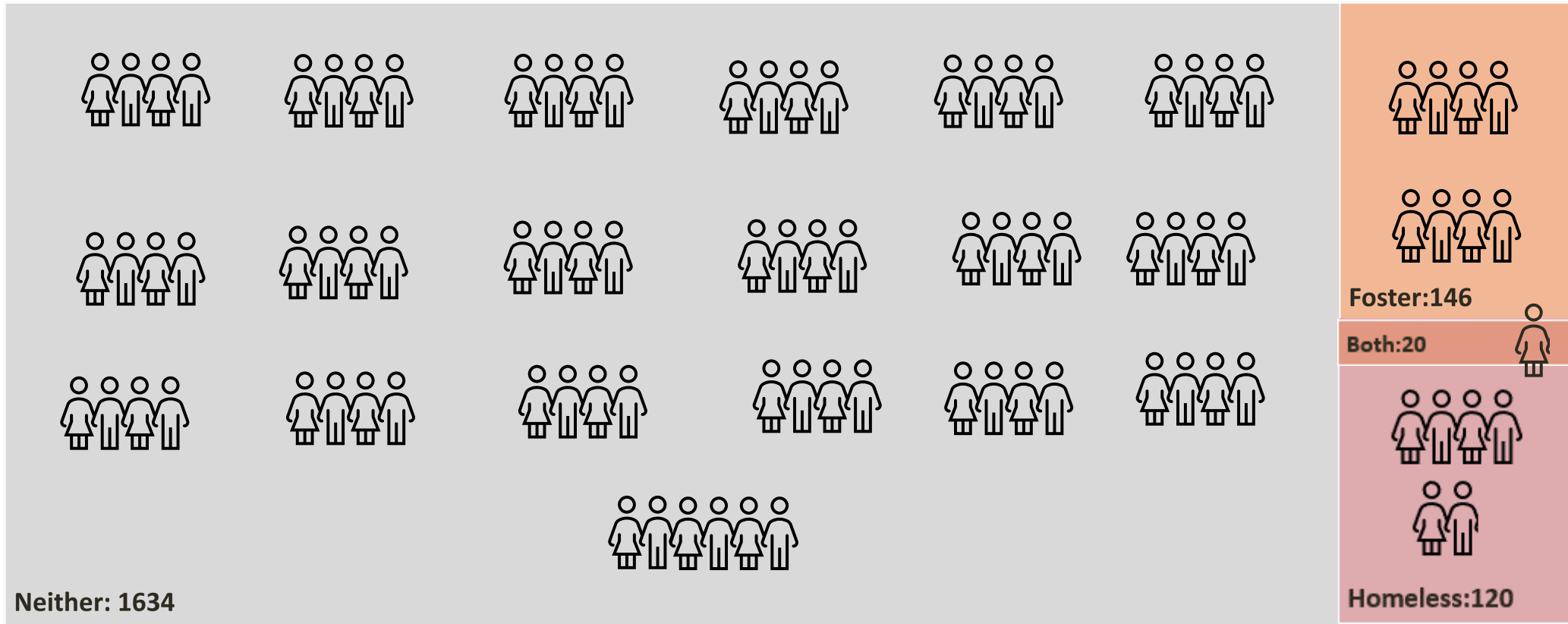
Graduation Rate			
			4-year Cohort
All Students			
		State	86% 
Foster Care			
		State	58% 
Homeless			
		State	64% 

**Graduation Rate Data is from 2021-2022 School Year



DROP OUT DATA

MT state dropout rate is 3.99%, of those 7.6% were homeless, 6.3% had been in foster care and 1% were both.



**Data is from 2021-2022 School Year. 1 person = 20 students. Includes grades 7-12th.

INSTABILITY CREATES EDUCATIONAL BARRIERS

Educational disruption due to changing schools, often multiple times

High rates of absenteeism and dropping out

Undiagnosed learning disabilities or special education needs

Inability to focus on studies due to:

- Trauma of losing your home, belongings, routines, friends, loved ones
- Lacking basic needs: food, clothing, health care
- Stress over where you will sleep
- Other mental health conditions
- Working long hours
- Not understanding curriculum

Feeling embarrassment, shame, and alone

ADDITIONAL BARRIERS IN RURAL AND TRIBAL AREAS

Resources, including transportation and mental health, are limited.

Families are reluctant to disclose homelessness; identifying students is a challenge.

Many families are living with relatives, it may be cultural. And maybe those families are also facing hardships/in-transition

More difficult for local liaisons and other school staff to reach out to families over long distances.

COMMUNITY SUPPORTS

- Athletic fees
- Tickets to attend events (even for families)
- Graduation supplies (yearbook, invitations, senior pictures)
- Prom dresses

Food bank-<https://www.foodpantries.org/>

Public library

Churches

Athletic Booster Club

Head Start



KEEP IN MIND

- 1) Recognize that a child is going into survival mode and respond in a kind, compassionate way.
- 2) Create calm, predictable environment.
- 3) Praise publicly and criticize privately.
- 4) Adapt your mindfulness practice.
- 5) Take care of yourself.

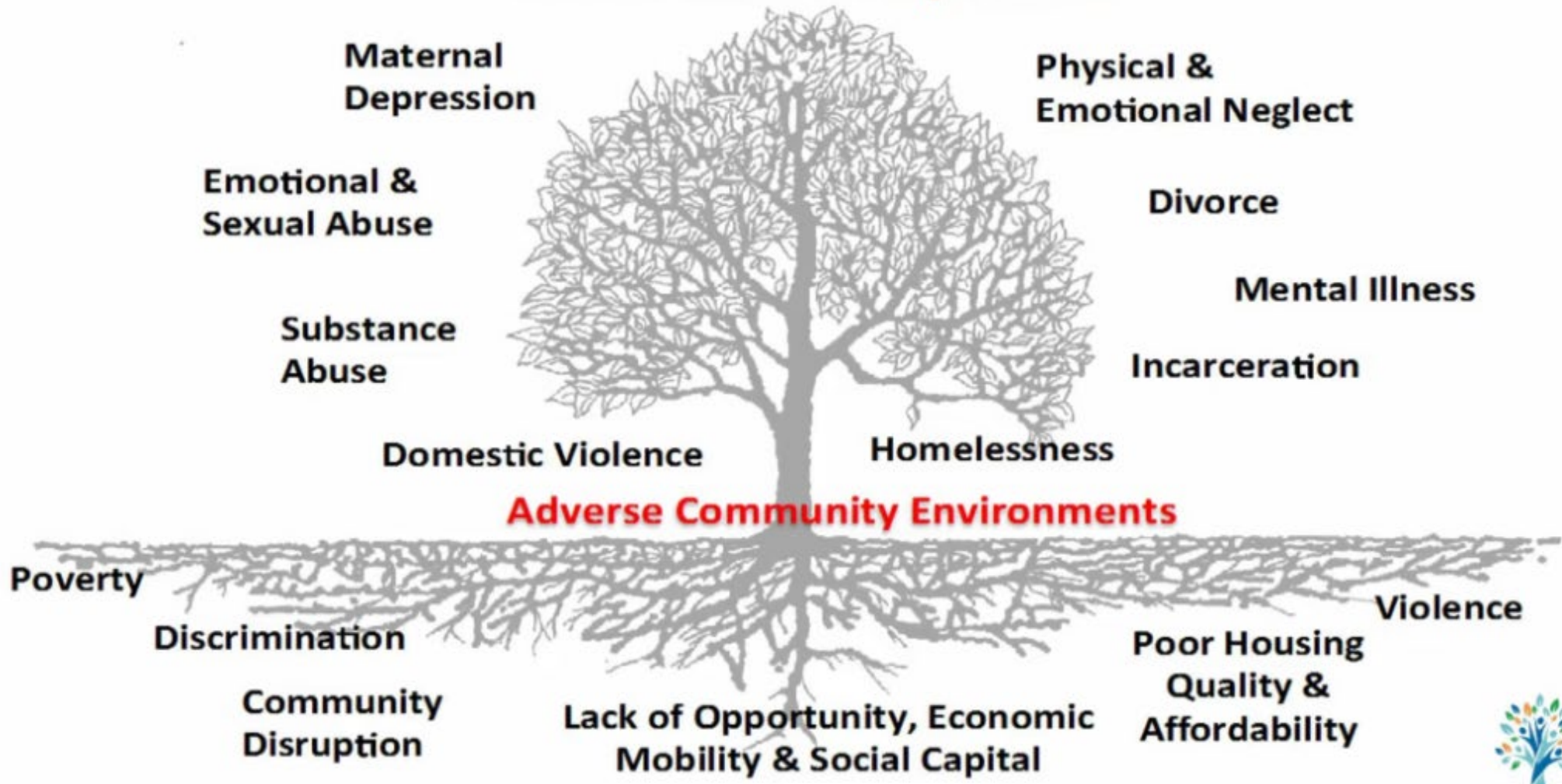


[More information on school strategies for complex trauma.](#)

[Taking a trauma-informed lens on food insecurities](#)

The Pair of ACEs

Adverse Childhood Experiences



Center for Community Resilience

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ACEs can have lasting effects on...



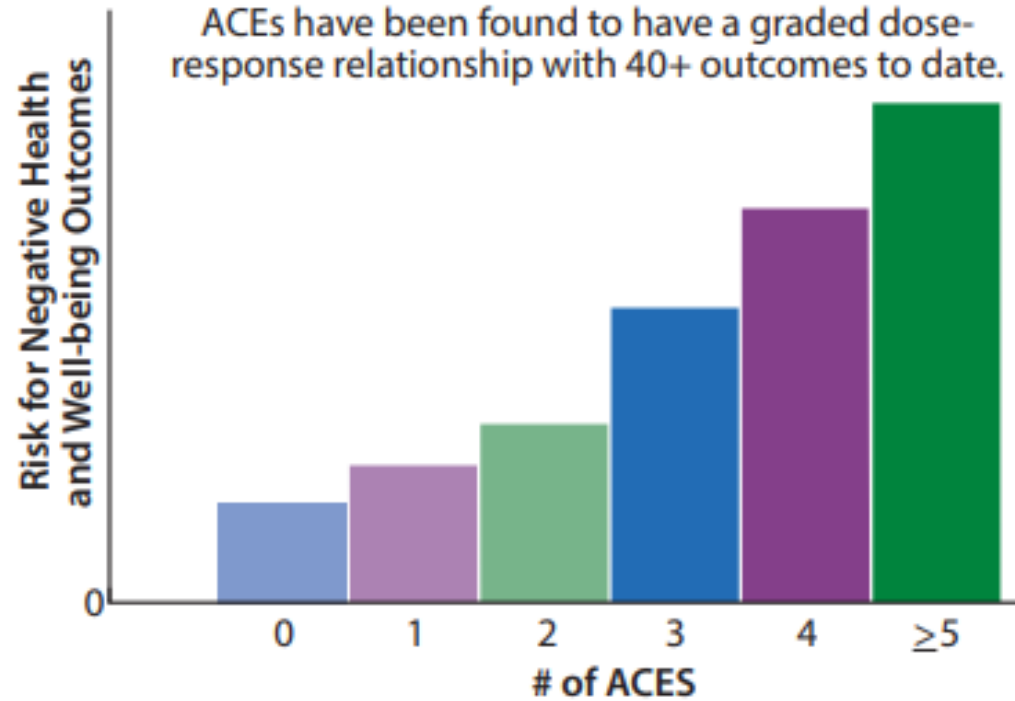
Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)



Behaviors (smoking, alcoholism, drug use)



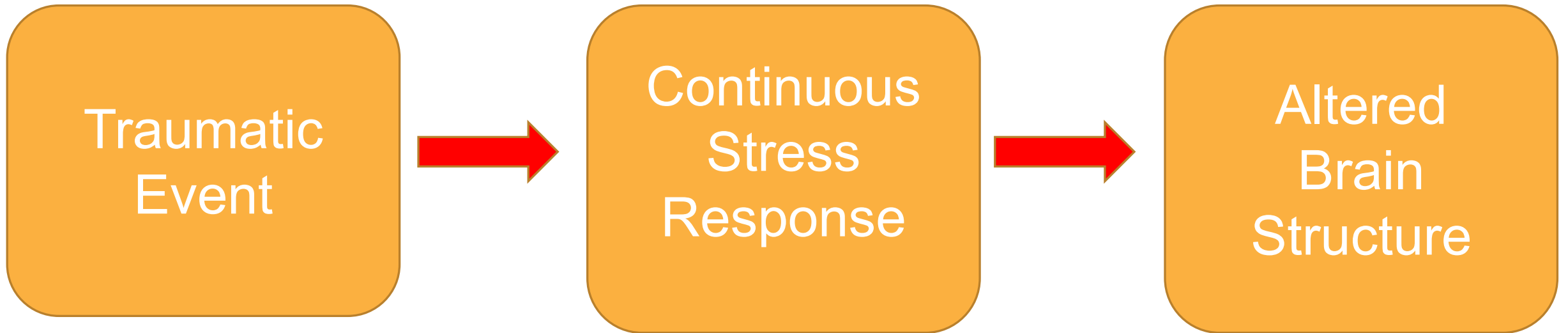
Life Potential (graduation rates, academic achievement, lost time from work)



*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

[CDC Vital signs-long-term effects](#)
[CDC info, links, PD, and studies about ACEs](#)
[Morbidity and Mortality Research-CDC](#)
[Prevent, lessen immediate and long-term harm](#)

Trauma changes the brain architecture.



SINGLE EXPOSURE TO TRAUMA

May cause

- Headaches and stomachaches
- Jumpiness
- Intrusive thoughts
- Interrupted sleep and nightmares
- Anger and moodiness
- Social withdrawal
- Any of these can interfere with concentration and memory

COMPLEX TRAUMA

Influences children to

- Believe the world is unsafe and they can't depend on adults to keep them safe
- Think there is no justice or fairness in life
- Be suspicious and distrustful; overreact to minor disagreements or misunderstandings; have difficulty creating healthy relationships
- Be uncomfortable and react negatively to praise and unconditional love

WHAT TRAUMA LOOKS LIKE IN STUDENTS

Thinking others are violating your personal space, e.g., “What are you looking at?”

Blowing up when told what to do by an authority figure

Fighting when criticized or teased by others

Resisting transition or change

Hording or stealing food; eating excessively fast

Writing, drawing, coloring so hard it tears paper

TRIGGERS

False alarms that remind of traumatic events

Children with early trauma may retain implicit memories of abuse

- Physical or emotional sensations can trigger these memories, causing flashbacks, nightmares, or other reactions

Triggers can include

- Sights - door closing, dark room, ketchup
- Sounds – tone, accent, loud noises, arguing
- Taste or texture of food
- Feeling - being too close/touching, feeling alone
- Smells – cologne, tobacco, alcohol, drugs

HELPING STUDENTS REGULATE

When overwhelmed by a trigger, the parts of the brain become disassociated

- Logical, speaking side of brain shuts down
- Emotional, reactionary side of brain takes over

Help students regulate by

- Removing the trigger
- Changing the type of activity
- Getting them to do anything calming
 - Listening to music 60 bpm or less
 - Reading in the corner
 - Holding transitional objects

PUNISHMENT VS. CONSEQUENCES

Punishment

- Enforces obedience
- Asserts power & control
- Often causes resentment & rarely teaches what you want them to learn
- Leaves student feeling helpless, powerless & shamed

Consequences are

- Designed to teach, change, or shape behavior
- Aimed at helping students learn how to make better choices
- Logical and clearly connected to behavior
- Given empathetically, respectfully and reasonably based on student's behavior

BE GENUINE...

Be happy they are there...

You have no idea what it took for them to get to school that day

Build relationships, be vulnerable, talk to the kids/staff

Every person has 4 basic needs: Accepted, Significant, Protected, Purpose

YOUTH RISK BEHAVIOR SURVEY DATA

Statewide the reported rate of homelessness was almost 4%, in Montana.

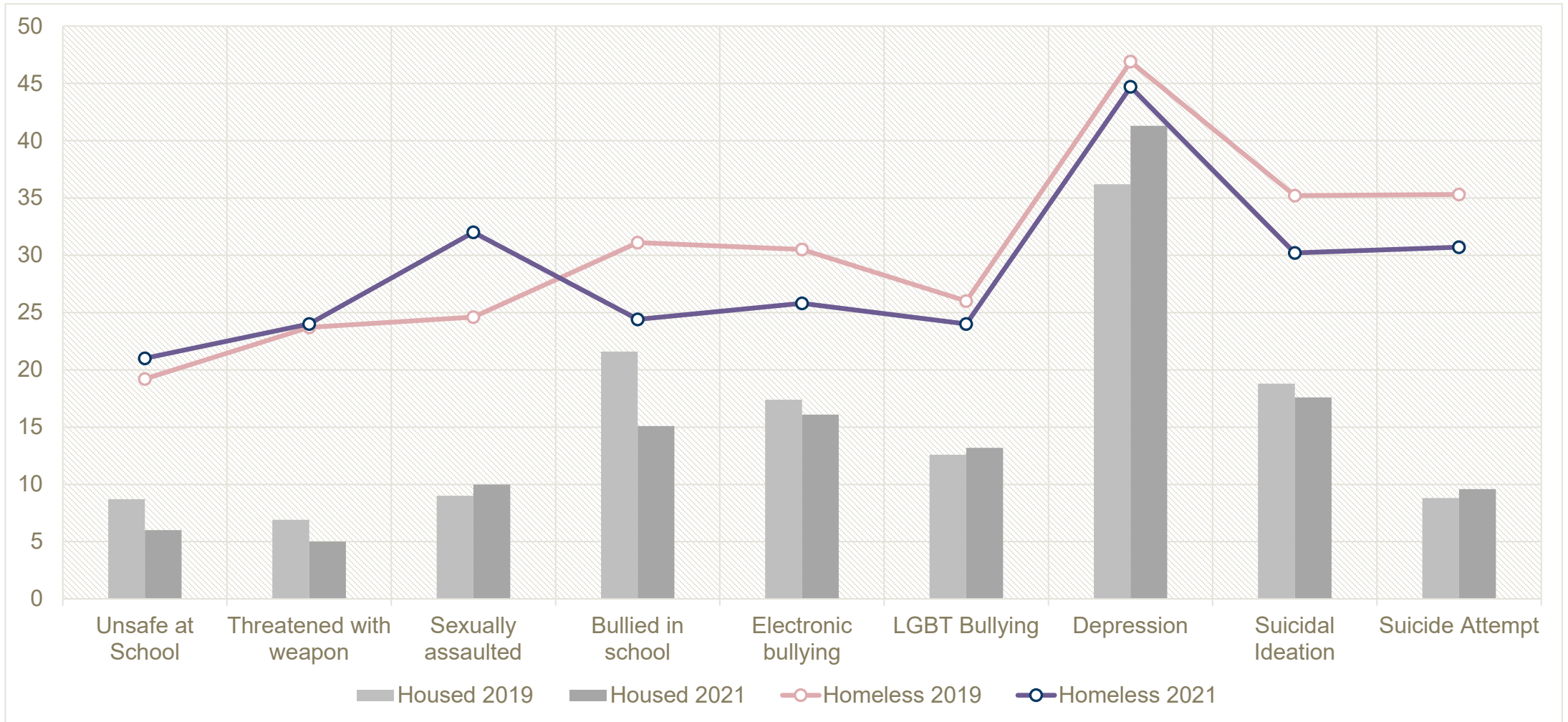
In some urban districts in Montana, it was as high as 10% of all students who responded to the survey.

*The 2021 YRBS was conducted in February-March 2021

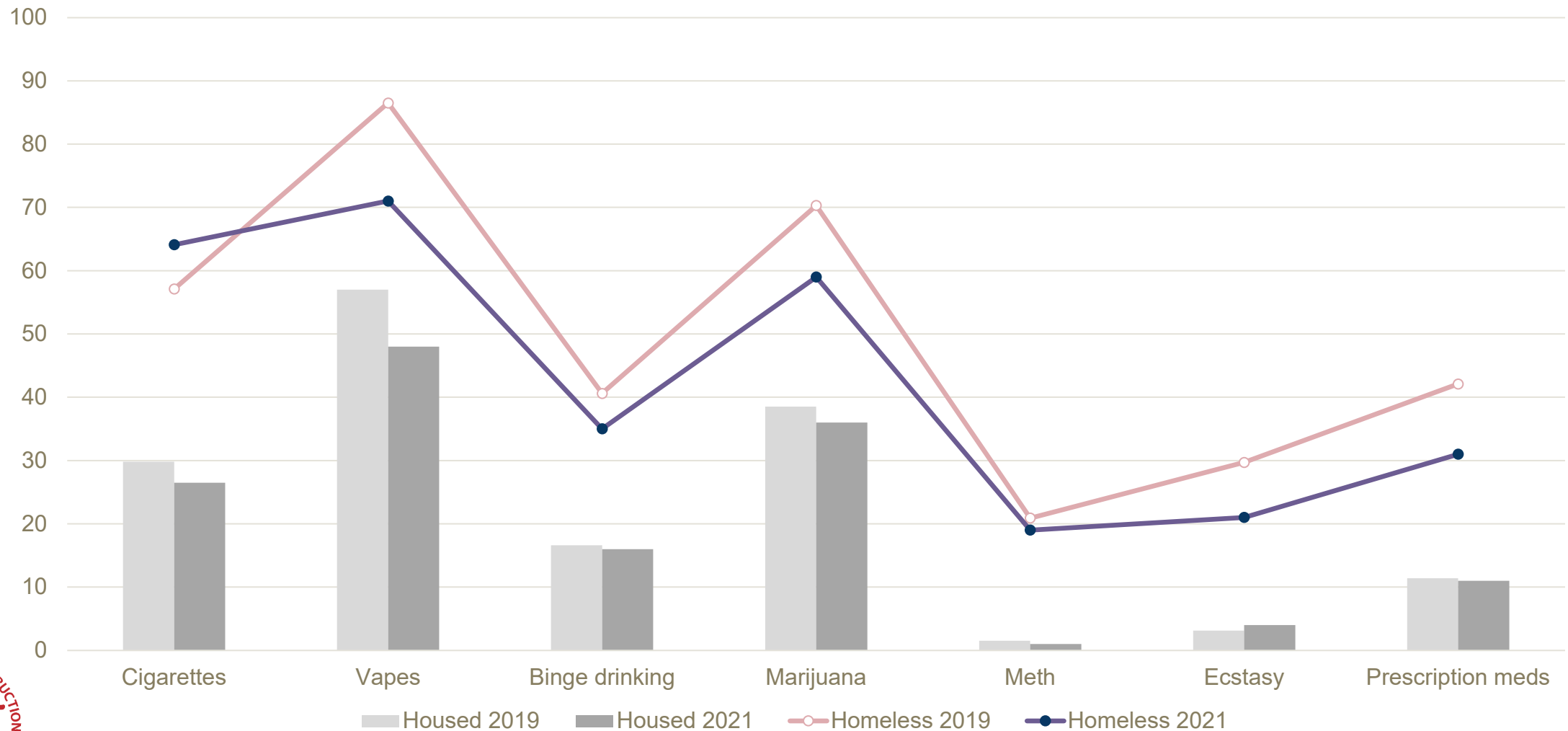
[2019 Youth Risk Behavior Survey Special Report: Homelessness](#)

[2021 Youth Risk Behavior Survey Special Report: Homelessness](#)

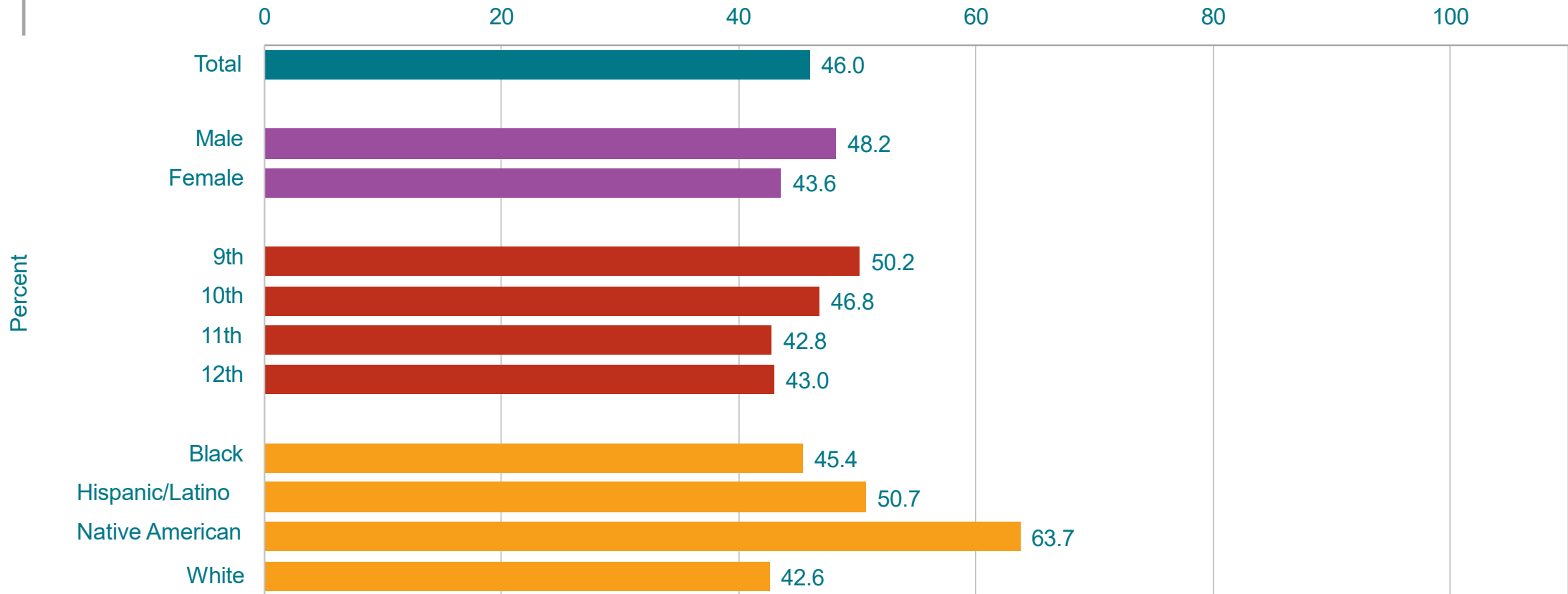
SELF-REPORTED RISK FACTORS



SELF-REPORTED SUBSTANCE ABUSE



PERCENTAGE OF HIGH SCHOOL STUDENTS WHO DID NOT ALWAYS WEAR A SEAT BELT,* BY SEX,† GRADE,‡ AND RACE/ETHNICITY,‡ 2021

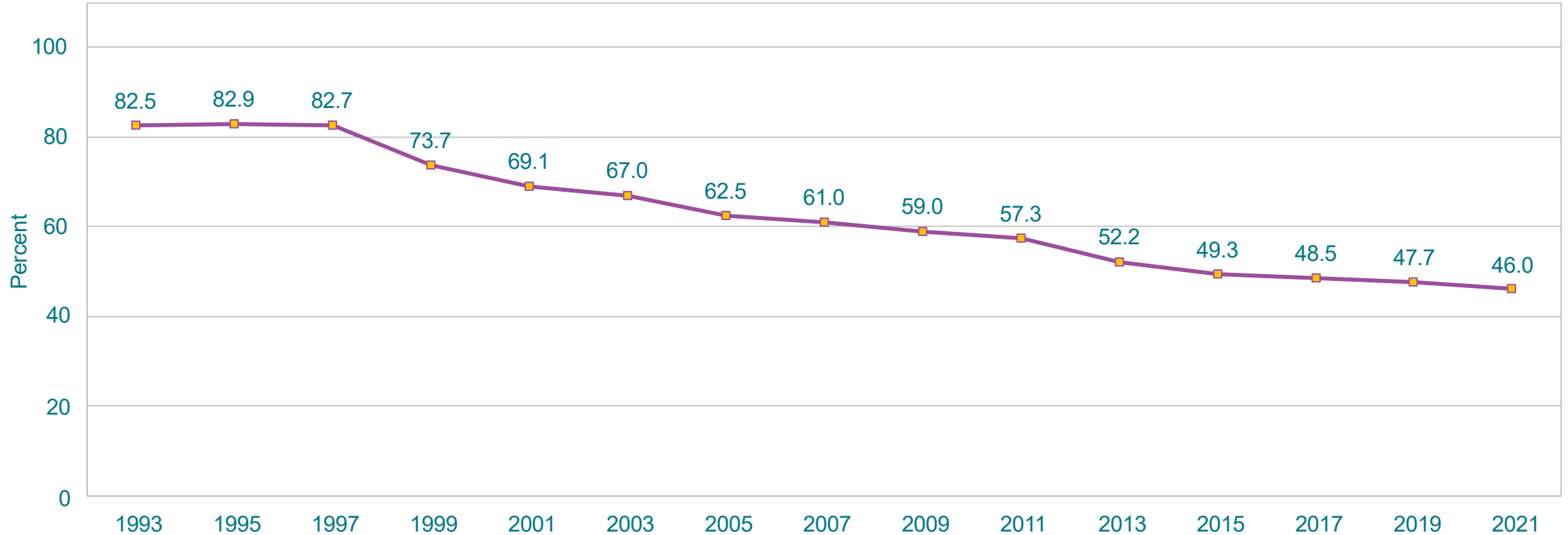


Percent

*When riding in a car driven by someone else
 †M > F; 9th > 11th, 9th > 12th; H > W, N > B, N > H, N > W (Based on t-test analysis, p < 0.05.)
 ‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.



PERCENTAGE OF HIGH SCHOOL STUDENTS WHO DID NOT ALWAYS WEAR A SEAT BELT,* 1993- 2021†

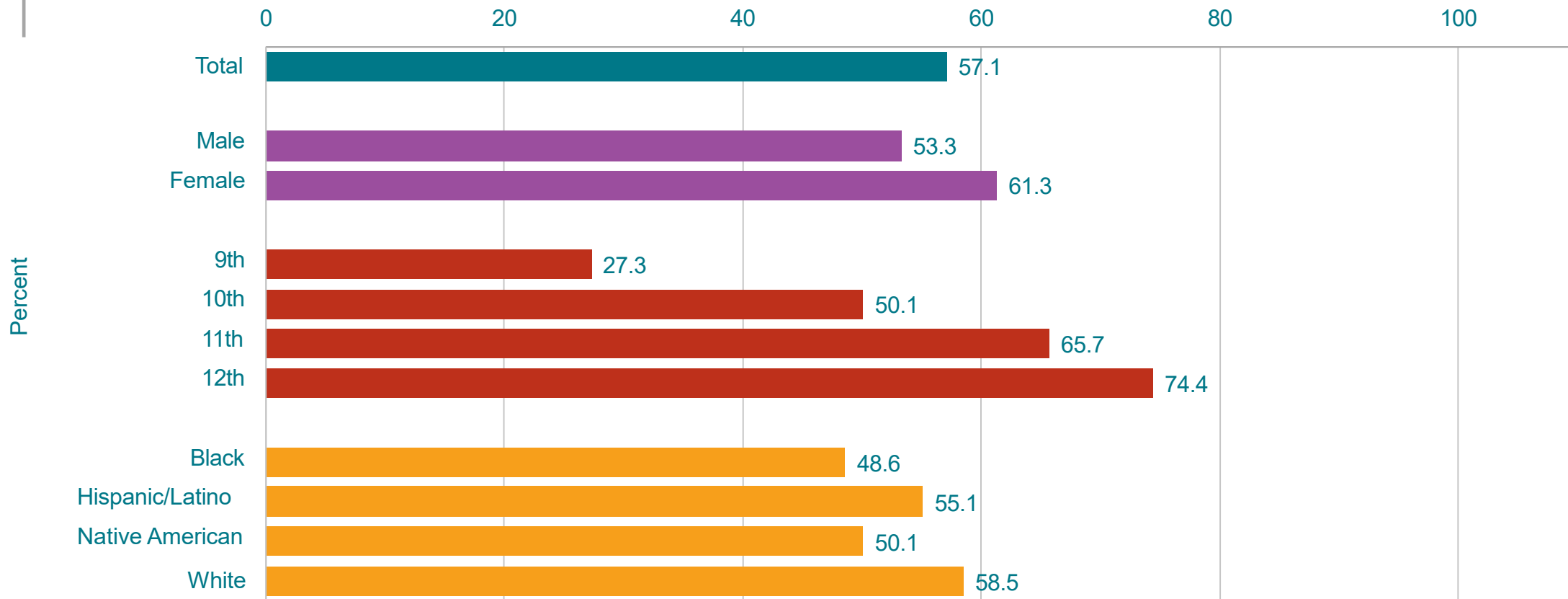


*When riding in a car driven by someone else

†Decreased 1993-2021, no change 1993-1997, decreased 1997-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).] This graph contains weighted results.



PERCENTAGE OF HIGH SCHOOL STUDENTS WHO TEXTED OR E-MAILED WHILE DRIVING A CAR OR OTHER VEHICLE,* BY SEX,† GRADE,† AND RACE/ETHNICITY,† 2021



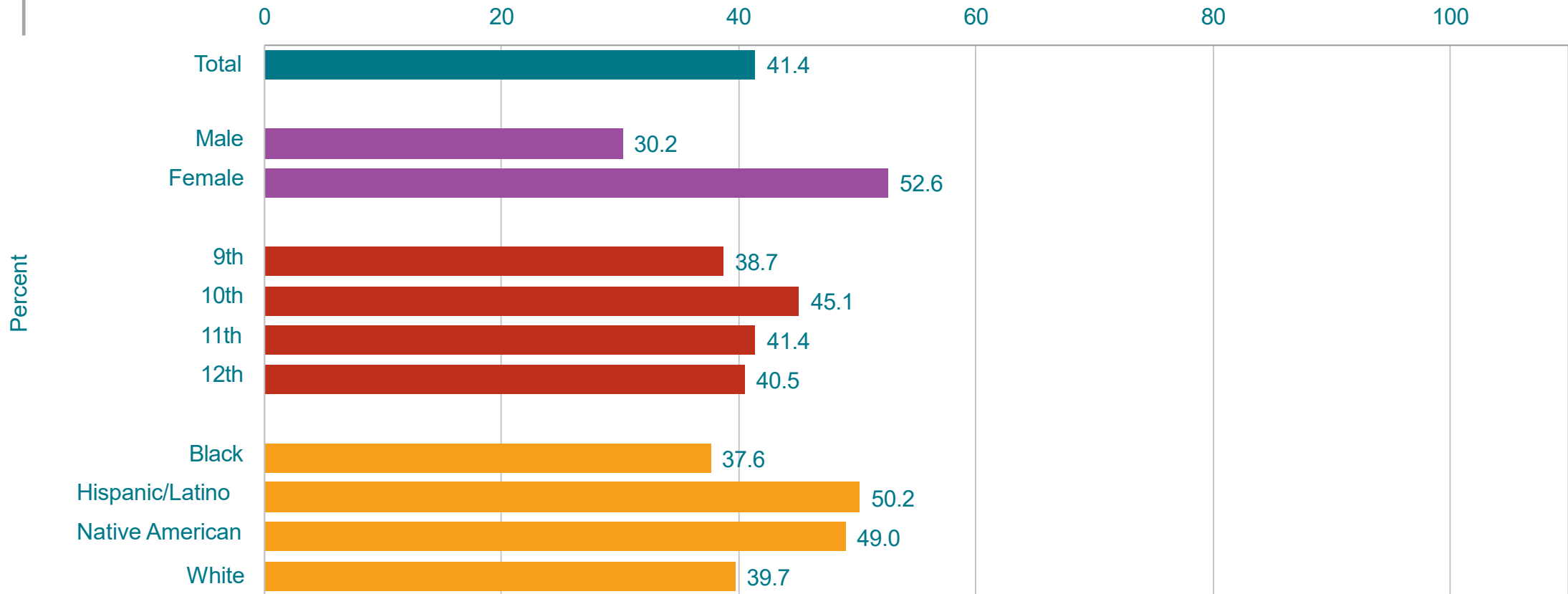
*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†F > M; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; W > N (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. This graph contains weighted results.

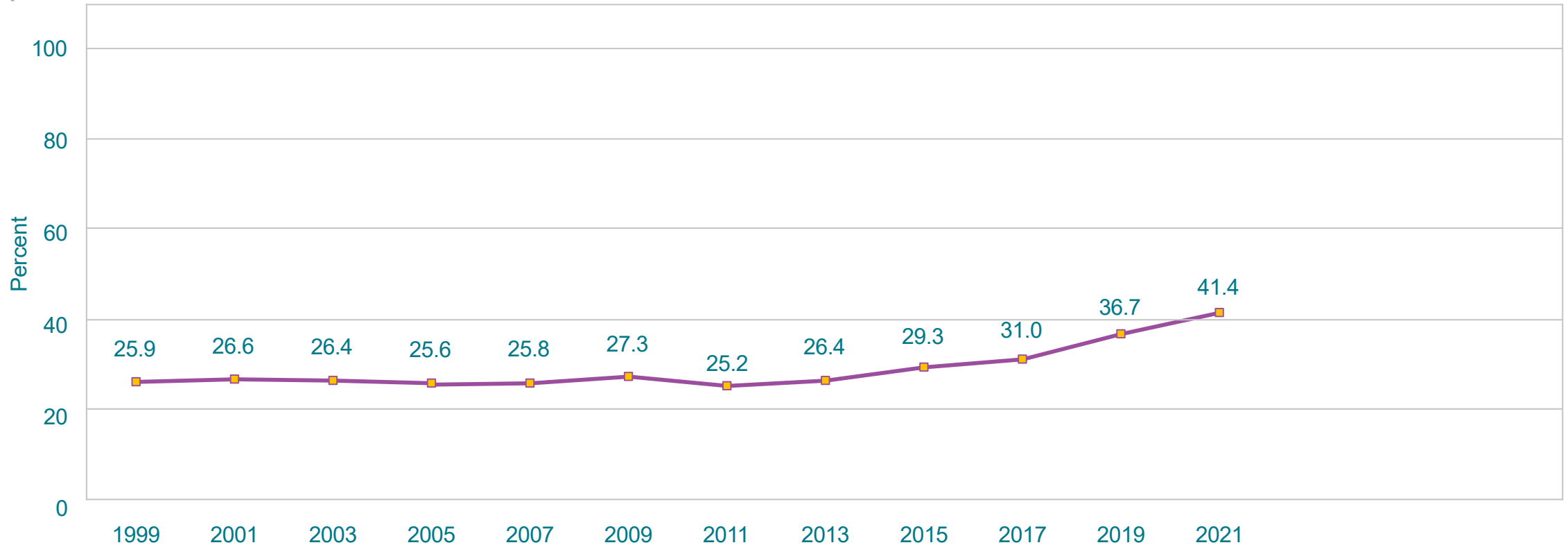


PERCENTAGE OF HIGH SCHOOL STUDENTS WHO FELT SAD OR HOPELESS,* BY SEX,† GRADE,‡ AND RACE/ETHNICITY,‡ 2021



*Almost every day for ≥ 2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey
 †F > M; 10th > 9th; H > W (Based on t-test analysis, $p < 0.05$.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. This graph contains weighted results.

PERCENTAGE OF HIGH SCHOOL STUDENTS WHO FELT SAD OR HOPELESS,* 1999-2021†

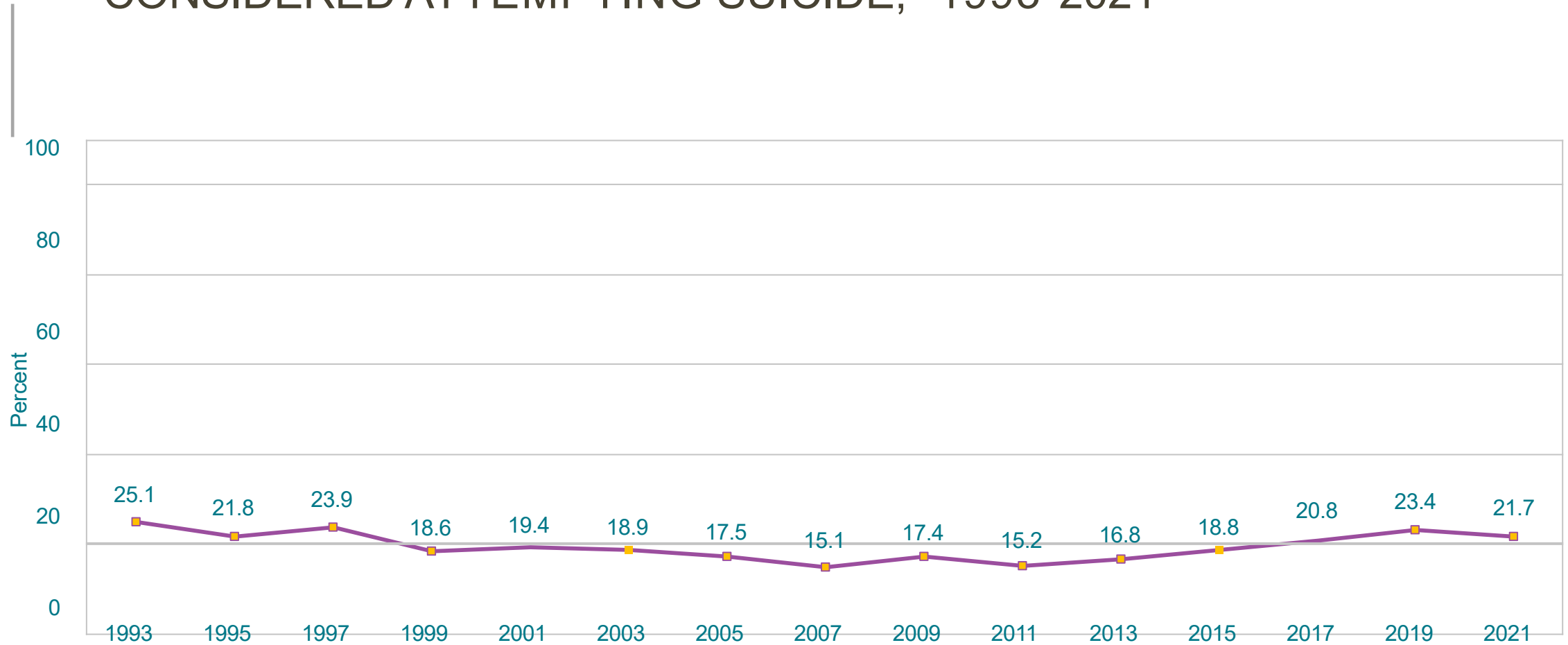


*Almost every day for ≥ 2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

†Increased 1999-2021, no change 1999-2013, increased 2013-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).] This graph contains weighted results.



PERCENTAGE OF HIGH SCHOOL STUDENTS WHO SERIOUSLY CONSIDERED ATTEMPTING SUICIDE,* 1993-2021†



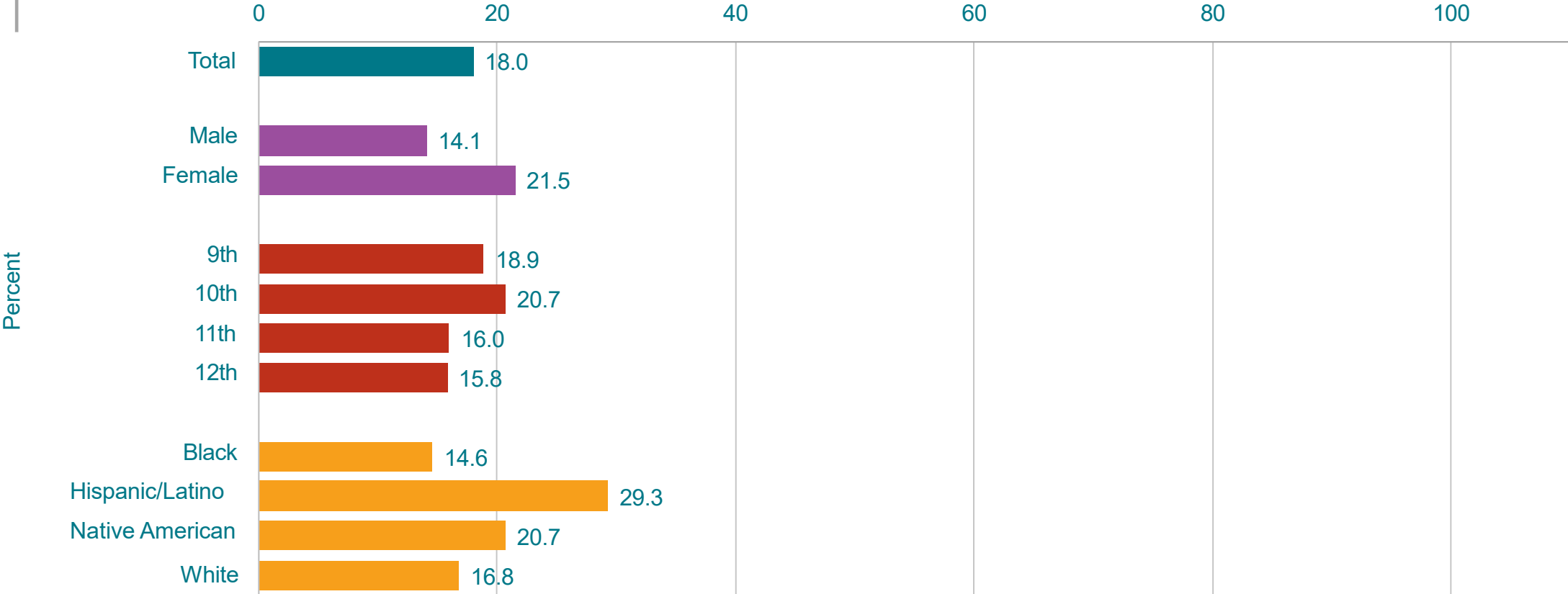
*During the 12 months before the survey

†Decreased 1993-2021, decreased 1993-2009, increased 2009-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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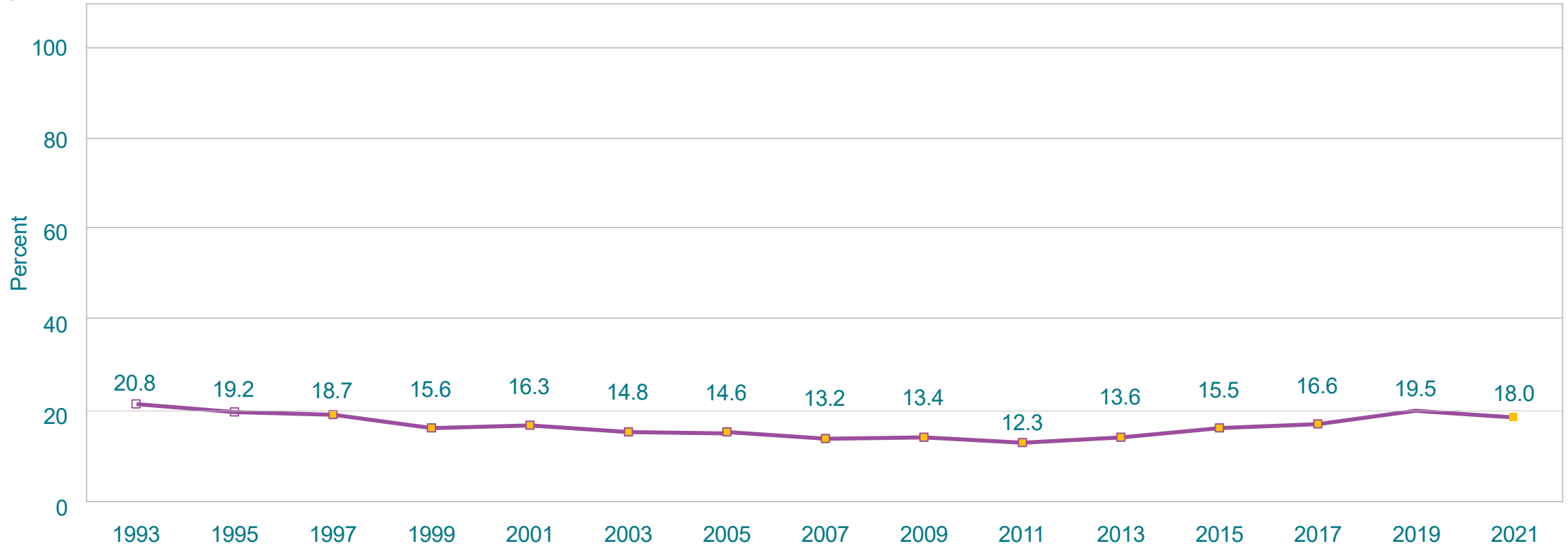
PERCENTAGE OF HIGH SCHOOL STUDENTS WHO MADE A PLAN ABOUT HOW THEY WOULD ATTEMPT SUICIDE,* BY SEX,† GRADE,† AND RACE/ETHNICITY,† 2021



*During the 12 months before the survey
 †F > M; 10th > 11th, 10th > 12th; H > B, H > W (Based on t-test analysis, p < 0.05.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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PERCENTAGE OF HIGH SCHOOL STUDENTS WHO MADE A PLAN ABOUT HOW THEY WOULD ATTEMPT SUICIDE,* 1993-2021†



*During the 12 months before the survey

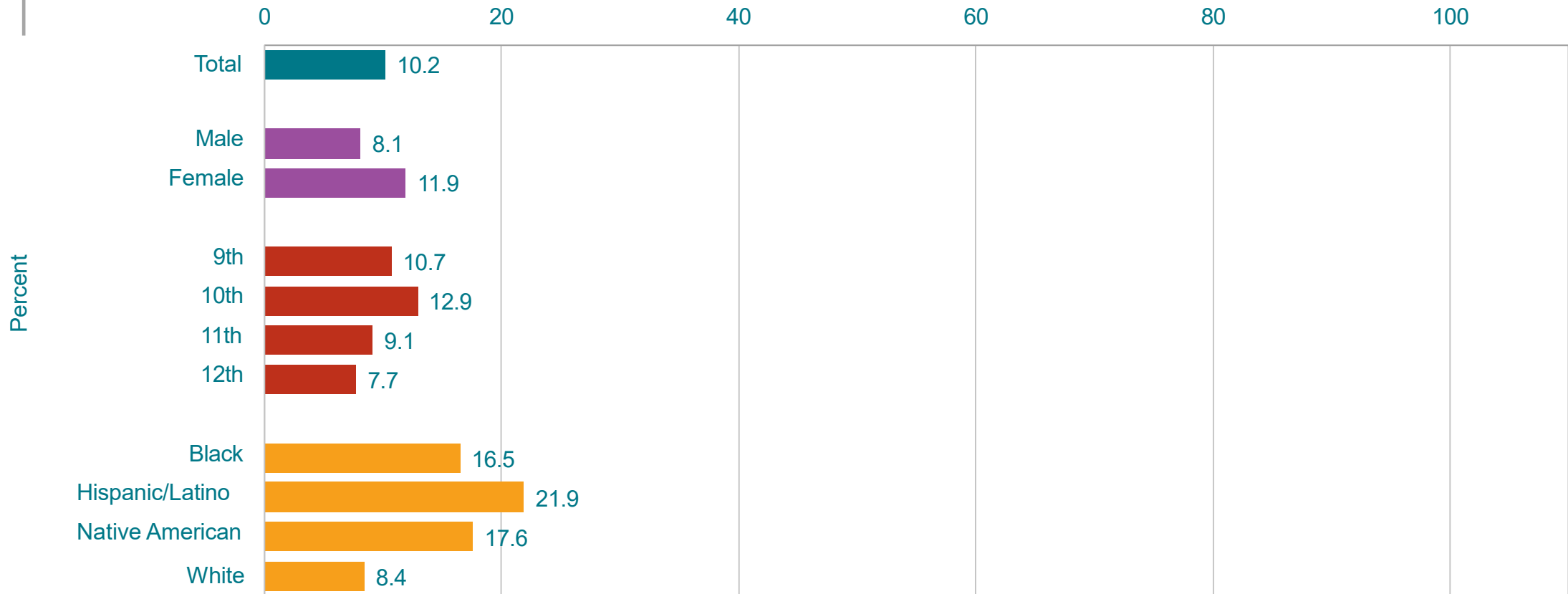
†Decreased 1993-2021, decreased 1993-2011, increased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



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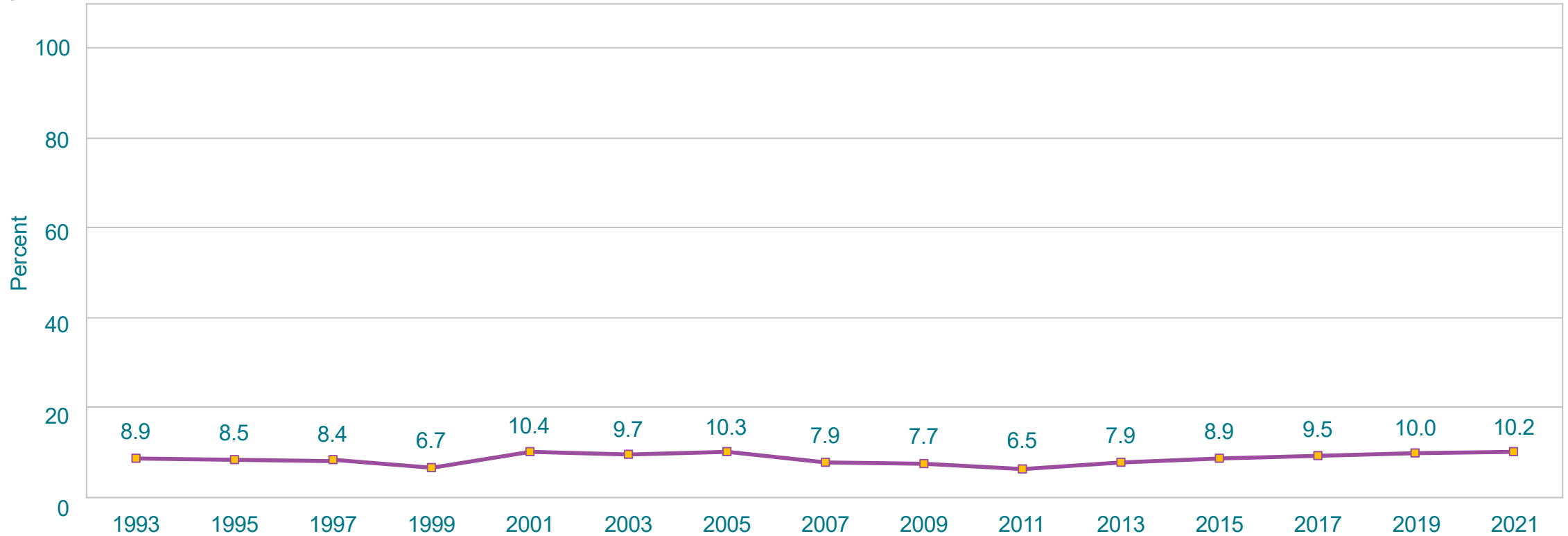
PERCENTAGE OF HIGH SCHOOL STUDENTS WHO ATTEMPTED SUICIDE,* BY SEX,† GRADE,† AND RACE/ETHNICITY,† 2021



*One or more times during the 12 months before the survey
 †F > M; 9th > 12th, 10th > 11th, 10th > 12th; H > W, N > W (Based on t-test analysis, p < 0.05.)
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PERCENTAGE OF HIGH SCHOOL STUDENTS WHO ATTEMPTED SUICIDE,* 1993-2021†



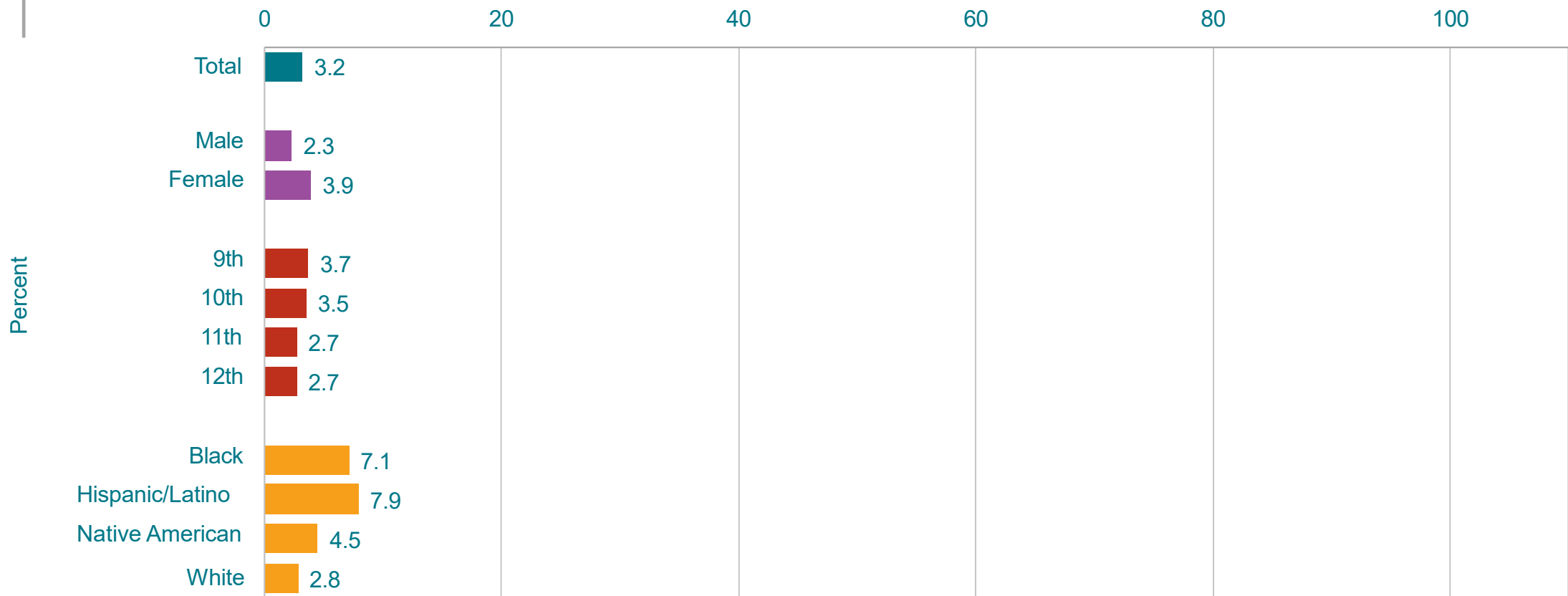
*One or more times during the 12 months before the survey

†No change 1993-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).] This graph contains weighted results.

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PERCENTAGE OF HIGH SCHOOL STUDENTS WHO HAD A SUICIDE ATTEMPT THAT RESULTED IN AN INJURY, POISONING, OR OVERDOSE THAT HAD TO BE TREATED BY A DOCTOR OR NURSE,* BY SEX,† GRADE, AND RACE/ETHNICITY,† 2021



*During the 12 months before the survey

†F > M; H > W (Based on t-test analysis, p < 0.05.)

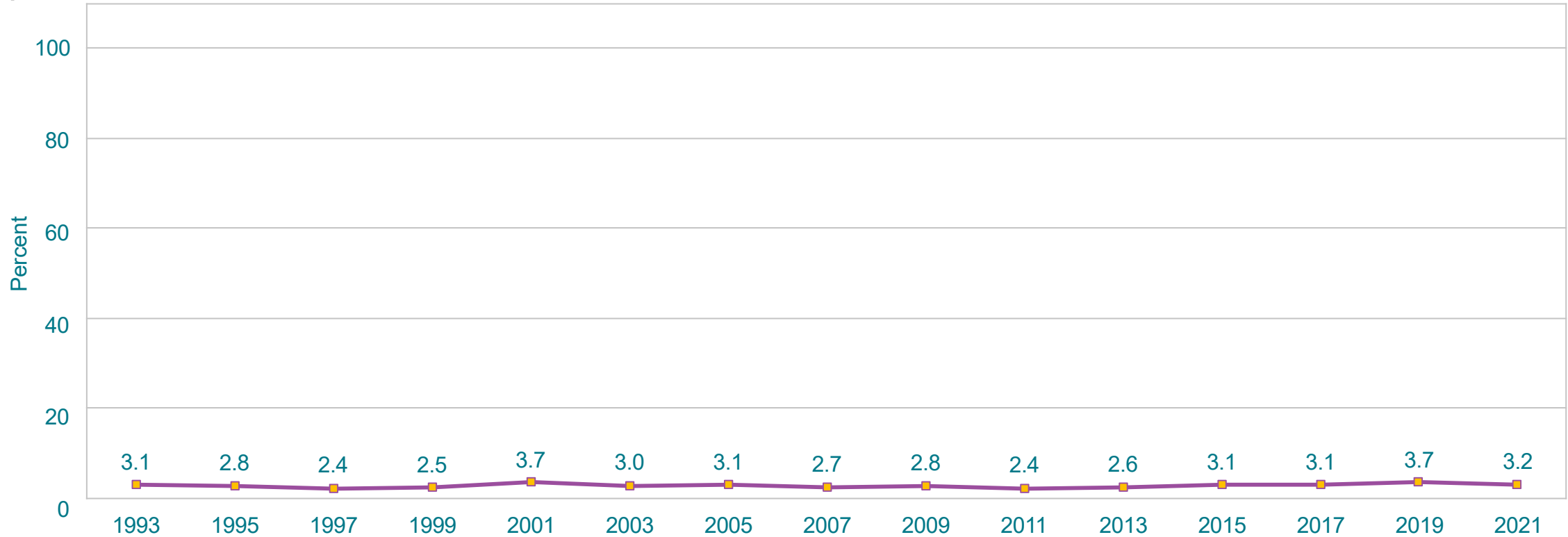
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PERCENTAGE OF HIGH SCHOOL STUDENTS WHO HAD A SUICIDE ATTEMPT THAT RESULTED IN AN INJURY, POISONING, OR OVERDOSE THAT HAD TO BE TREATED BY A DOCTOR OR NURSE,* 1993 - 2021†



*During the 12 months before the survey

†No change 1993-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).] This graph contains weighted results.

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RESOURCES

Foster Care

- [OPI Foster Care Website](#)
- [Montana Foster Care Points of Contact](#)
- [Montana Toolkit \(OPI & DPHHS\)](#)
- [Outcomes of Youth Transitioning from Foster Care to Adulthood](#)
- [Rural Behavioral Health Institute](#)
- [Foster Care Dashboard](#)
- [SB 18](#)
- [Foster Care MOU \(OPI & DPHHS\)](#)

Homeless/McKinney Vento

- [OPI McKinney-Vento Website](#)
- [Montana's District Homeless Liaisons](#)
- [District Liaison Toolkit](#)
- [National Center for Homeless Education \(NCHE\)](#)
- [SchoolHouse Connection](#)
- [Reach Higher Montana](#)

HIGH-TIERED COP

What it is

What they do

Fall Conference – October 9-11 - Billings

[Registration Link](#)

[Draft Agenda](#)



HOMELESS PD

Self-Paced Training Videos Modules offering certificates of completion:

- **OPI Learning Hub: [An Introduction to Homeless Education](#)** **All 3 CEUs
There are also courses on Child Trafficking and pretty much the entire Mental Health section—At-Risk: Mental Health, Suicide Awareness, Trauma-Informed Practices, Overcoming ACEs, Emotional & Mental Wellness, Bullying, Community-Based Crisis Interventions—any of these would work because they would also address the needs of students experiencing homelessness
- **National Center for Homeless Education(NCHE)** *Technical Assistance Center for US.Ed.
GREAT VARIETY of TOPICS 30 min videos [NCHE Training Videos](#) (you can watch different ones)
(Training Videos do provide certificates of completion, however the Recorded Webinars do NOT. They are very informative and ppts can be used for site PD)
- **Head Start** that provides certificates of completion. Each module is 30 minutes long.
[Head Start Homeless Modules](#)
- **National Center for Homeless Education:** various dates, times, and topics
<https://nche.ed.gov/group-training/>
September 26th 12pm-1pm McKinney-Vento School Selection... [Register](#)
October 10th 12pm-1pm Understanding Doubled-Up... [Register](#)

CONFERENCE

NAECHY-National Association for the Education of Homeless Children and Youth, New Orleans and VIRTUAL option November 11-14th <https://naehcy.org/conference/2023-conference-2/>

Putting Montana Students First **A⁺**

CONTACT INFO

Christy Hendricks – Foster Care Point of Contact

Christy.Hendricks@mt.gov

406-444-0794

Serena Wright– State Coordinator for Homeless Education

Serena.wright@mt.gov

406-444-2036

