

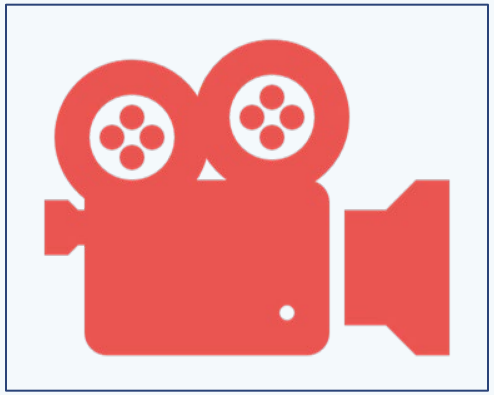


Stronger Together: Aligning Homeless Education and Community Schools

Welcome! We will begin momentarily.
Please say hello in the chat!

Webinar Logistics

- This webinar is being recorded and will be posted within one week to the HETAC website at www.hetac.org/resources/hetac-resources
- The webinar recording and materials also will be sent to webinar attendees following the webinar
- All attendees are muted
- Please use "Q&A" to submit questions
- Attendees may turn on or disable closed captioning



Recording...





Stronger Together: Aligning Homeless Education and Community Schools

October 22, 2025
Welcome!

Our Time Today



- Learn about the California Community Schools Partnership Program
- Examine the aligned goals of McKinney-Vento Homeless Education and the Community School strategy
- Identify and discuss opportunities for high-impact collaboration and effective coordination strategies
- Q&A and discussion

Presenters

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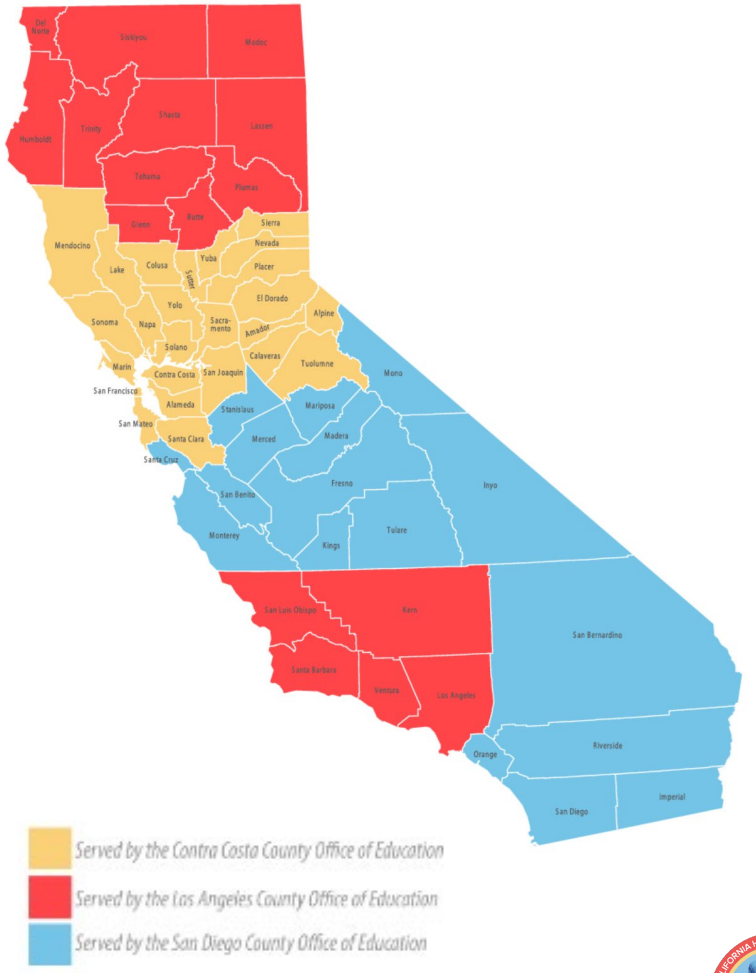
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About the HETAC

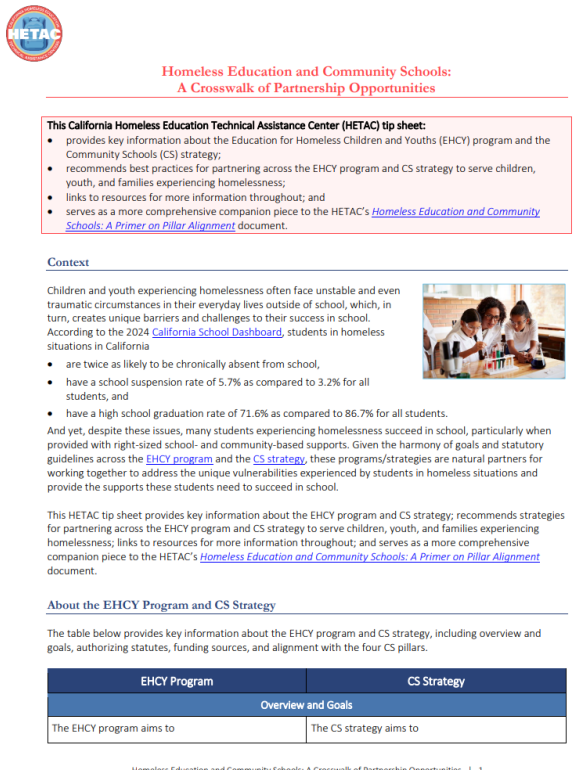
The California Homeless Education Technical Assistance Center (HETAC)

- 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

Learn more about the HETAC that serves your county on the HETAC contact us webpage



HETAC Resource Spotlight



Homeless Education and Community Schools:
A Crosswalk of Partnership Opportunities

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

- provides key information about the Education for Homeless Children and Youths (EHCY) program and the Community Schools (CS) strategy;
- recommends best practices for partnering across the EHCY program and CS strategy to serve children, youth, and families experiencing homelessness;
- links to resources for more information throughout; and
- serves as a more comprehensive companion piece to the HETAC's *Homeless Education and Community Schools: A Primer on Pillar Alignment* document.

Context

Children and youth experiencing homelessness often face unstable and even traumatic circumstances in their everyday lives outside of school, which, in turn, creates unique barriers and challenges to their success in school. According to the 2024 California School Dashboard, students in homeless situations in California

- are twice as likely to be chronically absent from school,
- have a school suspension rate of 5.7% as compared to 3.2% for all students, and
- have a high school graduation rate of 71.6% as compared to 86.7% for all students.

And yet, despite these issues, many students experiencing homelessness succeed in school, particularly when provided with right-sized school- and community-based supports. Given the harmony of goals and statutory guidelines across the EHCY program and the CS strategy, these programs/strategies are natural partners for working together to address the unique vulnerabilities experienced by students in homeless situations and provide the supports these students need to succeed in school.

This HETAC tip sheet provides key information about the EHCY program and CS strategy; recommends strategies for partnering across the EHCY program and CS strategy to serve children, youth, and families experiencing homelessness; links to resources for more information throughout; and serves as a more comprehensive companion piece to the HETAC's *Homeless Education and Community Schools: A Primer on Pillar Alignment* document.

About the EHCY Program and CS Strategy

The table below provides key information about the EHCY program and CS strategy, including overview and goals, authorizing statutes, funding sources, and alignment with the four CS pillars.

EHCY Program	CS Strategy
Overview and Goals	
The EHCY program aims to	The CS strategy aims to

Homeless Education and Community Schools: A Crosswalk of Partnership Opportunities

Homeless Education and Community Schools Crosswalk:

- provides key information about the EHCY program and the Community Schools (CS)strategy;
- recommends best practices for partnering across the EHCY program and CS strategy to serve children, youth and families experiencing homelessness.
- links to resources for more information.
- serves as a comprehensive companion piece to the *HETAC's Homeless Education and Community Schools: A Primer on Pillar Alignment document.*



California Community School Partnership Program

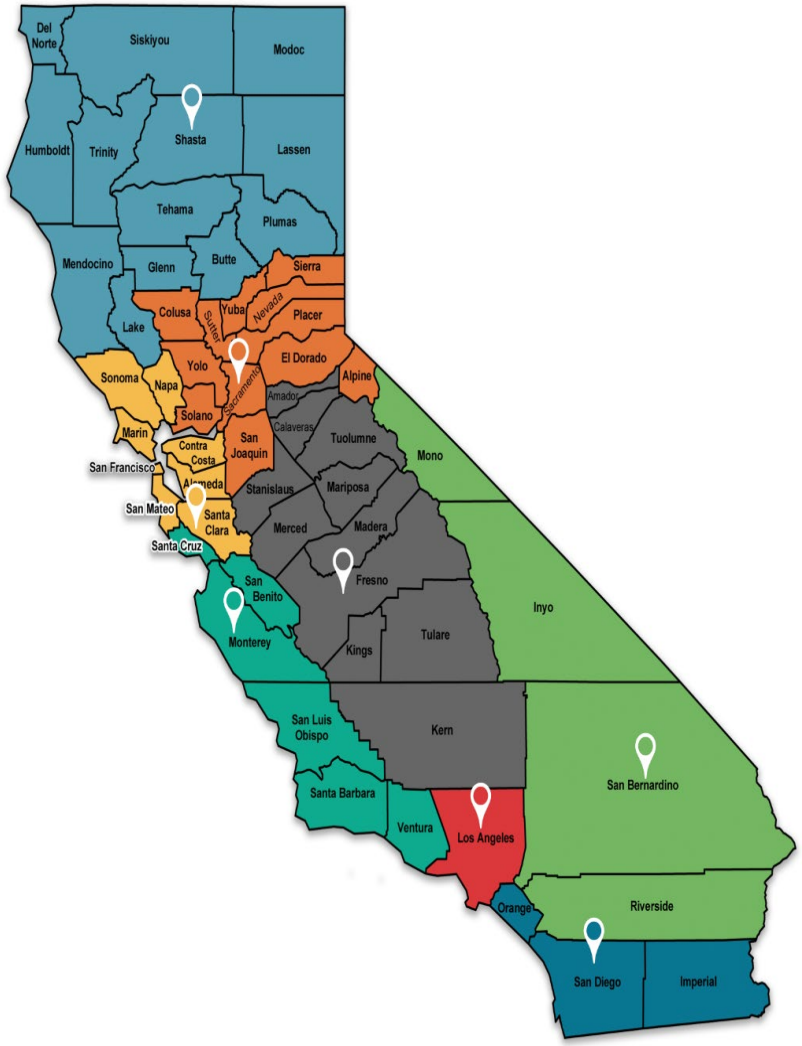
California Community Schools Partnership Program
A presentation to the Education for Homeless Children and Youth Coordinators Meeting

Hamed Razawi
Education Administrator
CA Department of Education
Community Schools Office

CCSPP – Overview

- A historic, 4.2-billion-dollar investment, the CCSPP includes:
  - Two rounds of Planning Grants to the LEAs
  - Four rounds of Implementation Grants.
  - To date, around 500 LEAs comprising of over 2400 schools receiving the fund.
  - Annual Coordination Grants to COEs with two or more grantees
  - Contracts with eight Regional Technical Assistance Centers (R-TACs).
  - Contract with State Transformative Technical Center
  - Formative Evaluator – HumRRO.

R-TAC Map



Bay Area Santa Clara County Office of Education	Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, and Sonoma
Capitol Area Sacramento County Office of Education	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, and Yuba
Central Coast Monterey County Office of Education	Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura
Central Valley Fresno County Office of Education	Amador, Calavera, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne
Greater Los Angeles Los Angeles County Office of Education	Los Angeles
Northern California Shasta County Office of Education	Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity
Southern Coast San Diego County Office of Education	Imperial, Orange, and San Diego
Southern Inland San Bernardino County Superintendent of Schools	Inyo, Mono, Riverside, and San Bernardino

The Four Key Conditions for Learning

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

Cornerstone Commitments

- A Commitment to Assets-Driven and Strength-Based Practice.
- A Commitment to Racially Just and Restorative School Climates.
- A Commitment to Powerful, Culturally Proficient and Relevant Instruction.
- A Commitment to Shared Decision Making and Participatory Practices.

From the Ed Code:
"Qualifying entity" means an entity that is any of the following:

A local educational agency or a consortium that meets any of the following criteria, as applied to the entire pupil population of pupils enrolled in the local educational agency or consortium:

The last one says, "The local educational agency or the consortium has higher than state average rates of child homelessness, foster youth, or justice-involved youth.."

What does CCSPP Framework say about mental and social emotional health

The first of the four Pillars states:

"Integrated student supports, which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the "coordination of trauma-informed health, mental health, and social services." Effectively supporting students also requires that students be well known so that they can be well served."

What does CCSPP Framework say … (cont.)

The first of the four Cornerstone Commitments, in part, states:

"An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.."

Questions



For questions email the CDE team at:

CCSPP@cde.ca.gov



Addressing Homeless Student Needs through Community Schools

Impacts of Youth Homelessness

Homeless youth experience disproportionately high rates of

- Unmet basic needs
- Poor physical health
- Untreated mental health issues
- Substance use
- Sexual, physical, or criminal exploitation
- School disengagement

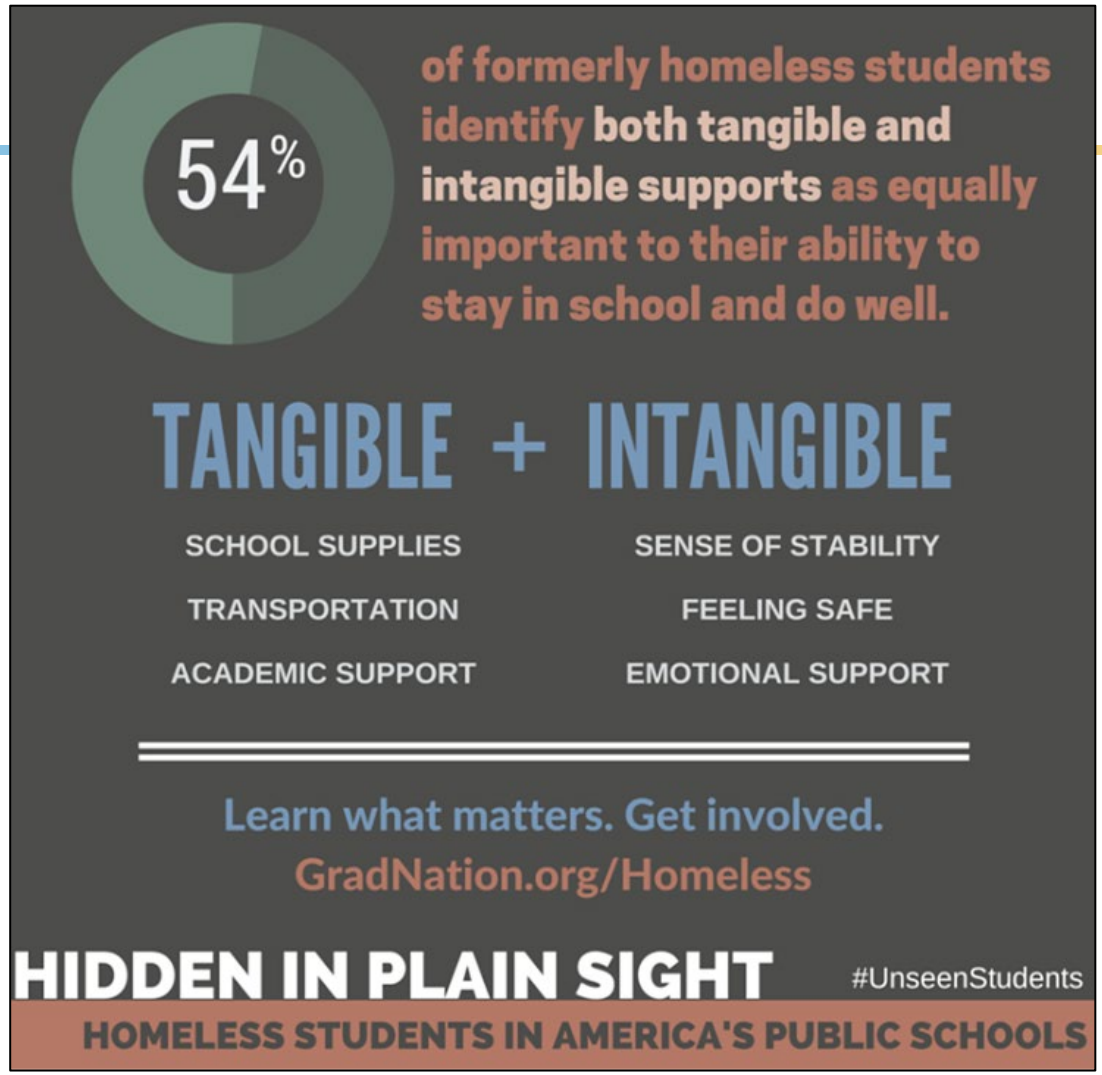
Source: Congressional Research Service, *Runaway and Homeless Youth: Demographics and Programs*

The youth–adult pathway is the most common pathway to homelessness, with 35% of people experiencing homelessness as an adult having experienced homelessness in their formative years.

Source: Children and Youth Services Review, *Direct and Indirect Pathways Between Childhood Instability and Adult Homelessness in a Low-Income Population*

Student Needs

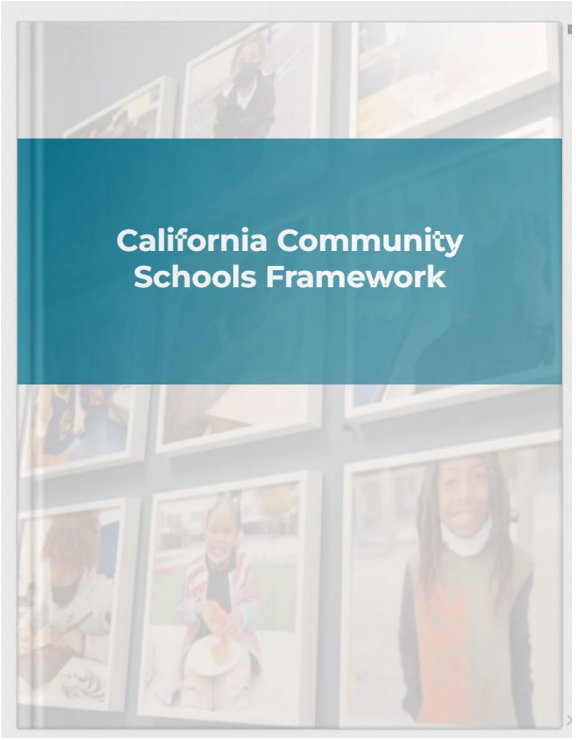
Source: Civic Enterprises and Hart Research Associates, *Hidden in Plain Sight: Homeless Students in America's Public Schools*



CS California Definition

- A community school is any school serving pre-Kindergarten through high school students using a **"whole-child" approach**, with "an integrated focus on academics, health and social services, youth and community development, and community engagement.

- As a school improvement strategy, community school initiatives enable the local education agency (LEA) and school to work closely with educators, students, and families to understand and **address the unique needs**, assets, and aspirations of the school community.



Why Collaborate?

- Students experiencing homelessness face compounded barriers—attendance, engagement, credit accrual, and basic needs.
- Community Schools align resources around student and family needs; McKinney–Vento guarantees access and removes barriers.
- Together: compliance + capacity → better, more equitable outcomes.



Community Schools Vision

California's Current Reform Investments

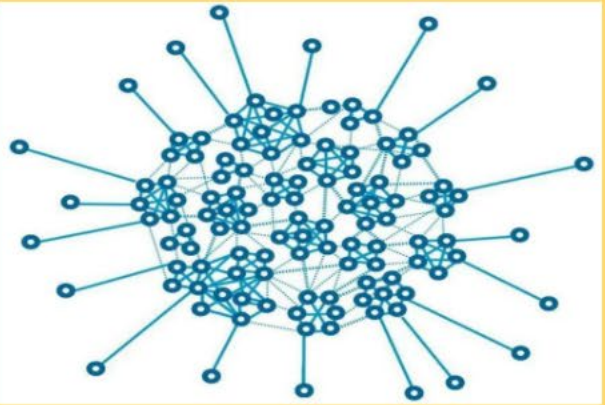
Community schools partnership program*
Youth-based behavioral health
Expanded learning
Universal transitional kindergarten
Multi-tiered systems of support (MTSS)
Golden state pathways
Increased staffing in high-needs schools
Professional learning for educators

Competitive grants, discrete programs and goals, compliance checklists, 3-year funding cycles...

Aiming for coherence

The Process of Social Transformation

Community schools strategy*

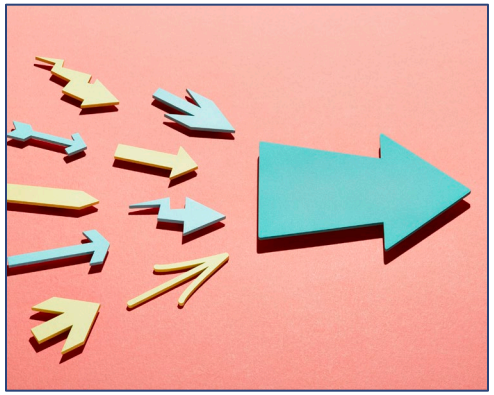


Collaborative, cross-sector partnerships, common vision and goals, democratic, sustainable...

Creating Cohesion through CS

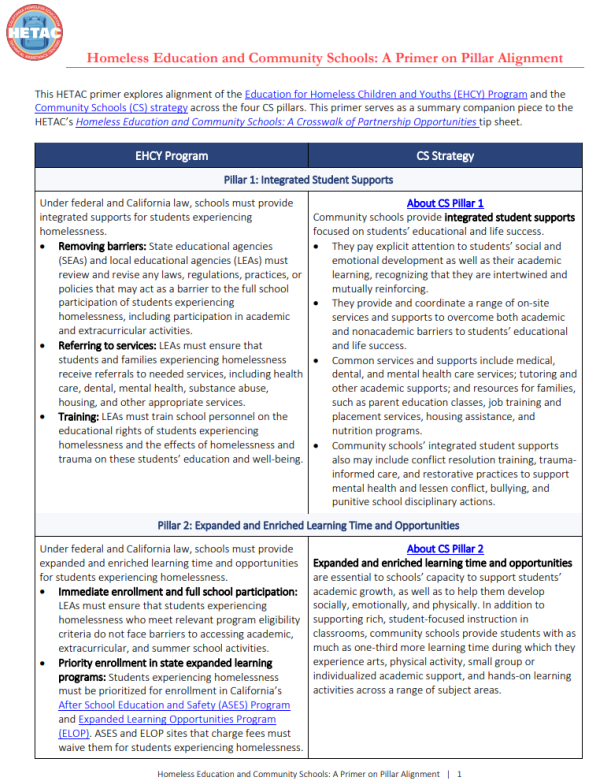
*"To meet the current moment, **it is important not to view community schools as one initiative among many that are currently being funded in California districts**, but rather as an equity-enhancing **strategy** that aligns with and can help coordinate and extend a wide range of state, school, and district initiatives."*

–CA CS Framework, 2023



Homeless Education and Community Schools Alignment

HETAC Resource Spotlight



Homeless Education and Community Schools: A Primer on Pillar Alignment

This HETAC primer explores alignment of the Education for Homeless Children and Youths (EHCY) Program and the Community Schools (CS) strategy across the four CS pillars. This primer serves as a summary companion piece to the HETAC's *Homeless Education and Community Schools: A Crosswalk of Partnership Opportunities* tip sheet.

EHCY Program	CS Strategy
Pillar 1: Integrated Student Supports	
Under federal and California law, schools must provide integrated supports for students experiencing homelessness. • **Removing barriers:** State educational agencies (SEAs) and local educational agencies (LEAs) must review and revise any laws, regulations, practices, or policies that may act as a barrier to the full school participation of students experiencing homelessness, including participation in academic and extracurricular activities. • **Referring to services:** LEAs must ensure that students and families experiencing homelessness receive referrals to needed services, including health care, dental, mental health, substance abuse, housing, and other appropriate services. • **Training:** LEAs must train school personnel on the educational rights of students experiencing homelessness and the effects of homelessness and trauma on these students' education and well-being.	About CS Pillar 1 Community schools provide **integrated student supports** focused on students' educational and life success. • They pay explicit attention to students' social and emotional development as well as their academic learning, recognizing that they are intertwined and mutually reinforcing. • They provide and coordinate a range of on-site services and supports to overcome both academic and nonacademic barriers to students' educational and life success. • Common services and supports include medical, dental, and mental health care services; tutoring and other academic supports; and resources for families, such as parent education classes, job training and placement services, housing assistance, and nutrition programs. • Community schools' integrated student supports also may include conflict resolution training, trauma-informed care, and restorative practices to support mental health and lessen conflict, bullying, and punitive school disciplinary actions.
Pillar 2: Expanded and Enriched Learning Time and Opportunities	
Under federal and California law, schools must provide expanded and enriched learning time and opportunities for students experiencing homelessness. • **Immediate enrollment and full school participation:** LEAs must ensure that students experiencing homelessness who meet relevant program eligibility criteria do not face barriers to accessing academic, extracurricular, and summer school activities. • **Priority enrollment in state expanded learning programs:** Students experiencing homelessness must be prioritized for enrollment in California's After School Education and Safety (ASES) Program and Expanded Learning Opportunities Program (ELOP). ASES and ELOP sites that charge fees must waive them for students experiencing homelessness.	About CS Pillar 2 **Expanded and enriched learning time and opportunities** are essential to schools' capacity to support students' academic growth, as well as to help them develop socially, emotionally, and physically. In addition to supporting rich, student-focused instruction in classrooms, community schools provide students with as much as one-third more learning time during which they experience arts, physical activity, small group or individualized academic support, and hands-on learning activities across a range of subject areas.

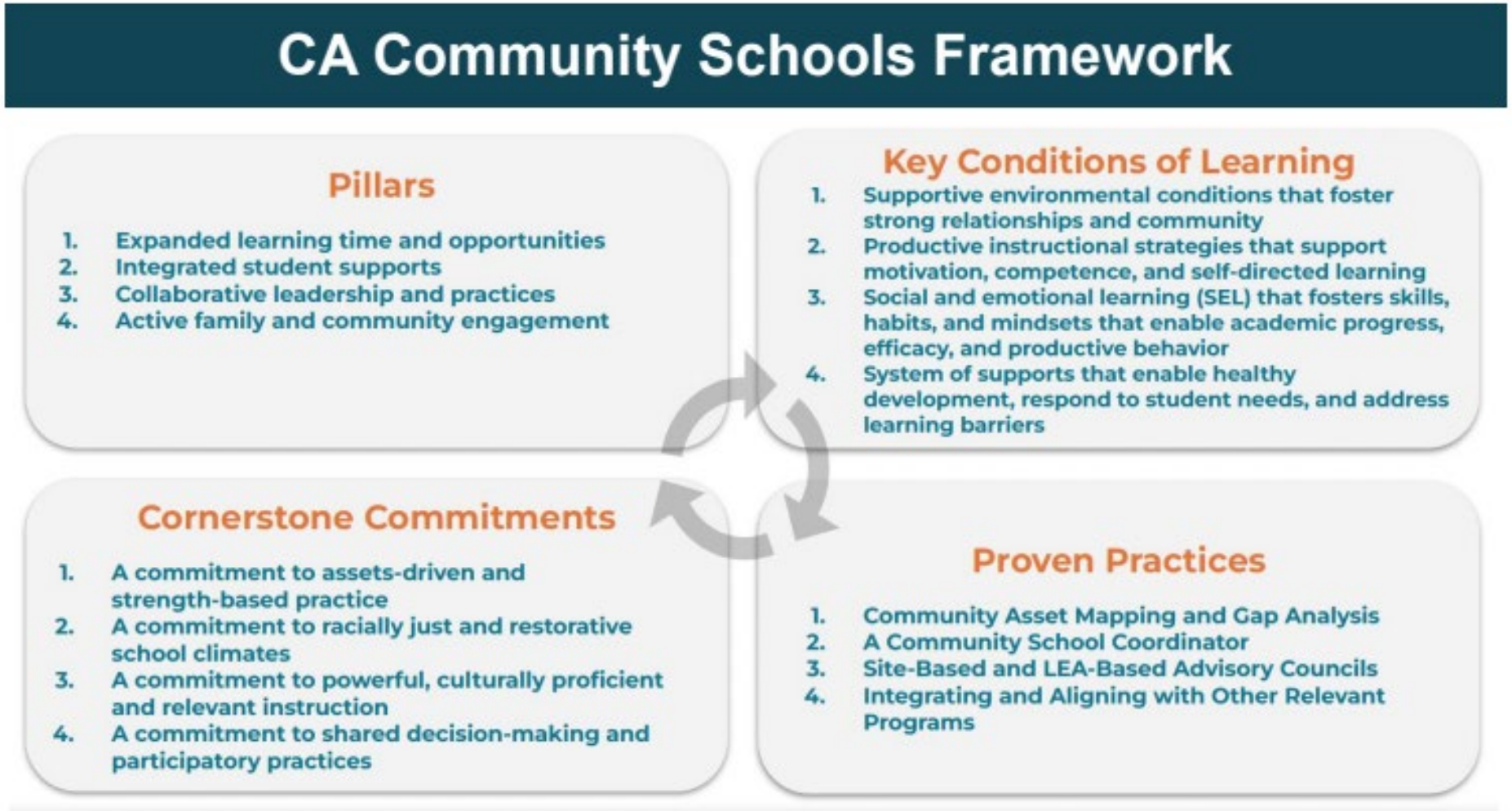
Homeless Education and Community Schools: A Primer on Pillar Alignment | 1

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CA Community Schools Framework



Integrated Student Supports

Pillar 1: Integrated Student Supports	
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Expanded Learning Opportunities

Pillar 2: Expanded and Enriched Learning Time and Opportunities	
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Family and Community Engagment

Pillar 3: Active Family and Community Engagement	
Under federal law, schools support family and community engagement to assist students experiencing homelessness. • **Parent involvement:** LEAs must ensure that the parents or guardians of students experiencing homelessness are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in their children's education. • **Early care and education programming:** LEAs must ensure that children and families experiencing homelessness have access to and receive early care and educational services for which they are eligible, including Head Start, early intervention under the Individuals with Disabilities Education Act, and other LEA-administered preschool programs.	About CS Pillar 3 **Active family and community engagement** is essential to fostering trusting and respectful partnerships. • Community schools build the capacity of all stakeholders and the school by creating empowered decision-making processes and leveraging local resources and expertise to address educational inequities. • Community schools prioritize meaningful and ongoing engagement with families and community partners and establish the systems, structures, and supports to make this happen. • Engagement can take many forms, including partnering with parents to develop and promote a vision for student success; offering activities for parents and community members; and creating structures and opportunities for shared leadership.

Collaborative Practices

Pillar 4: Collaborative Leadership and Practices	
Under federal and California law, schools support collaborative leadership and practices. • **Professional development and technical assistance:** LEAs must ensure that school personnel providing services to students and families experiencing homelessness receive professional development at least annually on the LEA's homeless education program policies and recognizing signs that students are at-risk of or experiencing homelessness. • **Shared responsibility:** Multiple federal education programs require partnership across SEAs and LEAs to ensure that the needs of children and youth experiencing homelessness are met, including Title I, Part A; career and technical education; and special education.	**About CS Pillar 4** **Collaborative leadership and practices** provide the relational "glue" that connects and reinforces the other CS pillars, making it foundational and critical for the success of a community school strategy. Under this pillar, parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility. Examples of this pillar include professional development and technical assistance, site-based leadership teams, and teacher learning communities.



Questions?



Opportunities to Align and Collaborate

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 Community Schools.
- Know how your work fits within the larger community school system.
- Build partnerships that foster collaboration rather than competition.

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 sustainability

Recommended Strategies



Consider the following strategies for leveraging partnership across EHCY programs and the CS strategy to serve students experiencing homelessness:

- **Convene EHCY and CS leadership** to plan partnership in support of students experiencing homelessness, including:
  - staffing and professional development,
  - Integrated services
  - information and resource sharing, and
  - blending and braiding funding

Recommended Strategies



- **Inventory community partner relationships** across the EHCY program and CS strategy to build out a comprehensive school-community partner network in support of students experiencing homelessness.
- **Share data** around MKV and survey data collected from the homeless education program to better inform planning and youth engagement and support opportunities
- Develop **"Coordination of Service Teams"** to provide comprehensive support for students facing challenges.

Staffing



- **Work interdepartmentally** on decisions regarding funding and staff.
- Offer **intersectional training** for EHCY and CS staff, focusing on the overlap between the EHCY and CS work and opportunities for coordination in service planning and delivery.
- Locate or **co-locate** the EHCY and CS offices to facilitate communication and partnership.
- **Leverage staff** to provide targeted supports to children, youth, and families experiencing homelessness as part of the LEAs overall CS strategy.

Integrated Services



- **Basic needs:** clothing closets, hygiene kits, laundry, transportation passes.
- **Academics:** tutoring, credit recovery, flexible scheduling, device/connectivity support.
- **Health & Wellness:** school-based clinics, mental health, trauma-informed groups.
- **Family Support:** navigation, benefits enrollment, mediation for attendance/housing barriers.

Basic Needs Supports



- Weekly food distributions or food pantries
- School-site basic needs centers
- Family resource fairs to connect with community services and supports



Joint Communication & Outreach



- Plain-language MV rights one-pager, translated and posted visibly in areas where students and families frequent or access services.
- Hotline/contact card for MV supports or QR code to request assistance in wellness centers, during food distribution, or other events.
- Pool resources to ensure interpretation/translation is available across both programs.
- Joint attendance at community events to share information side-by-side

Funding & Sustainability



Braiding Resources:

- Align MV subgrant/Title I homeless set-aside with CCSPP priorities and site plans.
- Leverage county/COE, city agencies, and CBO partners for match/in-kind.
- Build sustainability into MOUs—data, outcomes, and service volume inform renewals.
- Pursue philanthropic micro-grants for flexible, immediate needs.

Continuous Improvement



- MV Liaison as standing member of Community School Team and site governance.
- Monthly data huddles: attendance, progress, referrals, service delivery.
- Plan-Do-Study-Act (PDSA) cycles on specific barriers (e.g., enrollment delays, transportation timeliness).
- Ensure homeless student and caregiver voice is embedded via advisory groups.



Collaboration in Action

Yuba County EHCY and Community Schools Partnership

Amy Molina-Jones, Director of Prevention Support and Services
Jonathan Robinson, Community Schools Program Coordinator

YCOE
Yuba County Office of Education
Better Together

Supportive Environmental Conditions That Foster Strong Relationships and Community

- **Collaborative Foundation:**
  Through the CSAC, staff began meeting regularly to build trust and strong collaborative relationships.
- **Youth & Community Partnership:**
  CS coordinators partnered with the Youth Advisory Board to share insights and connect with **Insight and Nonprofit**, strengthening resource-sharing and community engagement.
- **Sustained Growth:**
  These efforts have blossomed into an ongoing, deep partnership supported by continuous collaboration and mutual support.

YCOE
Yuba County Office of Education
Better Together

Systems Support That Enable Healthy Development

- **Responsive Support Network:**
  Systems in place swiftly address student needs and eliminate barriers to learning.
- **Accessible Resources:**
  Clothing, school supplies, food, and other essentials are just a phone call away for students and families.
- **Collaborative Connection:**
  Coordination between school staff and homeless liaison teams ensures immediate, seamless support to promote student success.

YCOE
Yuba County Office of Education
Better Together

Systems Support That Promote Healthy Student Development

- **Student-Centered Response:**
  Systems are designed to meet student needs quickly and effectively, removing barriers to learning.
- **Accessible Resources:**
  Clothing, school supplies, food, and other essential items are available with a simple phone call.
- **Collaborative Connections:**
  Strong coordination among school staff and homeless liaisons ensures seamless, immediate responses that promote student success.

YCOE
Yuba County Office of Education
Better Together

Displaced Youth Multidisciplinary Team

- **Cohesion Through Community Schools:**
  Streamlined PSS referral process improves response time and reduces barriers to student support.
- **Culturally Proficient Instruction:**
  Staff are trained and responsive to the unique needs of students experiencing homelessness.
- **Impact:**
  Faster access to resources strengthens stability, engagement, and student success.

YCOE
Yuba County Office of Education
Better Together



Questions?

Joint Professional Learning (plan)

Audience	Focus	Lead	When
Front Office & Registrars	Identification & Immediate Enrollment	MV Liaison	Monthly/Onboard
Counselors & Teachers	Trauma-Informed Practice & Academic Supports	CCSPP Lead	Quarterly
Transportation	School Stability & Rapid Response	MV + Transp. Coordinator	Bi-Monthly
All Staff	Student Rights & Referral Pathways	MV + CCSPP	Pre-service + Mid-year

Partner & Asset Map (activity)

1. Prompt

- List existing partners by service domain
  - Basic needs
  - Academic
  - Health
  - Family Supports

2. Identify gaps for families experiencing homelessness

- assign a lead to fill each gap

Case Conferencing Protocol (template)

- **Participants:** MV Liaison, Community School Coordinator, site administrator, counselor, social worker, teacher(s), family (invited).
- **Agenda:** review barriers, academic/wellness status, transportation, action items.
- **Tools:** shared notes template, service tracker, consent forms.
- **Cadence:** weekly/bi-weekly for active cases; timebox to 25–30 minutes.

Resources

- *State Transformational Assistance Center for Community Schools*
- *Regional Technical Assistance Centers* providing technical support to Community Schools
- HETAC's *Homeless Education and Community Schools: A Crosswalk of Partnership Opportunities*
- HETAC's *Homeless Education and Community Schools: A Primer on Pillar Alignment*



Questions?







Thanks for Joining Us!