ESSA and Supporting College and Career Readiness and Success for Youth Experiencing Homelessness

April 20, 2017

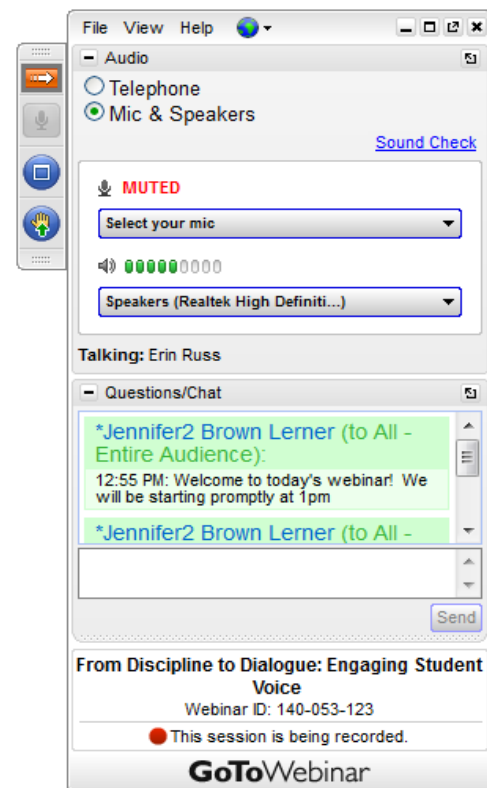@CCRSCenter   @AYPF_Tweets   @SchoolHouseConn

#CCRS for #HomelessYouth

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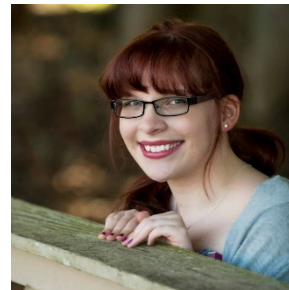
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#CCRS for #HomelessYouth

Today's Presenters

- **Patricia Julianelle**, Director of Program Advancement and Legal Affairs, SchoolHouse Connection

- **Dr. Patricia Popp**, State Coordinator, Project HOPE, The College of William and Mary, Virginia Department of Education

- **Jonathan Houston**, McKinney-Vento Coordinator, Tukwila, Washington

- **Hannah Johnson**, SchoolHouse Connection Young Adult Leader

- **Jenna Tomasello**, Policy Associate, American Youth Policy Forum

Comprehensive Centers Program
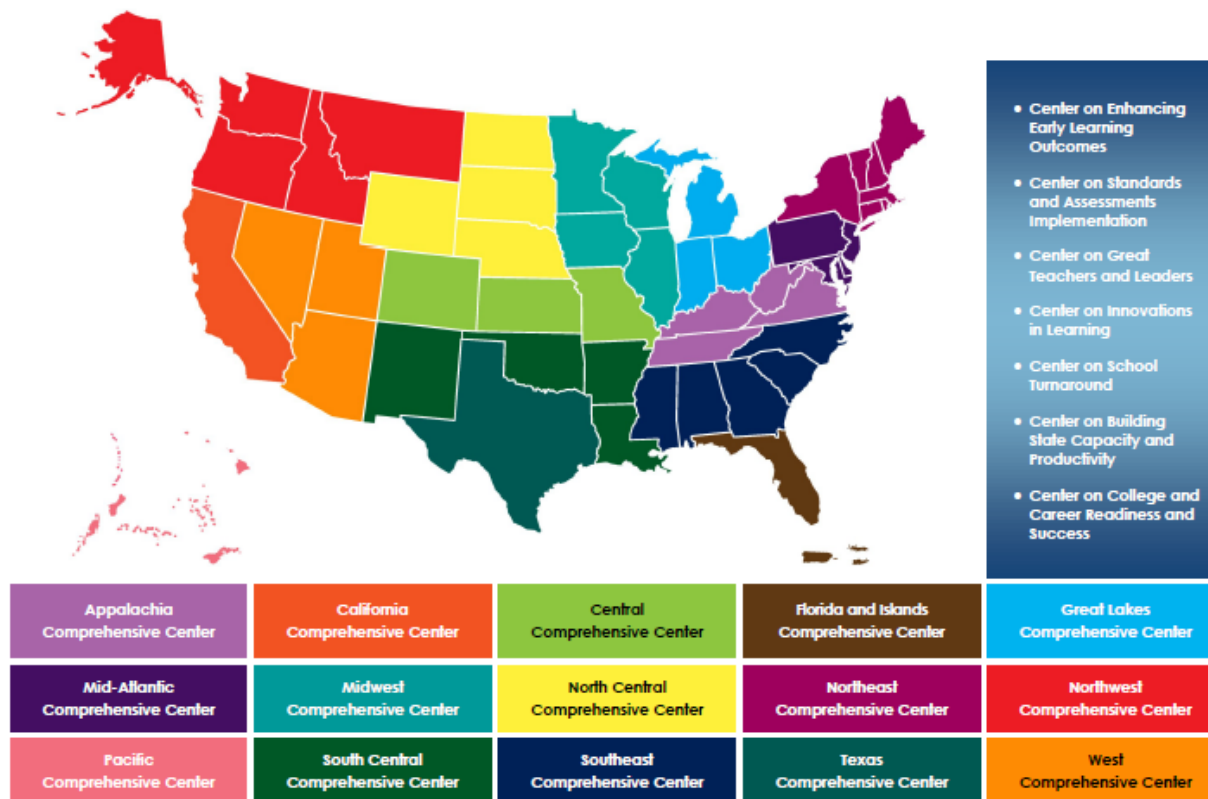
Mission

The mission of the College and Career Readiness and Success Center (CCRS Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a system of support for states as they implement strategies to improve college and career readiness and the eventual success of their students.

CCRS Center

COLLEGE & **CAREER**
READINESS & **SUCCESS** Center
at American Institutes for Research ■

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| Who?	What?	How?	Why?
State education agencies (SEAs)	Build SEA capacity to implement college- and career-readiness policies.	Provide technical assistance, including targeted and intensive support.	Support SEAs to plan for and implement the Every Student Succeeds Act (ESSA).

CCRS Center

- Career readiness

- Postsecondary pathways

- Data use

- ESSA implications for college and career readiness
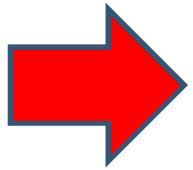
McKinney-Vento 101 in the ESSA Era: Educating Children and Youth in Homeless Situations

PATRICIA JULIANELLE, DIRECTOR OF PROGRAM ADVANCEMENT AND LEGAL AFFAIRS

APRIL 20, 2017

SchoolHouse Connection

Overcoming Homelessness Through Education

Broad Overview

ESSA amended <u>McKinney-Vento</u>, Title I, and the entire Elementary and Secondary Education Act in 2015

- State and local personnel
- Definitions
- Overcoming homelessness through education
  - Removing barriers
  - School of origin
  - Immediate enrollment

State Coordinators

Every state educational agency (SEA) must have a State Coordinator who can "sufficiently carry out" their duties 11432(d)(3)

- Ensure McKinney-Vento students receive "the full protections and services provided by" the law 11432(f)(7)

- Monitor all LEAs 11432(f)(5)

- Gather and post homelessness data on the SEA website 11432(f)(1)(A) & (f)(3)

- Collaborate with broad array of educators, service providers, community organizations and policymakers 11432(f)(4) and Guidance E8

Local Liaisons

Every local educational agency (LEA) must designate a liaison, whose duties include:

◦ Identify McKinney-Vento students

◦ Post public notice of McKinney-Vento rights to parents and youth

◦ Provide professional development and support on McKinney-Vento to school staff

◦ Connect young children to preschool, Head Start, and early intervention

◦ Connect families and youth to housing, health, mental health and other services 11432(g)(6)

Definition: Who is Eligible?

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

◦ Sharing the housing of others due to loss of housing, economic hardship, or similar reason

[76% of identified MV students in 2014–15]

◦ Motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations

◦ Emergency or transitional shelters

◦ Public or private place not designed for or regularly used as accommodations

◦ Cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

Being homeless doesn't just mean living in shelters...

78% of formerly homeless students surveyed say homelessness was something they experienced more than once.

47% say they were homeless both with a parent or guardian and alone.

94% stayed with other people rather than in one consistent place they called home.

50% slept in a car, park, abandoned building, bus station or other public place.

Learn what matters. Get involved.
GradNation.org/Homeless

HIDDEN IN PLAIN SIGHT

#UnseenStudents

HOMELESS STUDENTS IN AMERICA'S PUBLIC SCHOOLS

Data

1.26 million children and youth, preK-12, identified and enrolled in school in the 2014-15 school year

- ◦ 3.5% increase over 3 years
- ◦ 21 states had an increase over 10%.
- ◦ 34% increase since the recession ended (2009)

95,032 unaccompanied youth: a 21% increase

Infancy is the period of life when a person is most at risk of living in a homeless shelter

Overcoming Homelessness Through Education

The McKinney-Vento Act
- ◦ Removing barriers
- ◦ School of origin and transportation
- ◦ Immediate enrollment
- ◦ Getting to graduation and beyond

Title I

Overcoming Homelessness: Removing Barriers

SEAs and LEAs must develop, review, and revise policies to remove barriers to the identification, enrollment and retention of McKinney-Vento students, including barriers due to outstanding fees or fines, or absences 11432(g)(1)(I)

◦ This is a "broad, on-going requirement… with regular input from homeless parents, youth, and advocates so that new barriers… do not prevent" students from full, immediate enrollment and services Guidance A4

Staying in the School of Origin

Each LEA shall, according to the child's or youth's best interest:

o Keep the student in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed; or

o Enroll the student in any public school that housed students living in the attendance area where the student is living are eligible to attend 11432(g)(3)(A)

Immediate Enrollment

McKinney-Vento students are entitled to immediate enrollment in any public school that students living in the same attendance area are eligible to attend, even if: 11432(g)(3)(C)

◦ Students do not have required documents, such as school records, records of immunization and other required health records, proof of residency, guardianship, or other documents; or

◦ Students have missed application or enrollment deadlines during any period of homelessness

Getting to Graduation

Starting in 2017-18, state report cards must disaggregate achievement and high school graduation data for McKinney-Vento students 20 USC 6311(h)(1)(c)

Graph 2: Class of 2014 On-time (Four-year) State High School Graduation Rate by Poverty and Housing Status
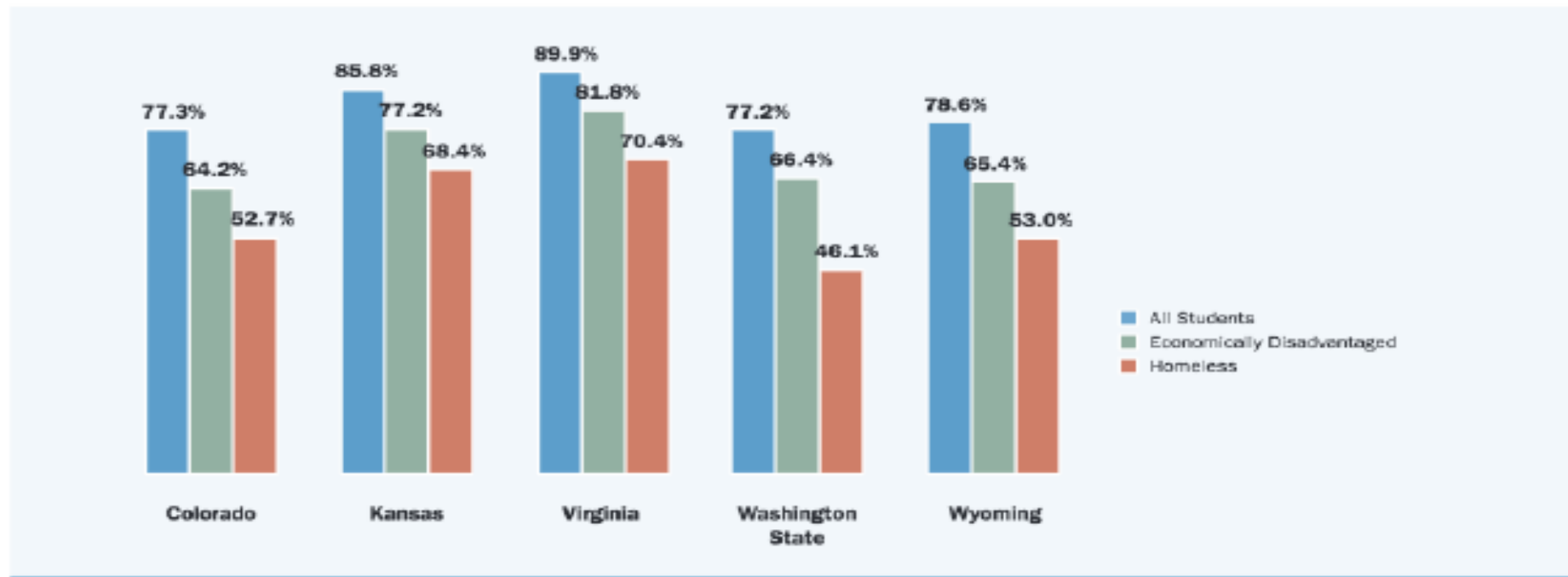
Getting to Graduation: Earning Credits & Participating Fully

SEAs and LEAs must implement procedures to identify and remove barriers to McKinney-Vento students receiving appropriate credit for full or partial coursework completed at a prior school 11432(g)(1)(F)(ii); 11432(g)(6)(A)(x); Guidance O2

States must implement procedures to remove barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs 11432(g)(1)(F)(iii)

Resources

SchoolHouse Connection: http://www.schoolhouseconnection.org/ & https://www.facebook.com/SchoolHouseConnection/

Hidden in Plain Sight: http://www.americaspromise.org/report/hidden-plain-sight

National Center on Homeless Education: https://nche.ed.gov/

NCHE State Profiles: https://nche.ed.gov/states/state_resources.php#map

List of State Coordinators for the Education of Children and Youth Experiencing Homelessness: https://nche.ed.gov/downloads/sccontact.pdf

National Network for Youth: http://www.nn4youth.org

DVDs for awareness-raising: vimeo.com/pjulianelle
- "The McKinney-Vento Act in Our Schools"
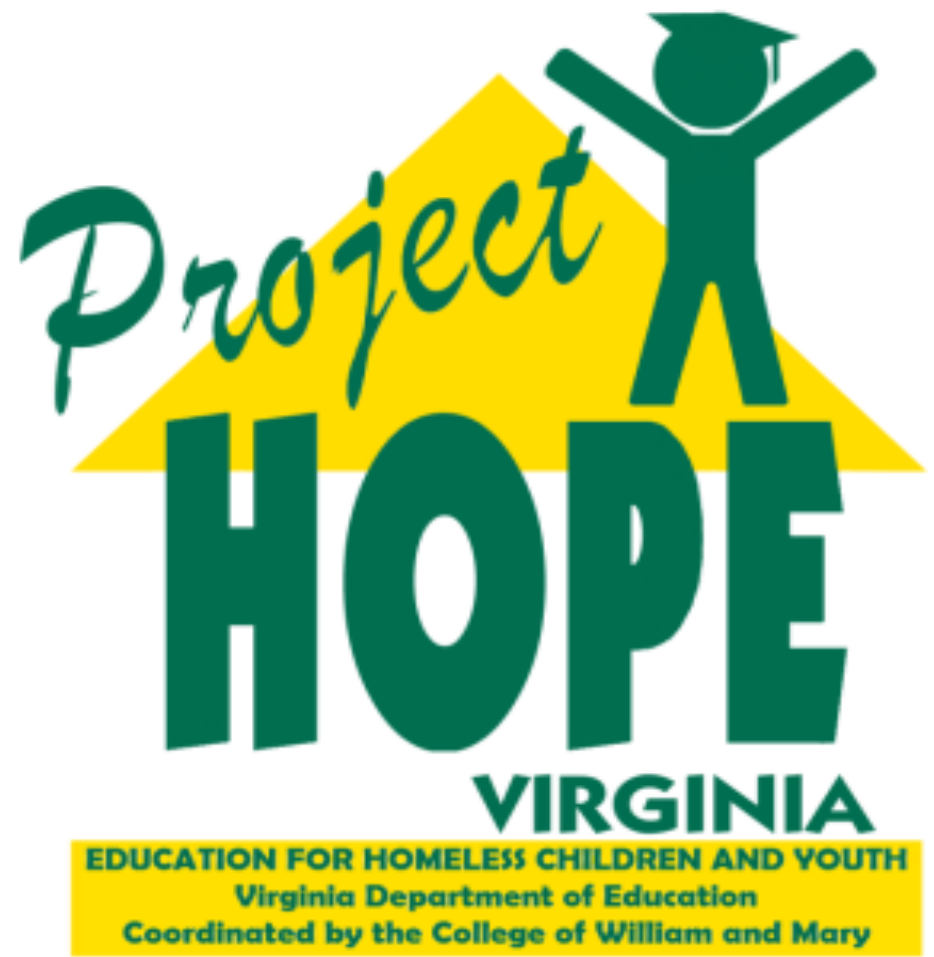- "Education and Homelessness: Young Children to Young Adults"

Audience Q&A

To submit live questions, please use the "Questions" box
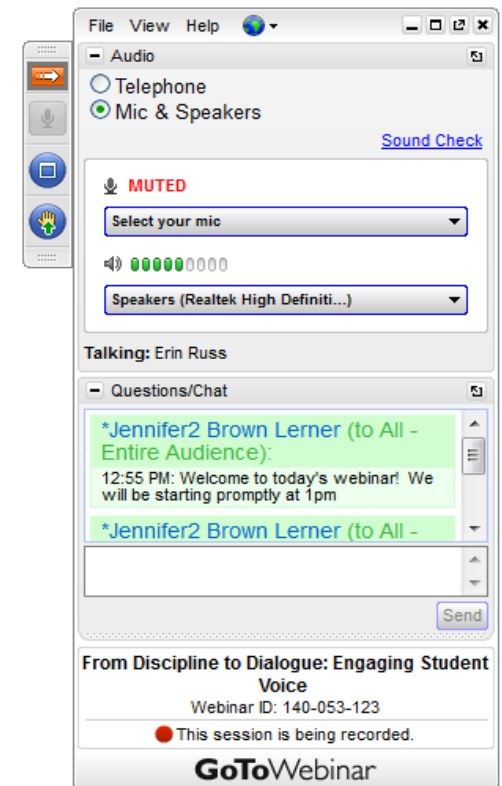
#CCRS for #HomelessYouth

Dr. Patricia Popp

State Coordinator

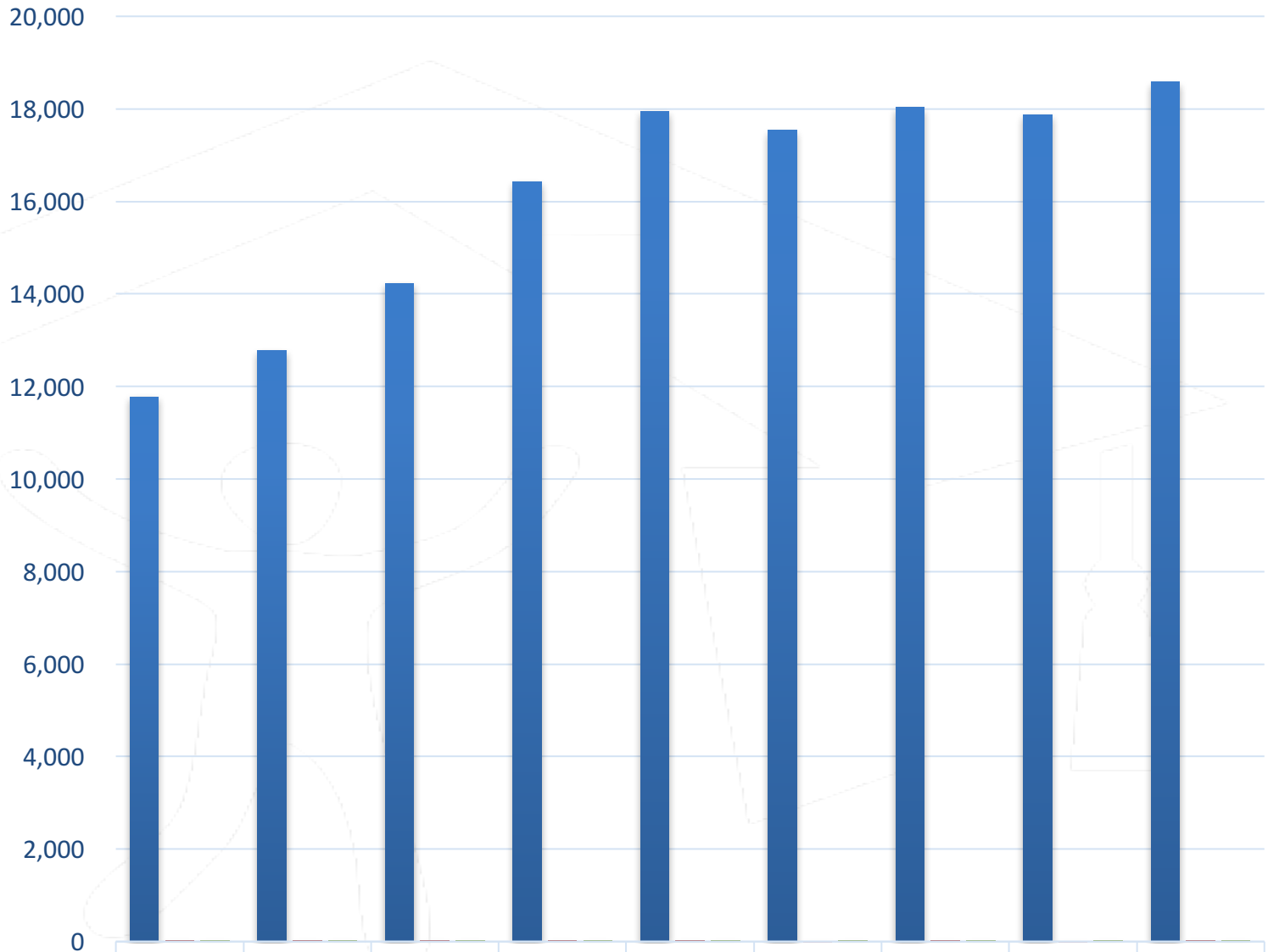# STATE EXAMPLE: VIRGINIA

Identification

- Understanding of MV definition
- Systematic process and infrastructure
- Data verification (reliability)
- Reasonableness (validity)
- Messaging

Students Identified as Homeless in Virginia

87.7% increase

|	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
■ Enrollment	11,776	12,768	14,223	16,420	17,940	17,538	18,026	17,876	18,577
■ % difference from previous year	18.97%	8.42%	11.40%	15.45%	9.26%	-2.24%	2.78%	-0.83%	3.92%
■ % difference since 2006-07	19.0%	29.0%	43.7%	65.9%	81.2%	77.2%	82.1%	80.6%	87.7%

Number Enrolled

Professional Development

- Liaison Toolkit
- Regional trainings
- Statewide homeless education conferences
- Homeless/education strand at other conferences
- Online
  - NCHE
  - New liaison certification program
  - State webinars
- Monitoring

Virginia's On-Time Graduation Rate

10.0% increase

18.5/16.2% increase
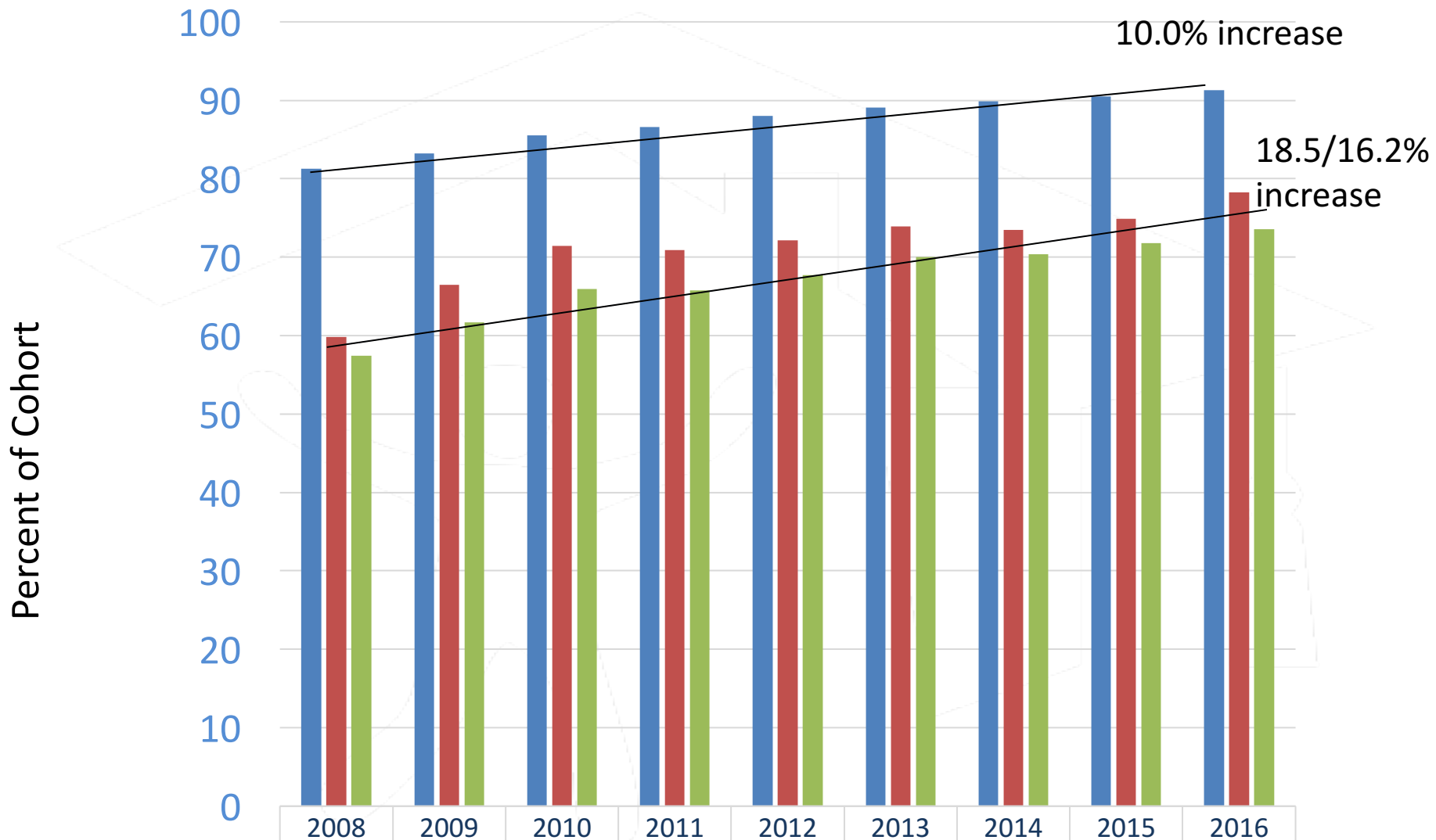
|	2008	2009	2010	2011	2012	2013	2014	2015	2016
■ State	81.3	83.2	85.5	86.6	88	89.1	89.9	90.5	91.3
■ Homeless	59.8	66.5	71.4	70.9	72.1	73.9	73.5	74.9	78.3
■ Homeless Anytime	57.4	61.7	65.9	65.8	67.7	70	70.4	71.8	73.6

Percent of Cohort

Current/Next Steps

- Governor's Interagency Partnership to Prevent and End Youth Homelessness
- Virginia Higher Education Network
  - Single Points of Contact (SPOCs)
- GEAR UP special population pilot awarded to State Council for Higher Education in Virginia

- REMINDER: We need to build the system from birth with the goal of college and career ready

Audience Q&A

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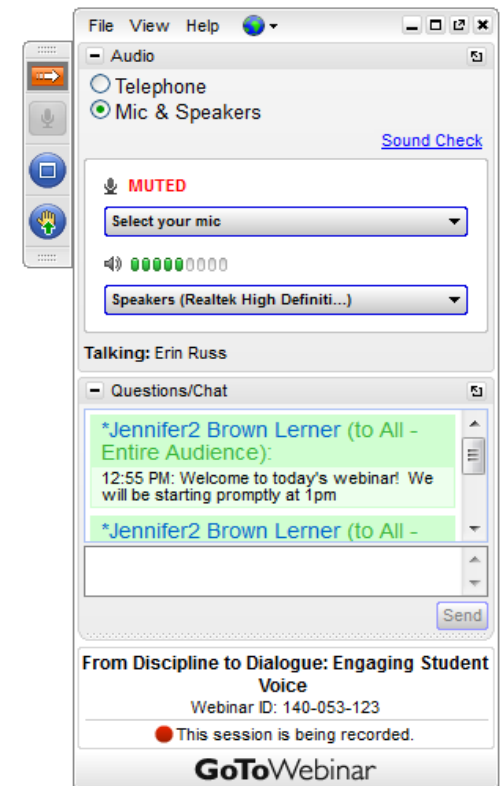
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Jonathan Houston
McKinney-Vento Coordinator

We are all People!

- Students are people first

- Students experiencing homelessness are afforded the basic rights of all students

- Homelessness is an experience not an identity

Tukwila
SCHOOL DISTRICT

"I Work for You; You're My Boss"

- Schools exist for students, not students for schools

- We are paid to deal with their problems; we should not feel inconvenienced

- Don't use the law against a student, it is there to help

Tukwila
SCHOOL DISTRICT

Listening Pays Off

- Everyone has a story
  - "I am here for you…Last year we stayed in the motel and I remember how tough it was…This is your time to talk, where do you want to start?"

- Be vulnerable to share your story

- Be vulnerable to learn their story

Tukwila
SCHOOL DISTRICT

"You Are The Best and Smartest You"

- "You can search the world a million years and won't find the same fingerprint"

- Learn students by name, face, and situation

- Believe in your heart that each and every student can succeed in the right climate

Tukwila
SCHOOL DISTRICT

"All Kids Are Our Kids!"

- Know students by name and face

- This is *someone's* child
  - Education is a personal professional

- *Would I like my child to be treated that way?*

This Must Be Everyone's Issue

- This work can't belong only to the district liaison

- Tier your support to all students and staff

- Take suggestions from staff

- Praise your team publicly

Tukwila
SCHOOL DISTRICT

Improved Systems Improve Solutions

- Housing Questionnaire
  - Mail merge pre-filled information
  - Send out in as many possible languages
  - Send out twice a year
- Utilize database systems
  - Home Language Spreadsheet
  - Intake form
  - Referral for services

Tukwila
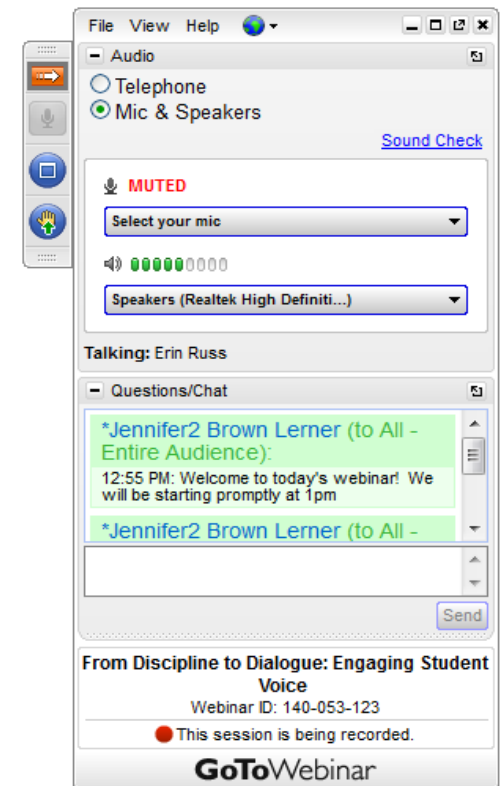SCHOOL DISTRICT

The More You Do,
The More You Need To Do

- The law is your friend
  - Use it to help not to hurt

- Tracking student movement

- Debunking stereotypes while building relationships

Audience Q&A

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# Hannah Johnson
SchoolHouse Connection Young Adult Leader

Practices and Tools that Promote Cross-System Collaboration to Support Homeless Youth

April 20, 2016

Content provided by: John McGah, National Center on Family Homelessness at American Institutes for Research

Presented by: Jenna Tomasello, American Youth Policy Forum

Stages of Systems Collaboration

Collaboration

Coordination

Communication

Isolation
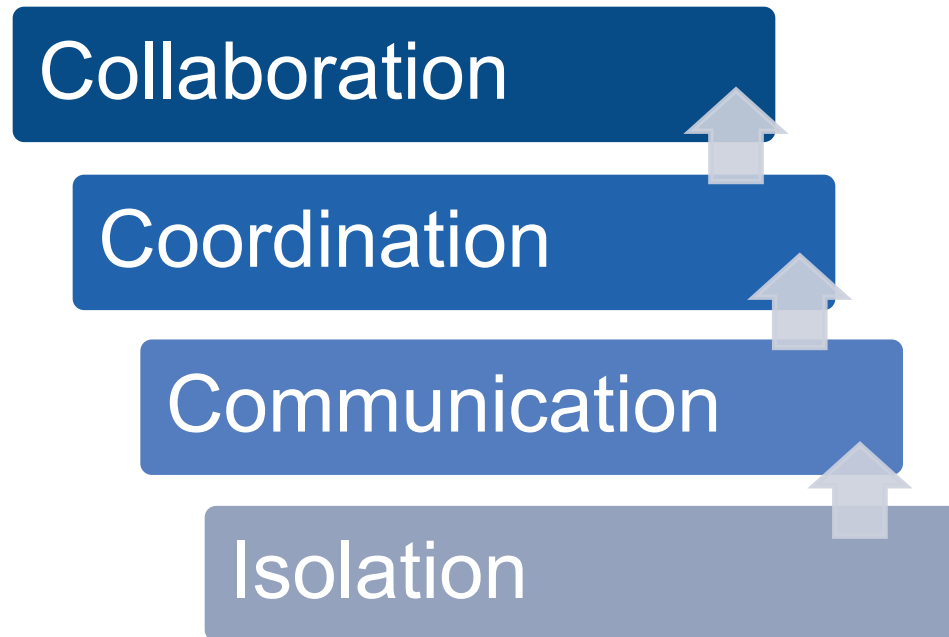
(Adapted from Burt & Anderson, 2006; Burt et al., 2000; Burt & Spellman, 2007)

What Keeps Us Separated?

- **Hard Factors:**
  - Rules/laws
  - MOUs*
  - Data
  - Firewalls
  - Funding

*Memos of Understanding

- **Soft Factors:**
  - Assumptions
  - Perspective
  - Beliefs
  - Values

Approaches for Promoting Collaboration

- Shared understanding of Regulations for each system

- Recognizing our own mental models

- Stakeholder analysis

- Identifying boundary spanners

Closer Look at Boundary Spanners

- Boundary-spanners "are individuals who can "move freely and flexibly within and between organizations and communities" (Peter Miller, 2009)

Tool for Developing Capacity for Collaboration

Role	Primary Priorities	Other Priorities
McKinney-Vento Homeless Liaison	I need to ensure that all homeless children are identified within the and that everyone is aware of the rights of homeless students in the community.	I have high caseloads with many homeless students who need housing stability in order to achieve academically and have a bright future. We must do more to reduce the amount of children facing homelessness, including families living doubled-up.
School District Official	I need to ensure the academic success of the homeless children in my school district and my district as a whole. Housing has a large impact on this success.	I need to meet graduation rates, ensure high test scores across my district, and reduce chronic absenteeism, among many other priorities; housing stability can help with all of these outcomes. I also need to ensure the financial health of my district and transporting homeless children from other towns is a high financial burden.
Homeless Parent		
Homeless Services Case Worker		
CoC Lead Agency		
Elected Official		
Business Leader		
Affordable Housing Advocate		

To Learn More and Request TA

John McGah

Senior Associate

American Institutes for Research

National Center on Family Homelessness

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www.air.org

http://www.air.org/center/national-center-family-homelessness
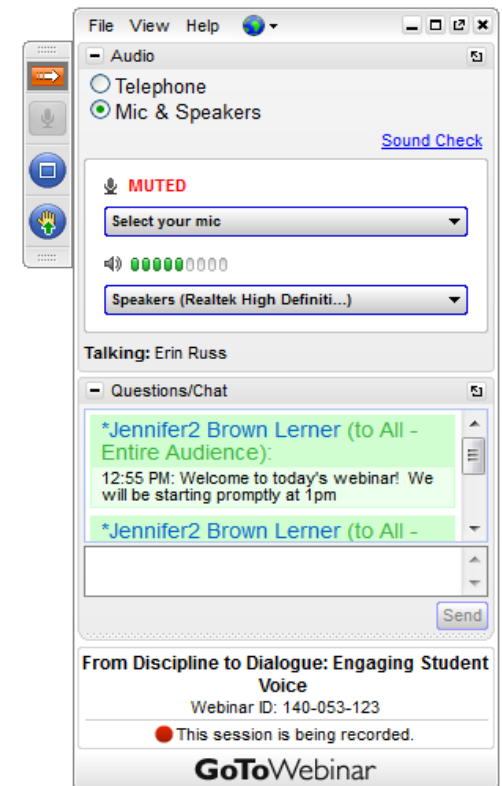
Homelessness and Education Cross-System Collaboration: Applied Research Summary and Tools (2015): https://nche.ed.gov/downloads/res-summ-cross-system.pdf

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Thank You

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