THE LATEST IN
EDUCATION-FOCUSED
PARTNERSHIPS ACROSS
PROGRAMS AND SYSTEMS

Christina Dukes, Federal Liaison
National Center for Homeless Education
cdukes@serve.org
NCHE Twitter: @NCHEducation
GET TO KNOW NCHE

The National Center for Homeless Education (NCHE) serves as 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](http://nche.ed.gov)
- Helpline: 800-308-2145 or [homeless@serve.org](mailto:homeless@serve.org)
- Products: [https://nche.ed.gov/resources/](https://nche.ed.gov/resources/)
- Webinars: [https://nche.ed.gov/group-training/](https://nche.ed.gov/group-training/)
- Listserv: [https://nche.ed.gov/resources/](https://nche.ed.gov/resources/) (click Listserv tab)
- Twitter: [@NCHEducation](https://twitter.com/NCHEducation) | Facebook: [facebook.com/NCHEducation](https://facebook.com/NCHEducation)
Which of the following best describes your role?

A. Education
B. Homeless service provision
C. Community organization
D. Advocacy
E. Government
F. Other?
WHERE WE’RE HEADED

- Research on the relationship between education and homelessness
- Youth Homelessness Demonstration Project (YHDP) work
- Policy and practice highlights related to the K12 to higher ed transition for youth experiencing homelessness
  - Federal landscape: ESSA, Higher Education Act, Perkins V
  - State landscape: State statutes
  - The evolution of practice: Examples and recommendations
- Q&A and discussion
WHAT DO YOU THINK?

According to research from the University of Chicago, which of the following subpopulations of youth is at the highest risk for experiencing homelessness?

A. Youth who are low-income
B. Youth of color (black/African American; Hispanic, non-white)
C. Youth without a high school credential
D. LGBT youth
E. Unmarried, parenting youth
YOUTH AT HIGHER RISK OF HOMELESSNESS

<table>
<thead>
<tr>
<th>Subpopulation</th>
<th>Risk Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth with less than a high school diploma or GED</td>
<td>346%</td>
</tr>
<tr>
<td>Youth reporting annual household income of less than $24,000</td>
<td>162%</td>
</tr>
<tr>
<td>Black or African American youth</td>
<td>83%</td>
</tr>
<tr>
<td>LGBT youth</td>
<td>120%</td>
</tr>
<tr>
<td>Hispanic, non-White youth</td>
<td>33%</td>
</tr>
<tr>
<td>Unmarried parenting youth</td>
<td>200%</td>
</tr>
</tbody>
</table>

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

A BIDIRECTIONAL RELATIONSHIP

The relationship between educational attainment and homelessness is bidirectional.

Low educational attainment is a risk factor for homelessness*... and homelessness is a risk factor for lower educational attainment.

Young adults with less than a high school diploma or GED were

4.5x

more likely to report experiencing homelessness than their peers who completed high school.

Young adults who experienced homelessness were less than

1/3

as likely to be enrolled in four-year college as stably housed peers.
“THE MORE YOU LEARN, THE MORE YOU EARN”

Figure 1. We need systemic solutions that address education and homelessness together

1. Supporting young people’s housing stability makes it easier for them to stay in school and focus on their educational success.

2. Helping young people with educational opportunities increases long-term income and safety nets needed to exit homelessness for good.

3. Identifying and addressing common underlying risk factors can help prevent both homelessness and school dropout.

Mental Health Difficulties
Structural Racism
Childhood Trauma
Poverty
Family Conflict
Social Isolation

Stable Housing
Educational Success
Income & Safety Nets

VOICES OF YOUTH COUNT
THE POTENTIAL OF CTE: DATA FROM MONTANA

Montana 2016-2017 dropout rates

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2.80%</td>
</tr>
<tr>
<td>Homeless Students</td>
<td>8.90%</td>
</tr>
<tr>
<td>CTE All</td>
<td>0.70%</td>
</tr>
<tr>
<td>CTE Homeless</td>
<td>4.60%</td>
</tr>
</tbody>
</table>
Enrolling homeless students in CTE courses appears to decrease the dropout rate by 50%.

If Montana had enrolled its 171 homeless students in the 16-17 cohort in 3 years of CTE courses...

The state of Montana would have seen 85 additional graduates.
THE POTENTIAL OF CTE: DATA FROM MONTANA

Collectively, new graduates would likely earn $823,000 annually.
How do this research and data “align” with what you see in your work?
ABOUT YHDP
ABOUT YHDP

- **YHDP (Youth Homelessness Demonstration Program)** is a new U.S. Department of Housing and Urban Development funding stream

- Recipients (CoCs) develop and implement a Coordinated Community Plan (CCP) to prevent and end youth homelessness

- **Core outcomes** include stable housing, education and employment, permanent connections, and well-being

- Round 3 announced in Aug 2019, Round 4 funded in FY2019 federal budget, Round 5 funded in FY2020 federal budget
ABOUT YHDP

- Includes a focus on
  - Urban, suburban, and rural communities
  - The elevation of youth and young adult voice
  - Supporting pregnant and parenting youth

- NCHE works with YHDP communities to support education partnerships and pathways

- YHDP is an active space influencing the evolution of practice
# LIST OF YHDP ROUND 1, 2, AND 3 COMMUNITIES

## Round 1
- Anchorage CoC: $1.56 mln
- San Francisco CoC: $2.90 mln
- Watsonville/Santa Cruz City B CoC: $2.20 mln
- Connecticut Balance of State CoC: $6.60 mln
- Kentucky Balance of State CoC: $1.90 mln
- Grand Traverse, Antrim, Leelanau Counties CoC: $1.30 mln
- Cincinnati/Hamilton County CoC: $3.80 mln
- Ohio Balance of State CoC: $2.20 mln
- Austin/Travis County CoC: $5.20 mln
- Seattle/King County CoC: $5.40 mln

## Round 2
- 11. San Diego City and County CoC: $7.94 mln
- 12. Louisville-Jefferson County CoC: $3.45 mln
- 13. Boston CoC: $4.92 mln
- 14. Northwest Minnesota CoC: $1.41 mln
- 15. Nebraska Balance of State CoC: $3.28 mln
- 16. New Mexico Balance of State CoC: $3.37 mln
- 17. Columbus/Franklin County CoC: $6.07 mln
- 18. Nashville-Davidson County CoC: $3.54 mln
- 19. Vermont Balance of State CoC: $2.0 mln
- 20. Washington Balance of State CoC: $4.63 mln
- 21. Everett/Snohomish County CoC: $2.39 mln

## Round 3
- 22. Alaska Balance of State CoC: $1.65 mln
- 23. Tucson/Pima County CoC: $4.56 mln
- 24. Bridgeport, Stamford, Norwalk/Fairfield County CoC: $3.01 mln
- 25. District of Columbia CoC: $4.28 mln
- 26. West Palm Beach/Palm Beach County CoC: $4.92 mln
- 27. Honolulu City and County CoC: $3.8 mln
- 28. Des Moines/Franklin County CoC: $1.87 mln
- 29. Cook County CoC: $6.08 mln
- 30. Indianapolis CoC: $3.88 mln
- 31. Springfield/Hampden County CoC: $2.43 mln
- 32. Pittsburgh, McKeesport, Penn Hills/Allegheny County CoC: $1.49 mln
- 33. Prince George's County CoC: $1.48 mln
- 34. Matine Balance of State CoC: $1.35 mln
- 35. Gulf Port/Gulf Coast Regional CoC: $2.05 mln
- 36. Montana Statewide CoC: $1.43 mln
- 37. Buffalo, Niagara Falls/Erie, Niagara, Orleans, Genesee, Wyoming Counties CoC: $1.59 mln
- 38. Ohio Balance of State CoC: $1.47 mln
- 39. Clackamas County CoC: $1.78 mln
- 40. Pittsburgh, McKeesport, Penn Hills/Allegheny County CoC: $1.49 mln
- 41. San Antonio/San Antonio CoC: $4.88 mln
- 42. Wood/McLennan County CoC: $2.23 mln
- 43. Wyoming Statewide CoC: $1.08 mln
- 44. Dallas CoC: $5.70 mln
Questions?
POLICY HIGHLIGHTS:
FEDERAL AND STATE STATUTE
WHAT DO YOU THINK?

- True or False?: All McKinney-Vento students qualify as independent students on the FAFSA.

- Who can determine independent student status for unaccompanied homeless youth?

- Under the Perkins Act, students experiencing homelessness qualify as a ___________ population.
KEY K12 TO HIGHER ED STATUTES

- McKinney-Vento Act
- Higher Education Act
- Perkins Career and Technical Education Act
MCKINNEY-VENTO ACT BASICS

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act
- Reauthorized in Dec 2015 by Title IX, Part A of the Every Student Succeeds Act
- Designed to address the challenges that children and youth experiencing homelessness face in enrolling, attending, and succeeding in school
- Includes a focus on college preparation and readiness, and access to financial aid
REMOVAL OF BARRIERS UNDER M-V

- Under McKinney-Veto SEAs and LEAs must remove barriers related to identification, enrollment, attendance, or success
  - Including through policy and practice, review, development, and/or revision
  - Including barriers related to
    - Credit accrual
    - Accessing academic and extracurricular activities (magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if available)
    - Outstanding fees or fines, or absences
    - Missed application or enrollment deadlines
BASIC MCKINNEY-VENTO SUPPORTS

✓ Immediate school enrollment, even when lacking documentation

✓ School selection (local school or school of origin) depending on each student’s best interest

✓ School of origin transportation, upon request

✓ Comparable services

✓ Categorical eligibility for free school meals (Child Nutrition Act)

✓ Categorical eligibility for Title I supports (schoolwide, targeted assistance, homeless set-aside; Title I, Part A of ESEA)

✓ Special education supports, when needed (IDEA)
COLLEGE PREP AND READINESS UNDER M-V

- School counselors must assist McKinney-Vento students with college advising, preparation, and readiness.

- Assistance should be targeted to the unique needs of students experiencing homelessness.
Liaisons must inform *unaccompanied* homeless youth of their *independent student status* on the FAFSA, and assist with documentation of this status.

Liaisons *must* provide this documentation to UHY identified in their senior year in high school; *may* provide subsequent year determinations to rising college sophomores, juniors, and seniors.
Other determiners of independent student status include

- Runaway and Homeless Youth basic center or transitional living program (youth received services)
- HUD-funded emergency shelter or transitional housing program (youth received services)
- Financial Aid Administrators (any student)

Download a sample status documentation template for local liaisons, RHY grantees, and HUD homeless assistance programs, or for financial aid administrators.
PERKINS BASICS

- Authorized by the Carl D. Perkins Vocational and Technical Education Act, as amended (Perkins V)

- Equips students with the knowledge, skills, and hands-on experience necessary to compete for well-paying, in-demand jobs

- States designate a Perkins lead agency; local programs may be offered across a variety of educational environments (secondary, post-secondary, etc.)

- CTE education focuses on 16 “career clusters”
Perkins V establishes 9 “special populations”, including:

– Youth experiencing homelessness
– Youth who are in, or have aged out of, the foster care system

Special populations receive supplemental supports focused on program access and success related to:

– State CTE plans
– Local CTE plans
– CTE funding usage
– CTE evaluation and accountability
STATE CTE PLANS

- State plans must be developed in consultation with representatives of agencies serving homeless children and youth, including State Coordinators for Homeless Education.
- State plans must describe the state’s program strategies for special populations, including how they will ensure equal access to and improve outcomes in CTE programs for special populations.
- State plans must describe the criteria used to assess the extent to which local applications expand access to CTE for special populations.
Local plans must include a comprehensive local needs assessment that includes strategies to overcome barriers that result in lower rates of access or performance gaps for special populations, and programs designed to enable special populations to meet local levels of performance.

Local needs assessments must involve representatives of regional or local agencies serving homeless children and youth.

Local plans must describe activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency.
**CTE FUNDING USAGE**

- States must use 0.1% or $50,000 (whichever is less) of their CTE State leadership funds to recruit special populations to enroll in CTE programs.
- Local CTE funds may be used to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges.
- *Perkins Innovation and Modernization Grants* may be used to support evidence-based strategies and online portals for special populations, which may include opportunities for mentoring, gaining financial literacy skills, and identifying career opportunities and interests.
States and local programs must **disaggregate the outcomes of each special population** in performance reporting, and **identify gaps in performance** between any special population and other students.

- State and local performance indicators require that **states make meaningful progress** toward improving the CTE performance of special populations.

- A **national program evaluation** must evaluate the extent to which CTE programs **prepare special populations** for employment in high-skill, high-wage occupations or for participation in postsecondary education.
An increasing number of states are enacting statutes related to higher education access and success for students experiencing homelessness

- CA: AB74 College Rapid Rehousing
- FL: Homeless Fee Exemption
- MD: Tuition Waiver for Unaccompanied Homeless Youth
- TN: Public Chapter 266
- WA: SB 6274 Passport to Careers
- Others?

Leverage your state context in support of M-V students!
Questions?
THE EVOLUTION OF PRACTICE: OPPORTUNITIES AND RECOMMENDATIONS
With which system or program do you most want to grow your partnership? Why?
PARTNERSHIP STARTER PACK

✓ Reach out

✓ Discuss touchpoints with a focus on mutual benefit
  (Avoid “So I’m gonna need you to be an extension of my system on top of your existing work even though I can’t do much for you. K thx.” Help each other address requirements and “pain points”.)

✓ Start somewhere and build
  (“Date” before marrying; pick the low-hanging fruit, then work towards more)

✓ Be willing to put in the time
  (Avoid “So if the meeting isn’t focused on ______, then nah.”)
CHAPIN HALL RECOMMENDATIONS

✅ **K12 Schools:** Help schools identify youth who are at risk of experiencing homelessness earlier—before they reach a crisis.

✅ **K12 Schools:** Strengthen coordination among school support staff, local service providers, and others to provide appropriate and timely supports to students and families.

✅ **Higher ed:** Collect information on the housing situations of college applicants, those admitted, and continuing students, so that these institutions can make resources available to enrolled students.
**CHAPIN HALL RECOMMENDATIONS**

- **Higher ed:** Create a single point of contact for students experiencing homelessness

- **Homeless response system:** Help advance young people’s educational aspirations by supplying youth with information about educational opportunities
Growing focus on identification and cross-systems referral protocols, including through coordinated entry

Growing interest in and implementation of school- and community-based systems navigators

Growing interest in coupling housing supports with campus-based supports for young people experiencing homelessness pursuing post-secondary education (2-yr, 4-yr, CTE credential, etc.)

Might these or other practices take shape in your community?

Might your community apply for a Round 4 of 5 YHDP grant?
PERKINS STATE AND LOCAL CTE PLANS

- Connect with your
  - State CTE Director
  - School district CTE director (secondary)
  - Community college CTE director (post-secondary)

- Leverage the new Perkins V provisions to start the conversation (2-page primer available from NCHE)

- Stay tuned for additional forthcoming NCHE CTE resources
Questions?
Where do you “see yourself” in the work we’ve discussed today?

What is one concrete next step you’ll take as a result of today’s discussion?
THANK YOU!

Christina Dukes, Federal Liaison
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