



# Leadership Engagement to Improve and Strengthen McKinney-Vento Programs

December 7, 2023





# Welcome from the California Homeless Education Technical Assistance Center (HETAC)



# About the HETAC

- The Homeless Education Technical Assistance Center (HETAC)
  - Is funded by the California Department of Education to serve as the state's homeless education technical assistance center
  - Is operated jointly by the Contra Costa, Los Angeles, and San Diego County Offices of Education

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*"Which HETAC serves my county?"* [Download the HETAC flyer](#) to learn more.



# Logistics

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- The webinar is being **recorded** and will be posted at [hetac.org](https://hetac.org)
- All attendees are **muted**
- Attendees may turn on or disable **closed captioning**
- Please use **chat** to submit questions

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**National Center  
for Youth Law**



# Agenda

1. [Jamboard](#)- we want to hear from you!
2. The who, what, when, & why of engaging leadership
  - a. Site level
  - b. District level
  - c. School Board
  - d. COE
  - e. CDE
3. Youth leadership

# Leadership

Who should I be looking to engage at each level?  
Find out who your allies are!

Your School



Site

Principals, Assistant  
Principals & PBIS  
Leadership

LEA



District

Superintendent, Assistant  
Superintendent, Communication  
Team, Business Office & School  
Board

COE & CDE



County & State

McKinney-Vento Program  
Coordinator/Director at COE &  
Continuum of Care (CoC)  
CDE & HETAC Leads

Students



Youth

Youth Voice  
Youth Engagement  
Youth Leadership

# **Jamboard Discussion**

**Where are you seeing it go well?  
Where are you feeling most stuck?**





# Why?

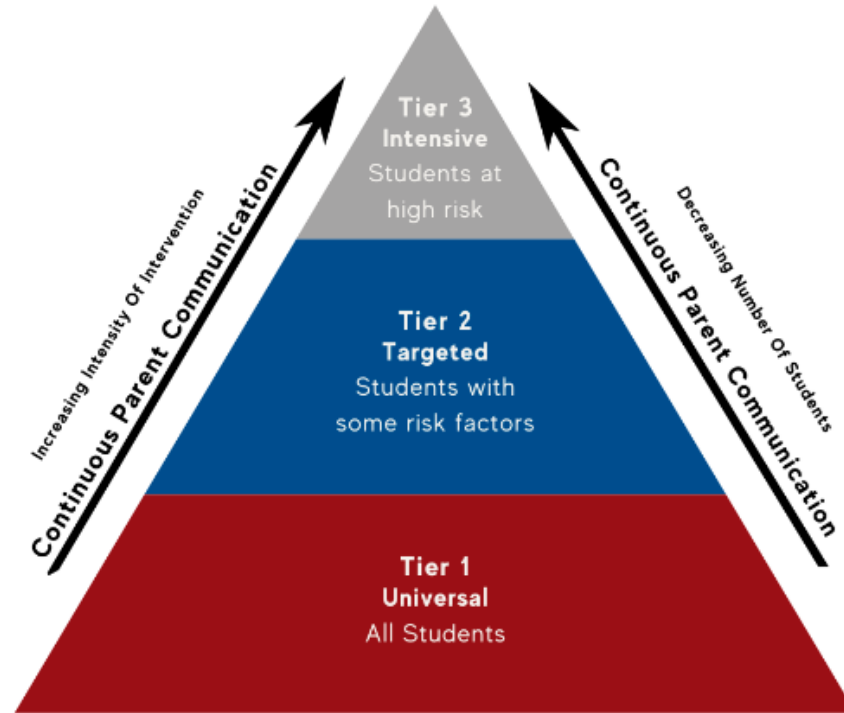
- Creates a shared understanding of the current reality
- Ensures meaningful inclusion in district strategic goals
- Develops a continuous flow of communication and feedback
- Increases retention of employees
- **Creates a shared responsibility in addressing the barriers and finding solutions**

# Site Leadership

- Who?
  - Principal/Assistant Principal
- When?
  - Monthly update on McKinney-Vento numbers
  - Gaps in services at the site level
  - Barrier/trends at the site level
  - Scheduling site-wide trainings
- What
  - to have prepared?
    - McKinney-Vento numbers
    - Summary of current supports
  - to expect to be asked?
    - What are the current gaps in services?
    - What are the biggest barriers these students and families are facing?

- Who?
  - PBIS leadership/student services
- When?
  - At regularly scheduled meetings (weekly)
- What
  - to have prepared?
    - A list of your highest needs McKinney-Vento students
    - Barriers around attendance/truancy process
    - Barriers to accessing school services
    - Qualifying for reduced credits
  - to ask?
    - How are we intentionally including this population in our work?

# Site Level Example



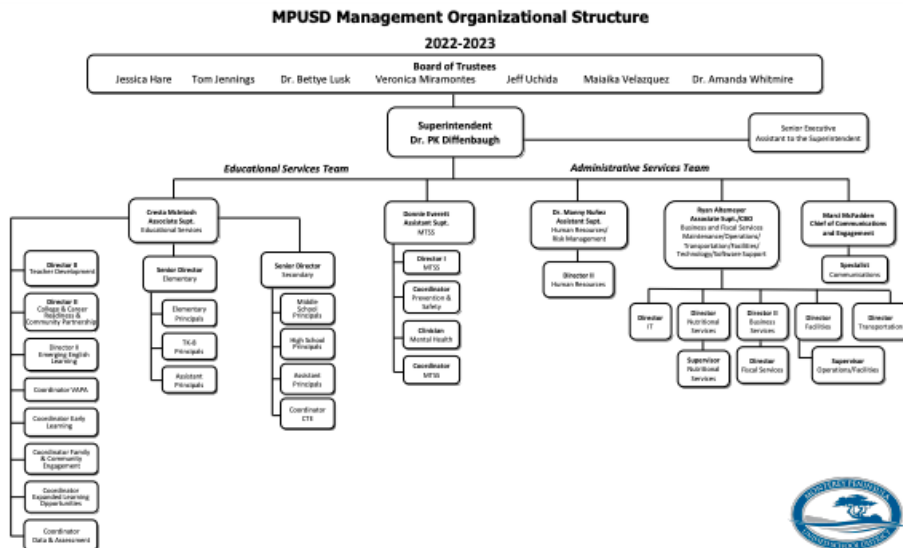
# District Office

- Who?
    - Superintendent/Assistant Superintendent
  - When?
    - Monthly update on McKinney-Vento numbers
    - Applying for grants
    - Receiving funds (i.e. ARP)
    - Expanding programming
  - What
    - to have prepared?
      - McKinney-Vento numbers
      - Summary of current supports
    - to expect to be asked?
      - What are the current gaps in services?
      - What are the biggest barriers these students and families are facing?
- Who?
    - Business Office
  - When?
    - Receiving funds (i.e. ARP)
  - What
    - to have prepared?
      - List of allowable uses of funds
        - CDE of COE stamp of approval is even better
      - Plans for the usage of funds
      - Expenditure reports
    - to ask?
      - What are the expected barriers to spending these funds in X way?

# District Office

- Who?
    - MTSS/PBIS Director
    - Student Services Director
  - When?
    - Structuring supports
    - Attendance policies/DA truancy meeting
    - On-campus supports
  - What
    - to have prepared?
      - McKinney-Vento numbers
    - to ask?
      - Is this population being considered as its own category?
- Who?
    - Communication Team
    - IT
  - When?
    - As needed
  - What?
    - Keeping the website up to current standards
    - Keeping families informed
    - Programming expands

# District Level Example



- Funding allocation
- LCAP planning
- District-wide trends/barriers
  - online enrollment
  - housing questionnaire
- Extreme/complex individual student cases



# School Board

- When?
  - Quarterly at a minimum, monthly is best when possible
- What
  - to have prepared?
    - Intro to McKinney-Vento
    - McKinney-Vento numbers
    - Summary of current supports
  - to expect to be asked?
    - What are the current gaps in services/supports?
    - What are the biggest barriers these students and families are facing?



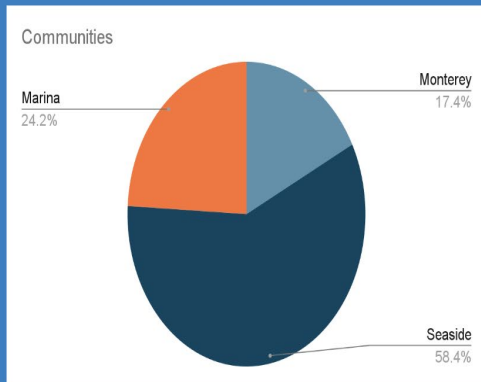
# School Board Level Example

## McKinney-Vento Data

Total = 22%  
2,087 of 9,295

Shelters = 5%  
Hotel/Motels = 4%  
Unsheltered = 1%  
Doubled or Tripled up = 90%

As of June, 2022



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## CA Dashboard Data for Youth Experiencing Homelessness

	State 2018	State 2022	MPUSD 2018	MPUSD 2022
<b>Discipline</b> (suspended at least one day)	5.6%	5.5%	4.9%	0.1%
<b>Graduation</b>	76%	74.4%	82.4%	95.1%

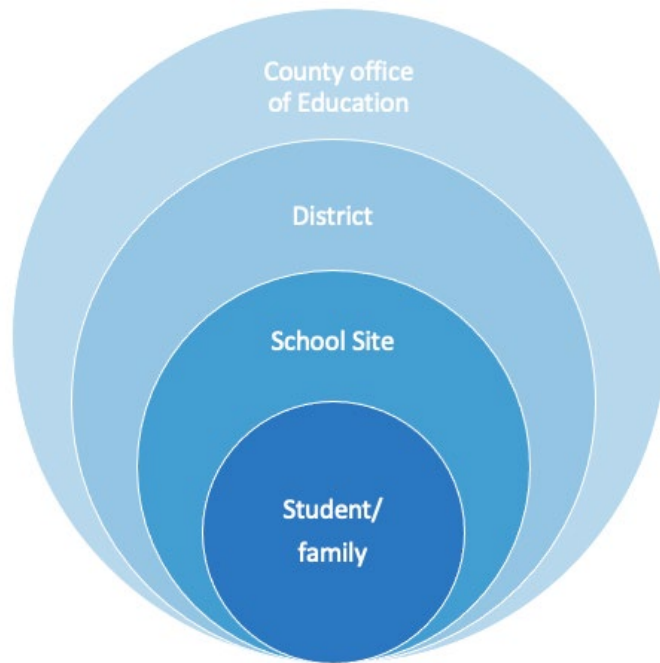


# County Office of Education

- Who?
  - McKinney-Vento Program Coordinator/Director
- What
  - to have prepared?
    - McKinney-Vento number breakdown, know who your McKinney-Vento student population is
    - Know what the McKinney-Vento rights are
- When?
  - Know what supports your COE provides
    - Liaison Support and Collaboration Meetings
    - Represent LEAs and Charter Schools in Community Organizations
    - Facilitate family assistance between schools, districts, shelters, and other organizations
    - Professional Development Opportunities
    - Materials and Supplies for students as needed
    - FPM (Federal Program Monitoring) Support/LCAP Support
    - Dispute Mediation

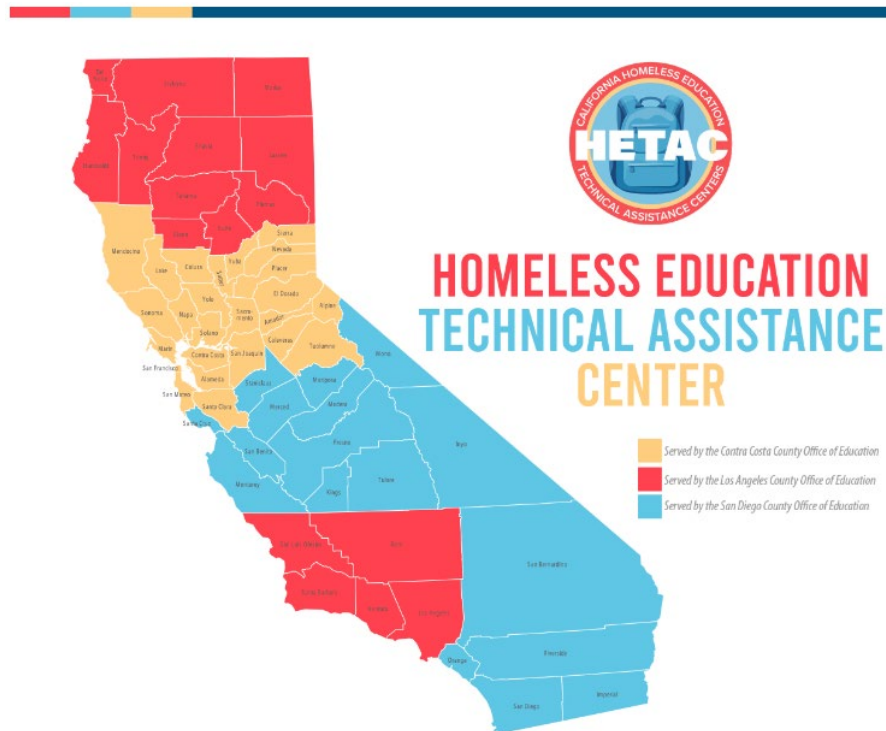
## COE Level Example

- Support in coordinating multi-district transfers, transportation, and disputes
- Support advocating for spending funds such as ARP



# California Department of Education

- Who?
  - HETAC (Homeless Education Technical Assistance Center)
  - <https://www.hetac.org/>
- When?
  - Professional Development
  - Resources
  - Guidance on federal and state legislation
- What
  - to have prepared?
    - McKinney-Vento number breakdown, know who your McKinney-Vento student population is



# Youth

- When?
  - As often as you can!
  - When trying to identify gaps in services
  - To get feedback
- What?
  - Create a Youth Advisory Board (YAB)
  - Create meeting norms and expectations
  - Compensate your youth for their time
  - Provide professional development
  - Discuss the barriers they are facing
  - Find issues do they want to address
- Why?
  - Because they have a voice that matters!
  - Creates a sense of belonging
  - Because they can make a difference!



# True Engagement with Youth Leadership

<https://tnoys.org/defining-youth-engagement/>

## ORGANIZING AND GOVERNING

Youth have a central role in the organization's structure, driving programmatic or strategic decisions. Youth are empowered to be part of shared decision-making processes and have the opportunity for youth to learn from life experiences and expertise of adults.

## YOUTH-INITIATED LEADERSHIP

Youth serve as peer leaders in a paid or volunteer capacity. Youth lead activities with their peers or with adults. Adults are involved only in a supporting role.

## YOUTH-INITIATED PARTNERSHIPS

Youth and adults join together as equals to accomplish programming, plan activities, operate the program, or complete specific tasks.

## ADULT-INITIATED, SHARED DECISION-MAKING

Projects or programs are initiated by adults but the decision-making is shared with youth. Attempts are made to use youth-friendly procedures and language.

## INFORMED DIALOGUE

Youth give ongoing advice on projects or programs designed and run by adults. Youth are informed as to how their input will be used and the outcomes of the decisions made by adults. Youth are involved in evaluation of programming.

## ASSIGNED BUT INFORMED

Youth are assigned a specific role and informed as to how and why they are being involved. This includes inconsistent youth involvement or temporary consultations such as focus groups or surveys.

## TOKENISM

Young people appear to be given a choice, but in fact they have little or no choice about what they do or how they participate.

## DECORATION

Young people are used to bolster a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by youth.

# True Engagement with Youth Leadership

- ✓ **Youth Voice** – an expression of youth ideas, thoughts, and beliefs through equitable opportunities in which youth expressions are respected and heard.
- ✓ **Youth Engagement** – an equitable access and opportunity for youth to participate in activities that are related to their schools, communities, and self.
- ✓ **Youth Leadership** – when youth are a genuine part of the decision-making process, identifying and implementing projects of their choice, and gaining the knowledge and skills to better advance the development of their schools, communities, and self.

## Thank You!

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# Local Educational Agency Homeless Education Policies

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- Under California Education Code, local educational agencies (LEAs) must establish homeless education program policies to ensure equal access to the same free, appropriate public education for children and youth experiencing homelessness as is provided to all students.
- **"local educational agency"** means a school district, a county office of education, a nonprofit charter school participating as a member of a special education local plan area, or a special education local plan area (Ca. Educ. Code § 56026.3)



# Board Policies (cont.)

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- The California Education Code requirement that LEAs **establish and update homeless education board policies** that reflect the most recent federal and state legislation mirrors a similar requirement in the federal McKinney-Vento Homeless Assistance Act (hereafter *McKinney-Vento Act*).
- Under the McKinney-Vento Act, state educational agencies (SEAs) and LEAs must **review and revise any laws, regulations, practices, or policies that may act as a barrier** to the school identification, enrollment, attendance, or success of children and youth experiencing homelessness [42 U.S.C. § 11431(2)].
- COE homeless education board policies may be similar to those in school district policies or incorporate additional or different provisions specific to county-level homeless education program implementation based on each county's unique program and context.

# Education Code Provisions Related to Board Policies

Effective January 1, 2023, [California Education Code § 48851.3](#) stipulates the following:

- LEAs shall establish homeless education program policies that are consistent with California Education Code Chapter 5.5 using resources developed by the [California Department of Education \(CDE\)](#) and the [California Homeless Education Technical Assistance Center \(HETAC\)](#) [Ca. Educ. Code § 48851.3(b)].
- LEAs shall update their homeless education program policies at least once every three years [Ca. Educ. Code § 48851.3(b)].

# Board Policies and Administrative Regulations

- LEA board policies (BPs) establish a broad vision statement pertaining to a topic impacting the LEA—in the present case, the education of children and youth experiencing homelessness in keeping with relevant federal and state laws
- Administrative regulations (ARs) specify how board policies will be implemented
- Generally, BPs are written, amended, and adopted formally by the LEA's board and ARs are written and implemented by the LEA's superintendent and/or administrative team under the direction of the board



# Board Policy – sample statement

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*The Board of Education recognizes its responsibility to identify homeless children within the District, encourage their enrollment and eliminate existing barriers to their education which may exist in District practices.*

*The Board will provide homeless children attending the District's schools with access to the same free and appropriate public education and other school programs and activities, including preschool education, as other children.*



# Key Topics to Address in Board Policies and Administrative Regulations

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- Policy review and revision
- Liaison designation and duties
- Information posting
- Student identification
- Immediate enrollment
- School Selection
- Transportation
- Professional development and technical assistance
- Comparable services
- Providing understandable information
- Student privacy
- Dispute Resolution
- Prohibition against segregation or stigmatization
- Expanded high school graduation pathways

# New HETAC Resources



## Local Educational Agency Homeless Education Policies: Understanding and Implementing Federal and California Law

### Tip Sheet and Sample Board Policy:

### Local Educational Agency Homeless Education Policies: Understanding and Implementing Federal and California Law

Located on the HETAC resources webpage  
at: <https://www.hetac.org/resources/hetac-resources>

#### This California Homeless Education Technical Assistance Center (HETAC) tip sheet:

- explains the California requirement for local educational agencies (LEAs) to establish homeless education program policies that are consistent with relevant federal and state law;
- explains the California requirement for LEAs to train LEA employees on their homeless education program policies;
- recommends key topics to address in LEA homeless education program policies and administrative regulations; and
- provides a sample homeless education program policy that California LEAs can use as a starting place for developing their own policy.

#### Context

Children and youth experiencing homelessness, including unaccompanied youth<sup>1</sup>, face unique school and other life challenges that typically are not experienced by their housed peers due to the upheaval and educational disruption often caused by homelessness. Federal and California state statutes include targeted provisions aimed at mitigating the effects of homelessness on learners' education and overall well-being. Under California Education Code, local educational agencies (LEAs) must establish homeless education program policies to ensure equal access to the same free, appropriate public education for children and youth experiencing homelessness as is provided to all students. These policies create a framework for ensuring ongoing compliance with statutory mandates and implementing an approach to serving students experiencing homelessness that is supportive and effective.



This tip sheet explains the requirement in California Education Code § 48851.3 that LEAs establish homeless education program policies that reflect current federal and state legislation pertaining to homeless education and train LEA employees on these policies. The tip sheet also includes a sample homeless education program policy that California LEAs can use as a starting place for developing their own policy.

#### California Education Code § 48851.3 Provisions Related to Board Policies

Effective January 1, 2023, [California Education Code § 48851.3](#) stipulates the following:

- LEAs shall establish homeless education program policies that are consistent with California Education Code Chapter 5.5<sup>2</sup> using resources developed by the [California Department of Education](#)

<sup>1</sup> The term *unaccompanied youth* is defined as "a homeless child or youth not in the physical custody of a parent or guardian" [42 U.S.C. § 11434a(6)].

<sup>2</sup> Chapter 5.5 refers to California Education Code §§ 48850–48859: Education of Pupils in Foster Care and Pupils Who Are Homeless.



# Additional Resources

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- LEAs may wish to consult BPs and ARs from other California LEAs or from the California School Board Association (CSBA) when developing their own BPs and ARs. The CSBA also makes available a sample homeless education BP and AR specific to COEs.
- See the Homeless Education Program Instrument on the [CDE Program Monitoring Instruments webpage](#) for more information on the role board policies and administrative regulations can play in providing evidence of LEA compliance with federal and state legal requirements.

