Community Schools and Homeless Education

Aligning, Leveraging, and Innovating for Impact

Welcome and Introductions

William Gomez
Redwood City School District

Maggie Joyce
Coordinator Youth Support Services
Shasta County Office of Education

Alejandra Chamberlain
Director, Youth Services
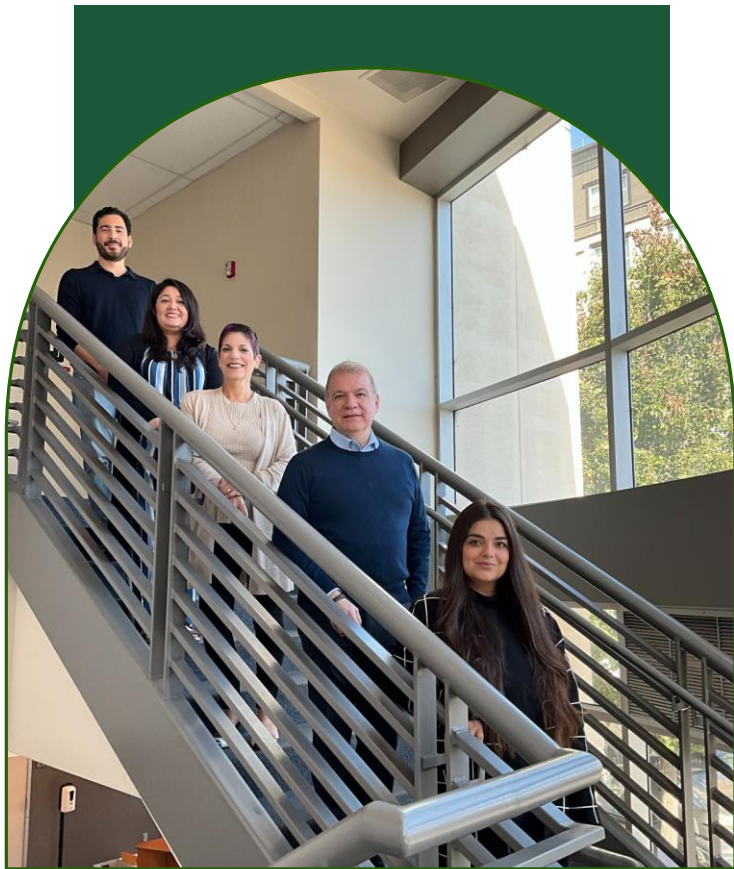Contra Costa County Office of Education

Overview

- Brief presentations by each program
- Each presenter will be asked three guided questions about their community schools collaboration
- Q & A from Audience
- Sharing of Resources
- Session Evaluation

T.H.R.I.V.E.
Homeless Innovative Program

Antonio Perez, Elsa Aispuro, Elizabeth Calderon-Garcia, Michelle Griffith, & William Gomez

Diving Deep Into Implementation
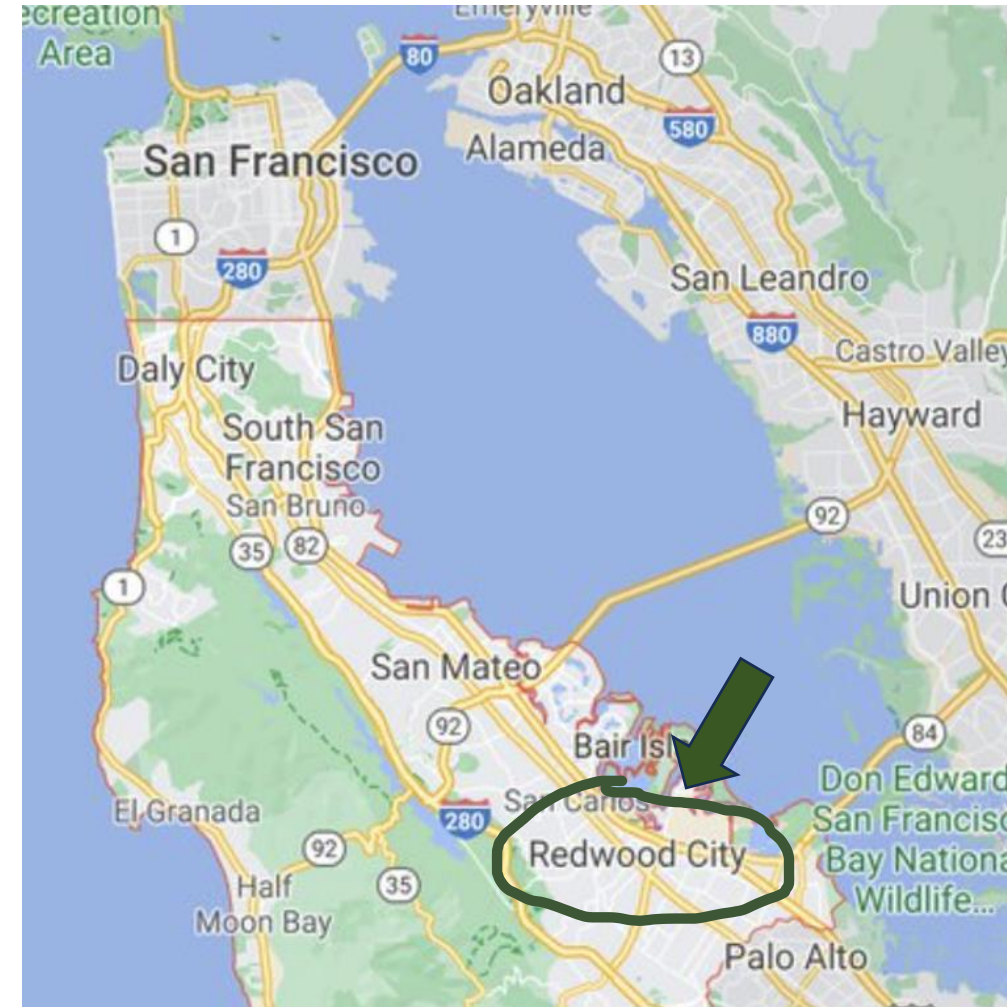
SAN FRANCISCO BAY AREA

$3,105
Average monthly rent in SMC*

2,600
# of students experiencing housing insecurity**

4X

MORE LIKELY NOT TO GRADUATE HIGH SCHOOL**

*Source: SMCgov.org
**John W Gardner Center for Youth and their Communities

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REDWOOD CITY SCHOOL DISTRICT DEMOGRAPHICS

School Year	Cumulative Enrollment	Homeless Student Enrollment	Temporarily Doubled Up	Temporary Shelters	Hotel/Motels	Temporarily Unsheltered
2019-2020	7,417	76	59.2%	30.3%	6.6%	3.9%
2020-2021	6,952	91	54.9%	28.6%	1.1%	15.4%
2021-2022	6,651	142	69.7%	17.6%	4.2%	8.5%
2022-2023	6,585	245	90.6%	6.5%	2.4%	0.4%
2023-2024 (As of 3/15/24)	6,522	324	95.4% (303)	1.8% (6)	1.8% (6)	1.5% (5)

Source: DataQuest California Department of Education

Redwood City School District is a Pre-K through 8th grade district.

From PILOT to
T.H.R.I.V.E.

FOCUS GROUPS

'19-'20

PROGRAM LAUNCHES

HIP GRANT

THRIVE BORN

'23-'24

COMMUNITY SCHOOL: FAMILY CENTERS

Open Doors

Proactive

Relationship Building

Build Understanding

System Navigation

If we improve identification methods

then we can

increase identification of students and families

so that we

can provide community, family-centered case management

which will lead to

connection to resources and impoved housing stability for community members.
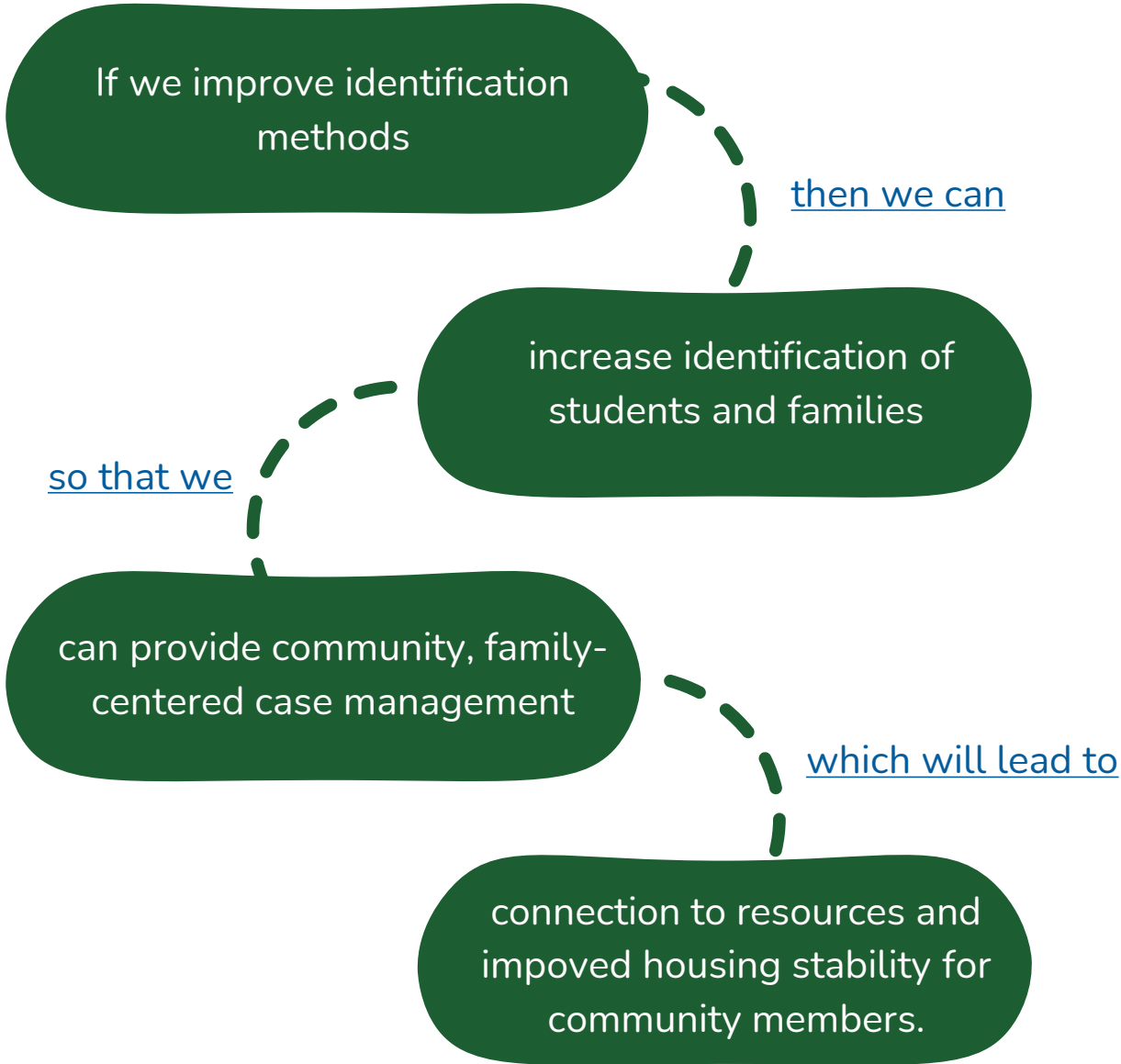
T.H.R.I.V.E.
THEORY OF CHANGE

RESPONSE:T.H.R.I.V.E.

Proactive

Identification

Responsive

Case Management & Linkages

Holistic

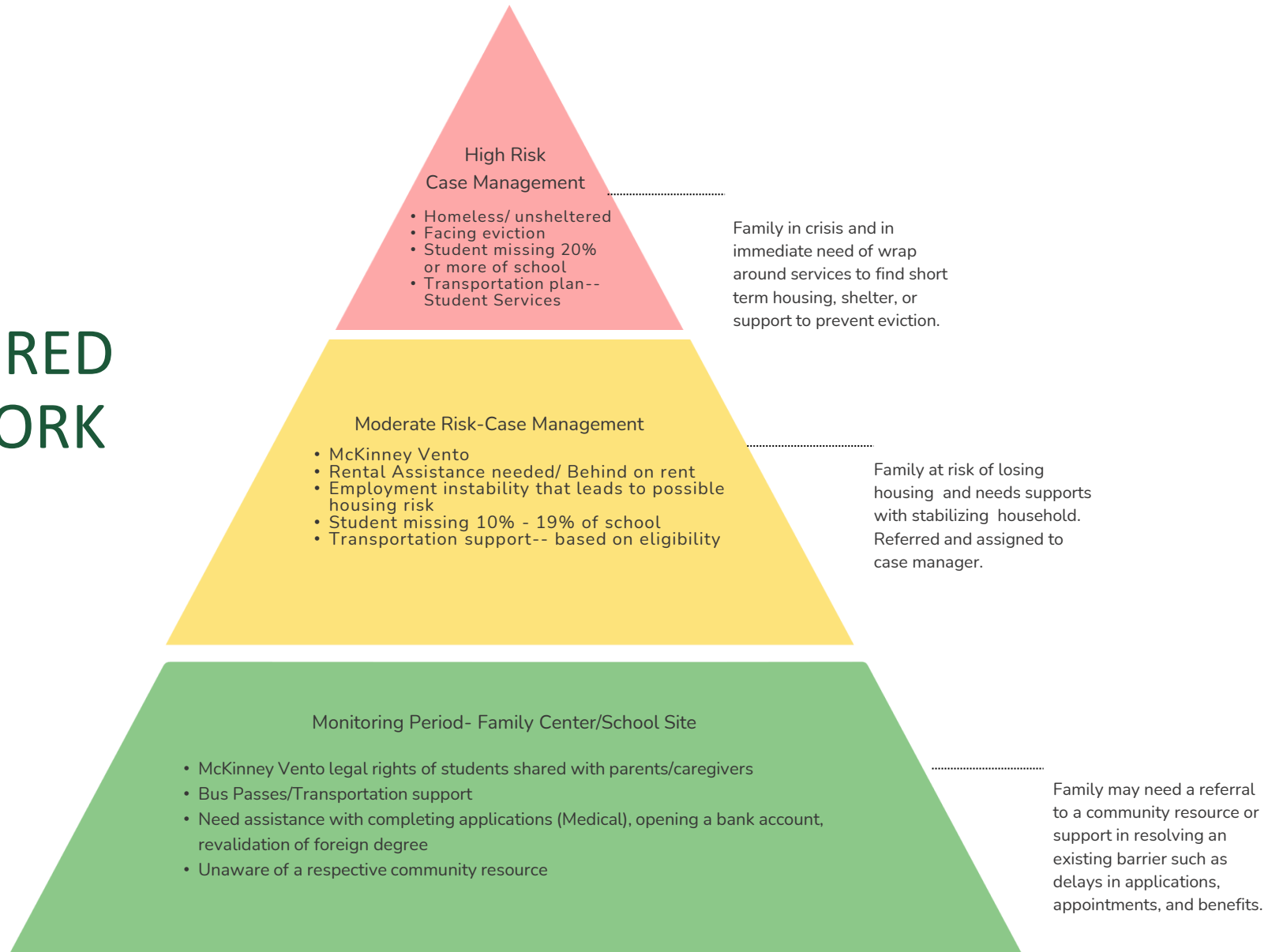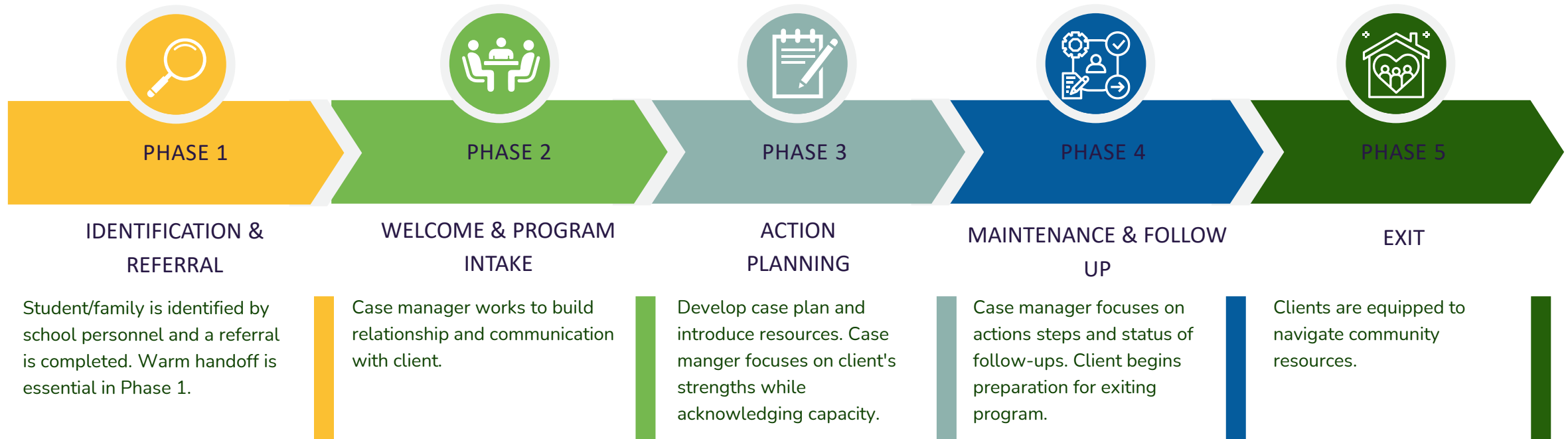Transformational Engagement

MULTI-TIERED FRAMEWORK

High Risk
Case Management

- Homeless/ unsheltered
- Facing eviction
- Student missing 20% or more of school
- Transportation plan-- Student Services

Family in crisis and in immediate need of wrap around services to find short term housing, shelter, or support to prevent eviction.

Moderate Risk-Case Management

- McKinney Vento
- Rental Assistance needed/ Behind on rent
- Employment instability that leads to possible housing risk
- Student missing 10% - 19% of school
- Transportation support-- based on eligibility

Family at risk of losing housing and needs supports with stabilizing household. Referred and assigned to case manager.

Monitoring Period- Family Center/School Site

- McKinney Vento legal rights of students shared with parents/caregivers
- Bus Passes/Transportation support
- Need assistance with completing applications (Medical), opening a bank account, revalidation of foreign degree
- Unaware of a respective community resource

Family may need a referral to a community resource or support in resolving an existing barrier such as delays in applications, appointments, and benefits.

THRIVE MODEL

PHASE 1

PHASE 2

PHASE 3

PHASE 4

PHASE 5

IDENTIFICATION & REFERRAL

WELCOME & PROGRAM INTAKE

ACTION PLANNING

MAINTENANCE & FOLLOW UP

EXIT

Student/family is identified by school personnel and a referral is completed. Warm handoff is essential in Phase 1.

Case manager works to build relationship and communication with client.

Develop case plan and introduce resources. Case manger focuses on client's strengths while acknowledging capacity.

Case manager focuses on actions steps and status of follow-ups. Client begins preparation for exiting program.

Clients are equipped to navigate community resources.

Where are we now?

Lessons Learned and the Road Ahead...

Engaging champions at the local level

Gathering Stakeholder Input

Integrating Model within RCSD

Refining T.H.R.I.V.E. Model

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VISIT OUR SITE!

View our manual!
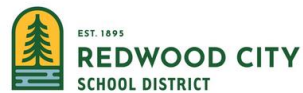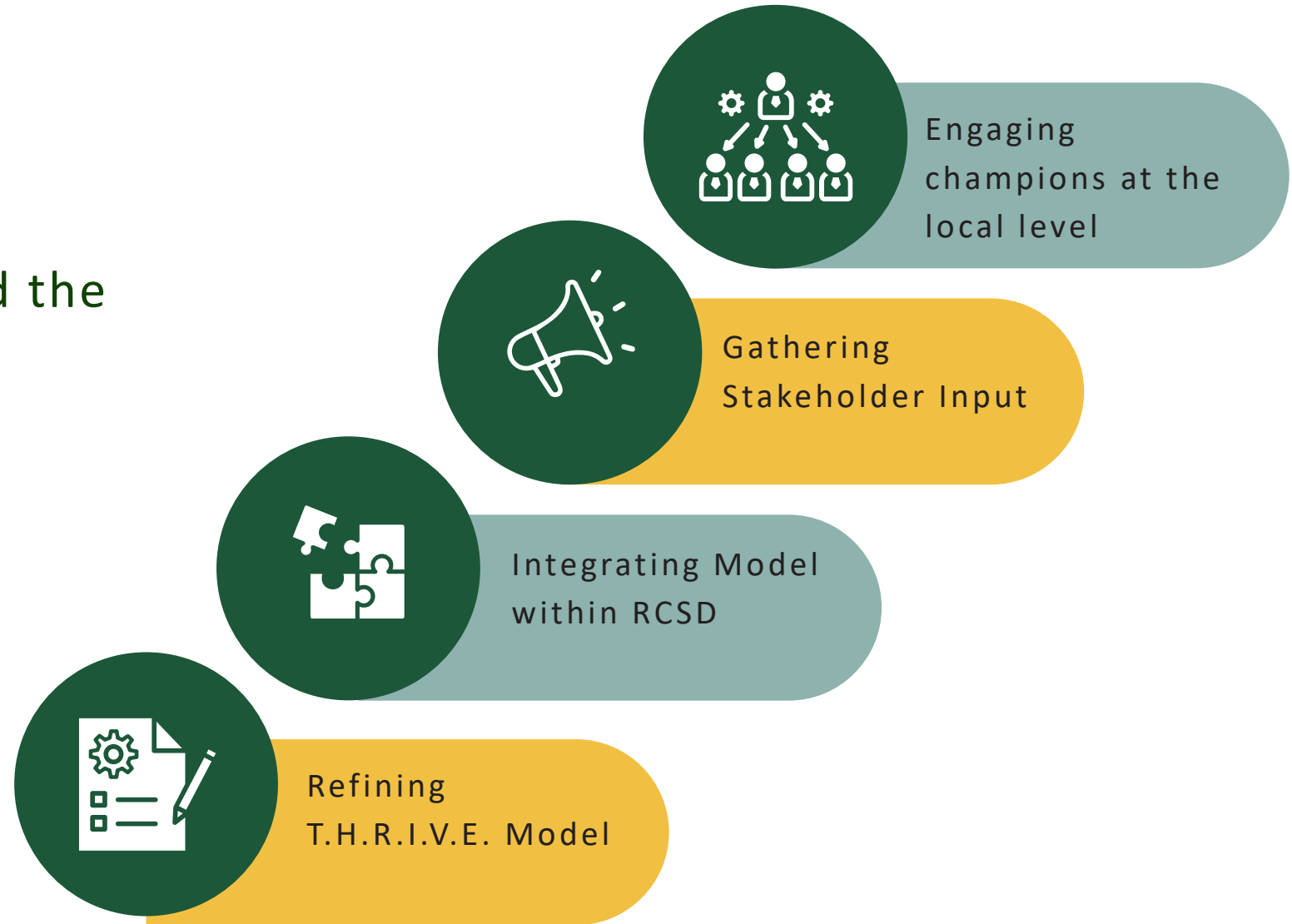
RCSD T.H.R.I.VE. (HIP- Homeless Innovative Program)

About Our MIP

RCSD T.H.R.I.V.E. began as a pilot. The pilot (Upstream) was a collaboration between the Redwood City School District, LifeMoves, Chapin Hall and the Chan-Zuckenberg Initiative.

We are continuing to edit manual as we reflect and refine on our practices.

This manual outlines RCSD's preventative homeless initiative and the tools needed to identify, refer, and serve families through case management services in order to stabilize their housing and household situation. The manual highlights RCSD's pilot initiative and collaboration that aims to prevent youth and family homelessness through defined identification processes and a tiered case management model; through this intervention the initiative works to support the community school model to better serve students in the four domains of their development: intellectual, social, emotional, and physical.

Contact Us

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🔗 **LINK HERE**

T.H.R.I.V.E. Model

Impact

**Resources**

TAKEAWAYS

COMMUNITY ASSESSMENT	IDENTIFICATION PROCESSES	RESOURCES & PARTNERS
• Review data: district/LEA numbers of identified McKinney-Vento youth, regional information/research, etc. • Open dialogues with various stakeholders: youth, families, district/school site employees, city leaders, etc.	• Review current processes for the identification of McKinney-Vento youth. • Identify potential opportunities for increasing identification, training, or processes.	• Connect with core agencies and discuss potential ways to partners. • • Identify local champions or organizations to provide resources and/or services for youth and families.

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HOMELESS EDUCATION INNOVATIVE PRACTICE
REDWOOD CITY SCHOOL DISTRICT

FEEDBACK IS GREATLY APPRECIATED!
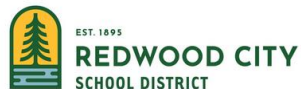
CONTACT US!

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REDWOOD CITY
SCHOOL DISTRICT
EST. 1895

Youth Support Services
Homeless Education
and
Community Schools
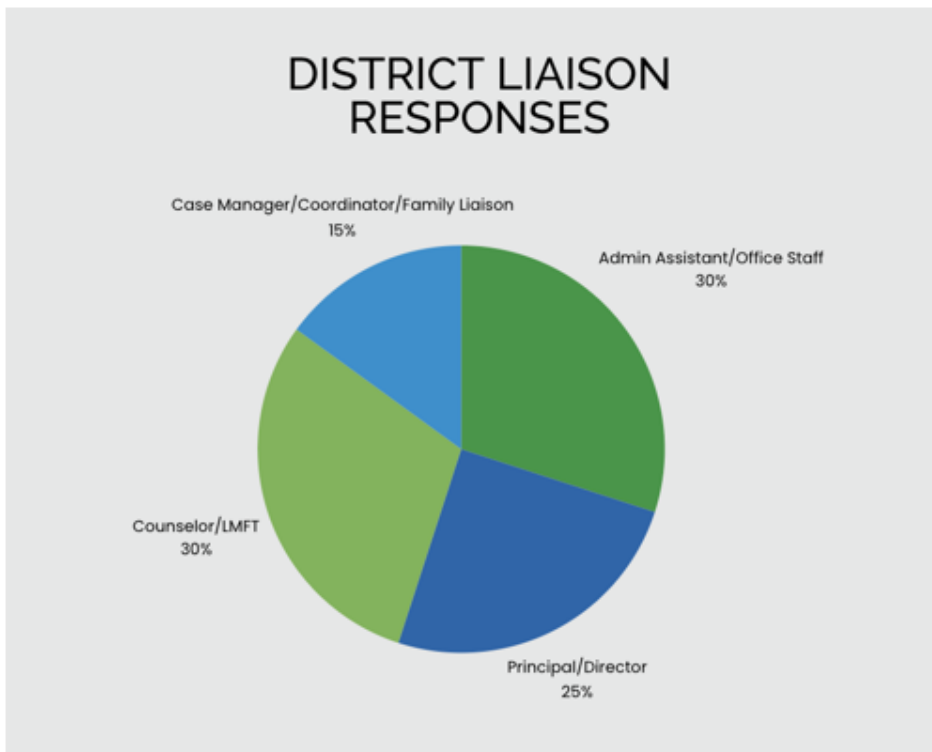## Resource Coordination, Relationship Building and Capacity

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Agenda

❏ Building a Homeless Liaisons support network

❏ Be intentional around supporting each other's roles

❏ Cross-training

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Shasta County Demographics

Shasta County has 26 school districts, 71 public schools, and 15 Charter schools

The liaison role is a hat the often gets added to a already full plate.

DISTRICT LIAISON RESPONSES

- Case Manager/Coordinator/Family Liaison — 15%
- Admin Assistant/Office Staff — 30%
- Counselor/LMFT — 30%
- Principal/Director — 25%

Funded Community Schools

SHASTA COUNTY OFFICE OF EDUCATION

Cohort 1: 2022-2027
- Alta Mesa
- Lassen View
- PACE
- Rother
- Shasta Meadows
- Buckeye
- Gateway Community Day
- Grand Oaks
- Cypress
- Igo-Ono
- Juniper
- Sycamore
- Montgomery Creek

Cohort 2: 2023-2028
- Anderson High School
- North Valley High School
- Oakview
- Mistletoe
- Parsons
- Burney Elementary
- Burney Jr/Sr High
- Fall River
- CHYBA
- Northern Summit Academy
- Oak Run
- Black Butte Elementary

- Gateway Educational Options
- Shasta Lake School
- Mountain Lakes HS
- Bonny View
- Excel
- Independent Study
- Juvenile Court School
- Pioneer HS
- Black Butte Jr. High
- Anderson Heights
- Anderson Middle
- Happy Valley Primary
- Meadow Lane

Cohort 3: Opening in November due February
Cohort 4: TBD Fall 2024

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It Takes a Village

Relationships are Vital

To demonstrate the significance we place on our liaisons, we showcase their accomplishments and commemorate their achievements.

- Liaison Appreciation
- District Liaison Expert
- Creating Connections
  - Liaison to Liaison
  - Liaison to Community School Coordinators

Building Brighter Futures Award

75% OF LIAISONS COORDINATE WITH LOCAL COMMUNITY-BASED ORGANIZATIONS IN SHASTA COUNTY TO BETTER SUPPORT AND SERVE HOMELESS/FOSTER STUDENTS AND FAMILIES

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Building a Liaison Support Network

Liaisons work in tandem with Community School Coordinators

- Attendance at monthly staff meetings
- Case Manager Community of Practice
- Participation at Monthly Homeless Youth Alliance Meetings

90.5%

Of Liaisons report that Identification of homeless students is conducted at the school site level and the district liaison is notified.

McKinney Vento Eligibility

- Enrollment Forms
- CDE HQ
- Intake Interviews

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Building a Liaison Support Network

What has been helpful? What needs to be added?

District Liaison Quarterly Meeting Feedback

What has been helpful

- Solutions shared by districts, including Motel 6 vouchers.
- Utilization of Google Drive and provided training.
- Communication about local events and professional development.
- Interaction with other District Liaison (DL) members and youth support services.
- Awareness of community resources and updates on laws and regulations.
- Learning process as a DL.
- Exchange of successful practices and contact information among DLs, including the option of the Motel 6 project for temporary housing.
- Appreciation for shared resources and collaboration, aiding in identifying effective strategies.
- Guidance and support from the Shasta County Office of Education (SCOE).
- Collaboration opportunities and access to reference materials.
- Appreciation for shared resources and additional training opportunities.
- Acknowledgment of the value of resource sharing and the need for earlier mandatory training sessions. Additionally, gratitude for the support from the YSS team.

What would you like added

- Enhanced learning opportunities for liaisons.
- Assistance in crafting staff messages about the liaison role.
- Guidance on purchasing clothing via purchase order.
- Protocol for assisting homeless families.
- Beginning-of-the-year meetings to clarify roles and available supports.
- Increased peer workshopping time and resource exploration.

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Be Intentional

Tier 1 Supports

FOOD PANTRY TOOLKIT

MOU with Dignity Health Food Bank
- 37 school based food pantries and growing!
- Food Pantry Toolkit
- Access to shelf stable food

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Be Intentional
Equal Access to Resources

Diving Deep Into Implementation

Be Intentional

Equal Access to Resources

Homeless Management Information System

The HMIS tracks and coordinates homeless care delivery for Del Norte, Siskiyou, Modoc, Shasta, Lassen, Plumas, and Sierra counties.

DENTAL & HYGIENE KIT REQUEST FORM

Backpack & School Supply REQUEST FORM

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Training Needs
Identified by Liaisons and Community Partners

Top 3 Training Needs Identified by Liaisons

> District Requirements and Responsibilities (the laws), Eligibility and Enrollment

> Connecting to Community Resources

> Empathy and Understanding Trauma-Informed Practices

75 % of community partners feel the SCOE Homeless Education Coordinator could **conduct training, provide information on county resources and services related to education and provide hygiene supplies** to best support them in serving youth and families experiencing homelessness at their agency/organization.

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LEA Trainings

McKinney Vento Training is a Top Priority

Targeted District Trainings
- Office personal
- Counselors
- Administrators
- Teachers/Support Staff

- Annual Training
- Quarterly Liaison Training

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Cross Training

- Community School Coordinator Training
- Community Partner Training
- Direct access to Youth Support Services

- Shared resource folder for Liaisons and Community Schools Coordinators

Shared Google Folder

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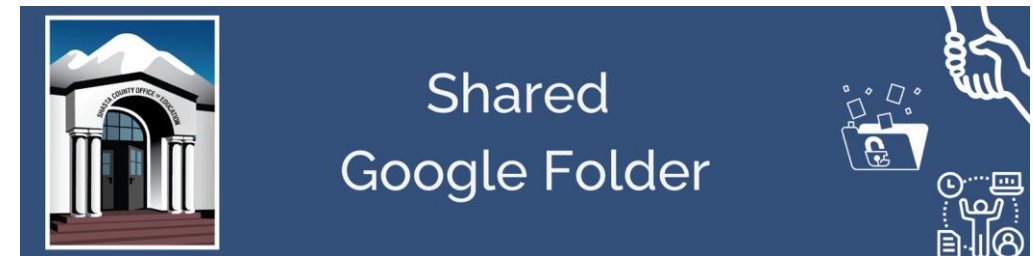
Additional Supports

- Local Control Accountability Plan (LCAP) planning
- Title 1 Reservation Funds Planning
- **Transportation Coordination Support**
- Dispute Resolution
- Sample Policies and Procedures
- **Homeless Management Information System (HMIS)**

- Legislative Updates and Implementation Support
- Expedited Records Requests
- Technical Assistance
- **Connection to community based services**
- **Attendance at SSTs, IEP, 504s, BIDs**

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Questions?
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Homeless Education and Community Schools:

Creating a Shared Vision, Leveraging Resources, and Aligning Systems for Impact

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Contra Costa County

- 11th largest public school student population in the state with 169,225 students

- 286 schools, including CCCOE and charter schools.

- 18 School Districts

- 2,727 enrolled homeless students

HETAC Mini Grant Project

- Participate in a learning community
- Conduct a needs assessment to understand assets and gaps
- Identify strategies to increase access to resources and services
- Engage a network of community partners in a collaborative
- Build capacity of district and school personnel

California Community School Partnership Program

LEA	Grant Type	Cohort
Antioch Contra Costa Unified	Planning Grant	2022-2023
Aspire Richmond	Implementation Grant	2022-2023
John Swett Unified	Planning Grant	2021-2022
Mt. Diablo Unified School District	Planning Grant	2021-2022
Pittsburg Unified	Implementation Grant	2021-2022
West Contra Costa Unified	Implementation Grant	2021-2022, 2022-2023

- **3** of the CCSPP districts are the districts with the largest populations of students identified as homeless.

- West Contra Costa Unified has the most CS sites, and the highest population of students identified as homeless

County Office of Education

COE Role in CS Development

Facilitate **Communities of Practice** to support districts in building:

- Shared governance structures
- Strategic Partnerships
- Professional Learning Opportunities
- Data Systems
- Continuous Improvement
- Sustainable Resources

Manage and support **Integrated Systems of Support**

- Understand and track needs and assets – identify service gaps
- Engage in county-level/cross-sector resource identification and partnering
- Support policy and MOU development – e.g. with County Health and Human Services (HHS) agencies

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California Community School Framework

CA Community Schools Partnership Program Framework

4 Pillars
1. Expanded learning time and opportunities
2. Integrated student supports
3. Collaborative leadership and practices
4. Active family and community engagement

4 Key Conditions of Learning
1. Supportive environmental conditions that foster strong relationships and community
2. Productive instructional strategies that support motivation, competence, and self-directed learning
3. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior
4. System of supports that enable healthy development, respond to student needs, and address learning barriers

4 Cornerstone Commitments
1. A commitment to assets-driven and strength-based practice
2. A commitment to racially just and restorative school climates
3. A commitment to powerful, culturally proficient and relevant instruction
4. A commitment to shared decision making and participatory practices

4 Proven Practices
1. Community Asset Mapping and Gap Analysis
2. A Community School Coordinator
3. Site-Based and LEA-Based Advisory Councils
4. Integrating and Aligning with Other Relevant Programs

Note the areas of the framework that align with the work of Homeless Education Liaisons

West Contra Costa Unified

Funding supports:

- Project Manager position
- Extra time for Liaison and Counselors
- Evaluation and Reports
- Supplies/stipends for focus groups

Community Schools Support Collaborative
District-level community and district steering committee

West Contra Costa Community Schools System
A collaborative action approach to school and community transformation.

Community School Action Collaboratives
Site-level community schools teams

Systems Change Collaborative
Cross-sector community decision-makers

Leveraging a Collective Impact Approach for Transformational Change

01 A Common Agenda for Change

02 Shared Measurement for Data and Results

03 Mutually Reinforcing Activities

04 Open and Continuous Communication

05 A Backbone Coordinating Organization

Collective Impact Premise: "If you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing shared concerns of the organizations and communities"- The Collaborative Leadership Fieldbook

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Areas of shared interest

- Student achievement and attendance

- Family and student engagement

- Resource development

- Connection and access to community services

- Local Control Accountability Plan (LCAP) planning

- Professional Development

- Capacity and sustainabilty

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Vision

- Have a vision for MKV within the overall community school system.

- Know what you want to achieve.

- Clearly identify the strategies, people, and actions needed to align MKV with CS.

- Know how your initiative fits within the larger community.

- Build partnerships that foster collaboration rather than competition.

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Resources

- Think broadly about resources – people, time, and money
  - o Knowledge, partnerships, collaborations
  - o Federal, state, local and private resources
  - o Education and non-education funding
- Get to know the landscape of existing resources
- Start by making the best possible use of existing resources
- Anticipate resources needed to sustain and or build capacity and activities

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Plan for Results

- Get detailed about the results you want to achieve for children and families, community, and systems
- Use indicators to track status of children and families across the community.
- Use performance measures to track progress towards goals.
- Use data to make improvements and demonstrate value.

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Strategies

- Assess your current services and gaps. Create a profile that communicates the needs and access issues facing students.

- Identify potential partner organizations. Who in the school or community is also serving your students?

- Think about what outside services are being coordinated with district services.

- Develop strong internal systems for information, communications, and personnel.

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Community school strategies can be an effective approach to:

- **mitigate** the academic and social impacts of emergencies that affect local communities
- **improve** school responsiveness to student and family needs
- **organize** school and community resources to address barriers to learning.

Sustainability

- Take into account short-and long-term needs

- Identify challenges and/or obstacles

- Identify strategies to garner needed resources and overcome challenges

- Identify and communicate with key partners

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Questions for Panel

- What has been one "ah ha" moment about homeless education and community schools?

- What is one lesson learned?

- What is one key suggestion?

Questions?

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