

IMPROVING CROSS PROGRAM OUTCOMES THROUGH EDUCATION AND HOMELESS SERVICES COLLABORATION



Christina Dukes, National Center for Homeless Education (NCHE), cdukes@serve.org

Jani Koester, Madison Metropolitan School District, jkoester@madison.k12.wi.us

John McLaughlin, U.S. Department of Education, john.mclaughlin@ed.gov

Marcella Middleton, National Youth Forum, marcella@nationalyouthforum.org

Paulette Wall, North Carolina Homeless Education Program, pwall@serve.org

NAEH Conference, July 2018

ABOUT NCHE

- **NCHE** is the U.S. Department of Education's technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program.
 - Website: <http://nche.ed.gov>
 - Helpline: 800-308-2145 or homeless@serve.org
 - Products: <http://nche.ed.gov/products.php>
 - Webinars: <http://nche.ed.gov/web/group.php>
 - Listserv: <http://nche.ed.gov/listserv.php>
 - Social media: <https://nche.ed.gov/social-media.php>



OUTLINE

- The importance of cross-systems partnership
- Access to **early care and education** for families experiencing homelessness
- Educational access and success for **K-12 students** experiencing homelessness
- **Higher education** access and completion for young people experiencing homelessness
- Q&A and discussion
- A 15-minute break!



OVERVIEW AND FRAMING OF TODAY'S SESSION

What do
you think?



**In 5 words or less,
what has education meant in your life?**

What do
you think?



According to a 2017 study by Chapin Hall at the University of Chicago, which of the following youth are most likely to experience homelessness?

- LGBT youth
- Unmarried parenting youth
- Youth with a household income of less than \$24,000
- Youth without a GED or high school diploma
- Black or African American youth
- Hispanic, non-white youth

THE PREVENTIVE VALUE OF EDUCATION

Particular subpopulations are at higher risk for homelessness



346%

Youth with less than a high school diploma or GED had a 346% higher risk

120%

LGBT youth had a 120% higher risk

162%

Youth reporting annual household income of less than \$24,000 had a 162% higher risk

33%

Hispanic, non-White youth had a 33% higher risk

83%

Black or African American youth had an 83% higher risk

200%

Unmarried parenting youth had a 200% higher risk



Findings from Voices of Youth Count, an initiative of Chapin Hall at the University of Chicago | voicesofyouthcount.org

VOICES OF
YOUTH COUNT



What do
you think?



Educational attainment provides access to many things. What are some of those things?

What implications does this have for the role of education in preventing and ending homelessness?

THE VALUE OF EDUCATION

- Youth with less than a high school diploma or GED have a 346% higher risk of experiencing homelessness than youth with at least a high school degree.
- The unemployment rate for someone with less than a high school diploma is almost three times that of someone with a bachelor's degree.
- The weekly income of someone with a bachelor's degree is more than double that of someone with less than a high school diploma, with these income trends holding true over the course of one's lifetime.

THE VALUE OF EDUCATION

- The lack of affordable housing in the United States continues to worsen, with worst case housing needs on the rise.

“The power of education to transform individual lives, and its value as a precursor to stable and gainful employment, must inform our efforts at all levels to prevent and end homelessness.”

USICH Blog: *Strengthening Partnerships Between Education and Homelessness Services*

<https://www.usich.gov/news/strengthening-partnerships-between-education-and-homelessness-services>

THE VALUE OF PARTNERSHIP

- No one system will end homelessness. We need each other. We are stronger and more efficient together.
- Federal statutes require cross-systems collaboration and engagement.
- “Culture clashes” exist, but can be navigated. There is common ground. We must not be defeated by differences.
- Lasting collaboration is built on relationship and mutual benefit.

ED/EHCY LEADING COORDINATION

- Vice-Chairing **USICH** in 2016, 2018; Active in workgroups on family, youth, coordinated entry and rural homelessness
- **Early Childhood Education:** Coordination with HHS-Head Start and OCC: 50 State Profiles, volume 3 in 2018; Update to NCHE Brief out soon; With USICH and HUD, updating Interagency Policy Statement on Early Childhood Homelessness
- **Post-Secondary Education:** Homeless youth college transition toolkit out in Fall 2018 with ED briefing (FSA, OPE, & OCTAE); ED-DOL collaboration brief and webinar this fall

ED FACILITATING INTERAGENCY COORDINATION

- Releasing national and State (unduplicated) trend data and local demographic data (privacy protected) since SY 13-14
- LEA maps of homeless student identification rates, achievement gaps in reading/math, graduation and chronic absence rates
- Updating crosswalks of LEAs-CoCs-RHYgrantees
- Providing TA and endorsement to jointly plan and execute Point in Time Counts and examples of data sharing MOUs
- Numerous TA products on interagency collaboration: HUD, VA, USDA, HHS-FYSB (forthcoming) and by topic



EARLY CARE AND EDUCATION

EARLY CARE AND EDUCATION



- Key federal early care and education programs require providers to ensure program access for families experiencing homelessness
 - Child Care and Development Fund (CCDF): <https://nche.ed.gov/downloads/legis/ccdf-final-regs-nche-markup-sept-2016.pdf>
 - Early Head Start/Head Start: <https://nche.ed.gov/downloads/legis/hs-final-regs-sept2016-homeless.pdf>
- Federal requirements include targeted outreach, collaboration with homeless service providers, prioritizing homeless families, immediate access without documentation, grace periods to provide documentation

CHILD CARE AND DEV'T BLOCK GRANT ACT

- **What:** Federal law that authorizes the Child Care and Development Fund (CCDF) Program, which provides funds to states to help low-income families pay for child care while a parent works or is in an educational or job training program
- **Who:** State Lead Agencies (SLAs), local child care providers
- **More information:**
 - HHS Office of Child Care: <https://www.acf.hhs.gov/occ/contacts>
 - NCHE: <https://nche.ed.gov/legis/ccdbg.php> (includes highlighted Regs)
 - Child Care Aware: <http://www.childcareaware.org/>

CCDBG KEY PROVISIONS

- Uses the ED definition for identification and data collection purposes
- Requires SLAs to
 - Collaborate with school personnel and local homeless service providers
 - Provide TTA to local providers about identifying and serving homeless families
 - Conduct targeted outreach to families experiencing homelessness
 - Prioritize homeless families for services (*but no categorical eligibility*)
 - Establish a grace period for homeless families to comply with documentation, immunization, and health and safety requirements

CCDBG THINGS TO REMEMBER

- CCDF usually provides full-day, full-year care
- Homeless families aren't automatically eligible for CCDF programs
 - Prioritization vs. eligibility
 - “Protective services” to waive work and/or education requirements
 - Texas example: Homeless families are included in the “protective services” category such that
 - They are exempt from income eligibility requirements
 - Co-payments are waived
 - They have a 3-month grace period for providing needed documentation re: child's age and immigration status and parental work/education participation

HEAD START ACT

- **What:** Federal law that authorizes the Head Start and Early Head Start programs, which provide comprehensive health, nutritional, educational, social, and other services to economically disadvantaged families with young children
- **Who:** State collaboration offices, local programs
- **More information:**
 - HHS Office of Head Start: <https://www.acf.hhs.gov/ohs>
 - HHS Center Locator: <https://eclkc.ohs.acf.hhs.gov/center-locator>
 - NCHE: <https://nche.ed.gov/legis/hs.php> *(includes highlighted Regs)*

HEAD START KEY PROVISIONS

- Uses the ED definition for identification and data collection purposes
- Requires programs to
 - Conduct a needs assessment that reflects the needs of homeless families
 - Collaborate with school personnel and local homeless service providers
 - Conduct targeted outreach to families experiencing homelessness
 - Prioritize homeless families for services
 - Be flexible in requirements for documenting eligibility
 - Establish a grace period for homeless families to comply with documentation and immunization requirements

HEAD START THINGS TO REMEMBER

- Head Start may not provide full-day, full-year care
- Homeless families are automatically eligible for Head Start programs
- Head Start programs may reserve program slots for homeless families
- Head Start programs must make efforts to provide continuity of enrollment, even if a family experiencing homelessness moves between program areas
- Must make efforts to utilize community resources to provide transportation to young homeless children



Questions?

PANEL DISCUSSION

How are you working to improve access to early childhood development services for homeless children?

PANEL DISCUSSION

For parenting youth experiencing homelessness, including youth who may themselves be in school, what can we be doing differently to promote their access to early care and education programs for their children?



**Questions
for our
panelists?**

GROUP DISCUSSION

How are education partners and homeless service providers working together to improve access to early care and education for families experiencing homelessness in your state/community?



K-12 EDUCATION

ESSA BASICS



- The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- ESSA reauthorized the Elementary and Secondary Education Act (ESEA) and the education subtitle of the McKinney-Vento Act.
- ESSA amendments provide new opportunities for schools to help students experiencing homelessness succeed in school.
- For more information, visit <http://nche.ed.gov/legis/essa.php>

THE STATE COORDINATOR

- Every state must appoint a **State Coordinator for Homeless Education** who can sufficiently carry out their duties as established in statute
- State Coordinators must oversee the implementation of the McKinney-Vento Act in districts throughout their state, including
 1. Ensuring that eligible students **receive all protections and services** under the law
 2. **Monitoring** all school districts
 3. Collecting and posting **homeless education data** to the state education department website
 4. **Collaborating** with a broad array of educators, service providers, and community organizations

THE LOCAL LIAISON

- Every school district must appoint a **local homeless education liaison** who can carry out their duties as established in statute
Local liaisons must ensure that
 1. Homeless children and youth are **identified** by school personnel through outreach and coordination with other entities and agencies;
 2. Homeless children and youth are **enrolled** and have full and equal opportunity to succeed in school;
 3. Homeless families, children and youth **receive educational services** for which they are eligible, including Head Start, early intervention (IDEA Part C), and preschool programs administered by the district;

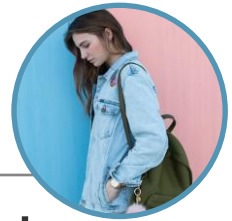
THE LOCAL LIAISON

4. Homeless families, children, and youth **receive referrals** to health, dental, mental health, housing, substance abuse, and other appropriate services;
5. **Parents and guardians are informed** of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate;
6. **Public notice of homeless students' rights** is posted in locations frequented by parents, guardians and unaccompanied youth, including schools, shelters, libraries and soup kitchens, in an understandable manner;
7. Enrollment **disputes are mediated**;
8. Parents, guardians and unaccompanied youth are informed of and assisted in accessing **transportation services**, including transportation to the school of origin;

THE LOCAL LIAISON

9. School personnel providing McKinney-Vento services receive **professional development** and other support; and
 10. **Unaccompanied youth** are:
 - a. enrolled in school;
 - b. have opportunities to meet the same challenging academic standards as other children and youth, including through receiving full or partial credit; and
 - c. are informed of their status as independent students for the FAFSA and receive verification of that status.
- Visit https://nche.ed.gov/states/state_resources.php for State Coordinator and local liaison contact information

K-12 EDUCATION



- Students experiencing homelessness have the right to
 - Immediate school enrollment, even when lacking documents
 - School stability and school of origin transportation, based on a best interest determination
 - Dispute eligibility and school enrollment decisions
 - Receive credit accrual support, free school meals, Title I services, college readiness assistance, comparable services, and special education services (if needed)



Questions?

PANEL DISCUSSION

How are you working in partnership with the local CoC to support families with school-age children experiencing homelessness

What are some lessons learned from your community?

PANEL DISCUSSION

Connection to school is important for unaccompanied youth experiencing homelessness. How would you like to see homeless service providers and schools work together better to identify and support them?



**Questions
for our
panelists?**

GROUP DISCUSSION

How are education partners and homeless service providers working together to improve educational access and stability for families with school-age children and/or unaccompanied homeless youth in your state/community?



HIGHER EDUCATION

HIGHER EDUCATION



- Students experiencing homelessness
 - Must receive college readiness support from school counselors
 - Must receive FAFSA assistance from local liaisons, HUD shelters, and RHY programs (unaccompanied youth)
 - Are eligible for fee waivers for AP exams, the SAT, the ACT, and many college application exams
 - Benefit from connecting quickly to supports once enrolled in college
 - May be supported by state-specific or institution-specific programs for students experiencing homelessness and/or foster care alumni

THINGS TO REMEMBER

- A college-going mindset is key and must be encouraged early
- Youth experiencing homelessness may have “written off” higher education (discouragement, lack of information, etc.)
- First-generation students may feel especially “lost” and would benefit from a caring adult’s support and encouragement
- Timely information about available supports is key! How are you incorporating education into your program’s case management and information-sharing?
- Community college is not always cheaper or the best choice! It’s important for higher education decisions to be student-centered!



Questions?

PANEL DISCUSSION

What has been your experience in helping youth connect to higher education (career and technical education, community college, four-year college, etc.)? Are there transferable lessons learned or best practices you'd recommend for our session participants?

PANEL DISCUSSION

Homelessness can lead youth to disconnect from education altogether. What are some successful initiatives to help youth remain engaged or re-engage in education? (credit accrual and recovery support, mentoring, GED/alternative education, workforce development partnerships, etc.?)



**Questions
for our
panelists?**

GROUP DISCUSSION

How are education partners and homeless service providers working together to promote educational attachment and/or higher education access and completion in your state/community?



NEXT STEPS AND TAKEAWAYS

CROSS-SYSTEMS PARTNERSHIP IDEAS

- Network development (relationship building, joint convenings and trainings, information and resource development and sharing)
- Identifying eligible youth and families, and providing documentation of HUD eligibility (new ESSA authority)
- Cross-systems referrals and connections to services
- Sharing and analyzing data to improve program design and implementation
- Ensuring a comprehensive and effective PIT count

CROSS-SYSTEMS PARTNERSHIP IDEAS

- Creating a comprehensive and youth- and family-friendly coordinated entry system with access to mainstream resources
- More intentional engagement with early care and education systems
- Leveraging flexible funds for education-focused supports
- Apply for a round 3 Youth Homelessness Demonstration Program (YHDP) grant!
- Targeting ED-homeless for prevention and diversion efforts

GROUP DISCUSSION

What are the takeaways for the federal government? What can HUD, ED, and USICH be doing to support cross-systems partnerships?

What can the Alliance and other national non-profit organizations do to support cross-systems partnerships?

THANK YOU!



Christina Dukes, National Center for Homeless Education (NCHE), cdukes@serve.org

Jani Koester, Madison Metropolitan School District, jkoester@madison.k12.wi.us

John McLaughlin, U.S. Department of Education, john.mclaughlin@ed.gov

Marcella Middleton, National Youth Forum, marcella@nationalyouthforum.org

Paulette Wall, North Carolina Homeless Education Program, pwall@serve.org

NAEH Conference, July 2018