

McKinney-Vento Subgrantee Spring Meeting

April 14, 2023

Education of Homeless Children & Youth
American Rescue Plan - Homeless Children and youth



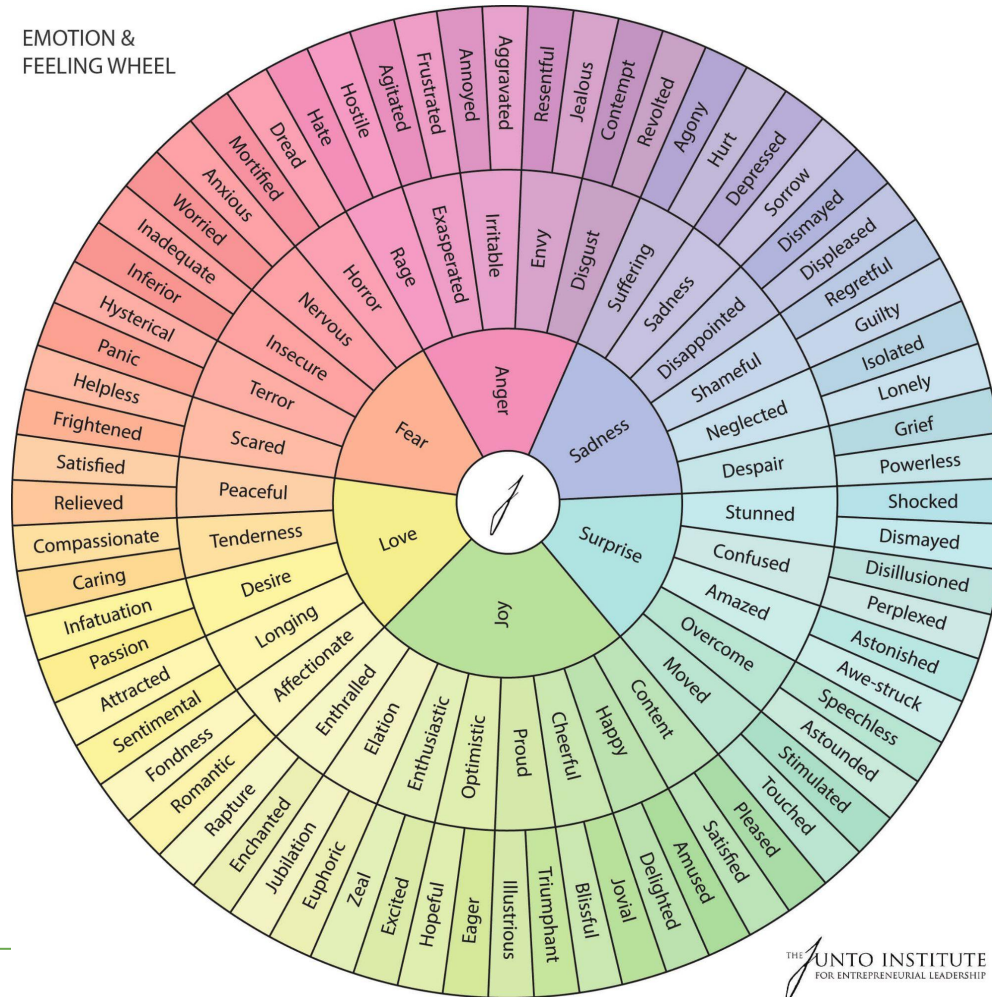
Overview of the Day

- 9:00 am Welcome!
- 9:15 am Supporting Postsecondary Pathways for McKinney Eligible Students
- 10:00 am Western Slope Spotlight
- 10:15 am Strategy Circles
- 11:15 am CDE Updates
- 11:45 am Lunch on your own
- 1:00 pm Community Schools: Asset Mapping & Planning for Deeper Collaboration
- 3:30 pm Adjourn

Objectives

- Support cross district idea sharing and collaborative learning
- Deepen understanding of strategies in wraparound services
- Learn about supportive practices in sustainability
- Gain strategies for greater identification of students

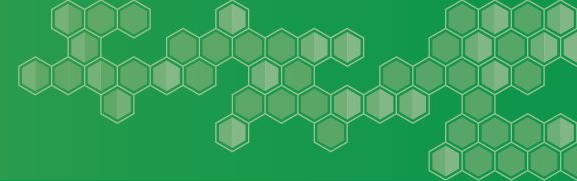
EMOTION &
FEELING WHEEL



Postsecondary Pathways for McKinney-Eligible Students

McKinney Vento on the Western Slope

My time with you..



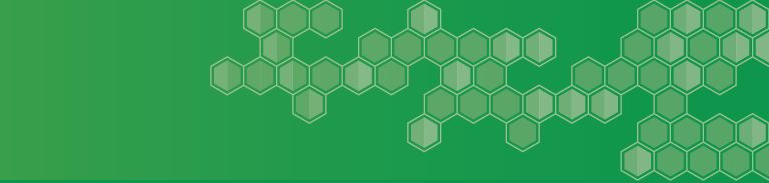
Introduction

Identification data from the Western Slope

Barriers

Celebrations

A Little about me...

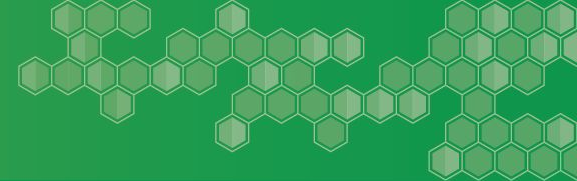


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Western Slope Districts

- Aspen School District
- Buena Vista School District
- DeBeque School District
- Delta County School District
- Eagle County School District*
- Garfield 16 School District
- Garfield RE 2 School District
- Gunnison Watershed School District
- Hayden School District
- Meeker School District
- Mesa County District 51*
- Moffat County School District
- Montrose School District*
- Plateau Valley School District
- Rangely School District
- Roaring Fork School District*
- Salida School District
- South Routt School District
- Steamboat Springs School District
- West End School District

SY 21-22 Identification Data



District	Homeless Total	UHY Total
•Aspen School District	0	0
•Buena Vista School District	0	0
•DeBeque School District	0	0
•Delta County School District	178	16
•Eagle County School District	66	2
•Garfield 16 School District	39	15
•Garfield RE 2 School District	35	4
•Gunnison Watershed School District	4	0
•Hayden School District	10	0
•Meeker School District	27	4
•Mesa County District 51	797	106
•Moffat County School District	5	1
•Montrose School District	140	8
•Plateau Valley School District	0	0
•Rangely School District	11	0
•Roaring Fork School District	79	27
•Salida School District	50	4
•South Routt School District	4	0
•Steamboat Springs School District	5	1
•West End School District	0	0



Identification Challenges



Problems with identification come down to understanding and definition

Estimating McKinney-Vento Eligible Students

- Previously able to use the 10% “rule of thumb”
- COVID relief provided free lunch for all
- Districts struggled to get F/R Lunch Applications completed, so we know this 10% is likely lower than really have

For our most vulnerable families, things are harder post COVID than before

- Do we see our families in a better place financially than pre COVID?
- Have you looked at the most recent data?
- Have you looked at pre COVID numbers again, as a rule of thumb and guide

Data Break - Where are you with the 10% Rule?

Free and Reduced Lunch Numbers

<https://www.cde.state.co.us/cdereval/pupilcurrent>

SY 2021 -22 Identification Numbers

https://www.cde.state.co.us/studentssupport/homeless_data

Barriers

- Affordable housing
- Living wages
- Overwhelmed staff
- Staff turnover
- Language barriers with newcomer and other populations
- Self identification
- Funding
- Transportation
- Staff capacity
- Cross system collaboration and coordination

Celebrations!!

Community Partnerships/Housing Partnership
Braided Funding
Outreach and Identification Strategies
Capacity Building

Community/ Housing Partnerships



Community/Family Centers

Mental Health/ Mobile Crisis support

Shared staff

Streamlined referral process with agencies

HB 1451 Collaborative Management

RAE

Department of Human Services

Next Step/Gen 2 Housing Program (Mesa 51, Montrose)

Braided Funding

Title IA Set Aside Dollars

APR HCY

Education of Homeless Children and Youth Grant

General fund

Medicaid funding

(Roaring Fork)

Capacity Building



Shared Staff

Stipends for contacts within schools

Community partners

Grant funding

(Salida, Montrose)

Strategy Circle Conversations



15 minute conversations on the strategy

5 minute reflection and rotation

Time to connect with folks over lunch on topics you didn't have time to discuss



How has this strategy helped you overcome barriers for McKinney-Vento students?

Where do you feel stuck on this strategy?

Strategies

1. Capacity Building
2. Community Partnerships
3. Funding Strategies
4. Outreach and Identification



Updates!



Coming Soon!

Fiscal Updates and End-of Year Report - Recorded Webinars

New Budget Workbooks for EHCY and ARP-HCY

Supplemental Funding Opportunity

- Professional Development
- Wrap around services/Capacity Building

Highly Mobile Youth Learning Cohort



What is a Learning Cohort?

A learning cohort is a CDE-led collaborative group that consists of a community of practitioners from schools and districts across Colorado who are actively engaged in improving student outcomes. Over the duration of the cohort, they join together for virtual and in-person convenings to share ideas, engage with facilitators and guest speakers, give one another feedback, and observe schools across the state, all with the goal of continuous improvement.



Who can attend?

- McKinney-Vento District Liaisons
- Family Resource Advocates
- Graduation Advocates
- School Leaders
- School Counselors, Social Workers
- Child Welfare Education Liaisons
- School Psychologists
- Before/After School Site Supervisors
- Migrant Education Recruiters
- District Wellness Coordinators

ARP-HCY National Studies through US Department 2023-24

Survey of State Coordinators and ARP-HCY contacts hopefully by June

Survey of a State-representative sample of ARP Homeless I and II subgrantee LEAs

Analysis of ARP-HCY subgrantee LEAs:

- Increasing HCY identification
- Improvement in other outcomes
- State assessment performance and reducing chronic absenteeism
- Qualitative case studies of SEAs/LEAs on connecting HCY's to wrap-around services and collaborating with other programs, agencies and CBOs.

Lunch

Please return, ready to participate by 1:00 pm



Stream of Consciousness Warm-up



- Someone starts
- Next person builds but it doesn't have to be related to the first person's story
- Transitions from person to person are quick
- Keep your stories short

Welcome Guest Presenters

Christa Rowland, Western Regional Deputy Director
Coalition for Community Schools/Institute for Educational Leadership
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Elizabeth “B” Lewis, Community Schools Impact Manager
ACTION Zone, Aurora Public Schools
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Shannon Allen, OST Programs and Partners Specialist
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Mapping Your Community

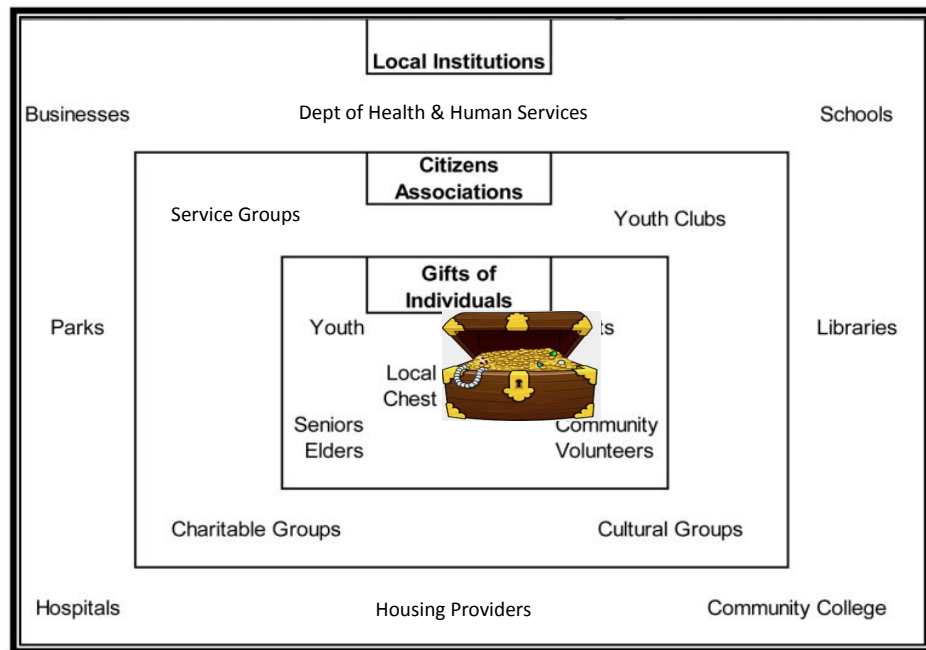


Asset Mapping: Finding Your Local Treasure Chest!

Asset-Based: Uncovers talents/skills found in the community right now

Internally Focused: Relies on the community's assets, not on those found outside of it

Relationship Driven: Seeks to build linkages among local people, institutions, and organizations



What are the assets of your school and your community?

School

Supportive Adults

Extracurricular activities

Tutoring

Mentoring

Nutrition

Before/After School Enrichment

Meals

Community

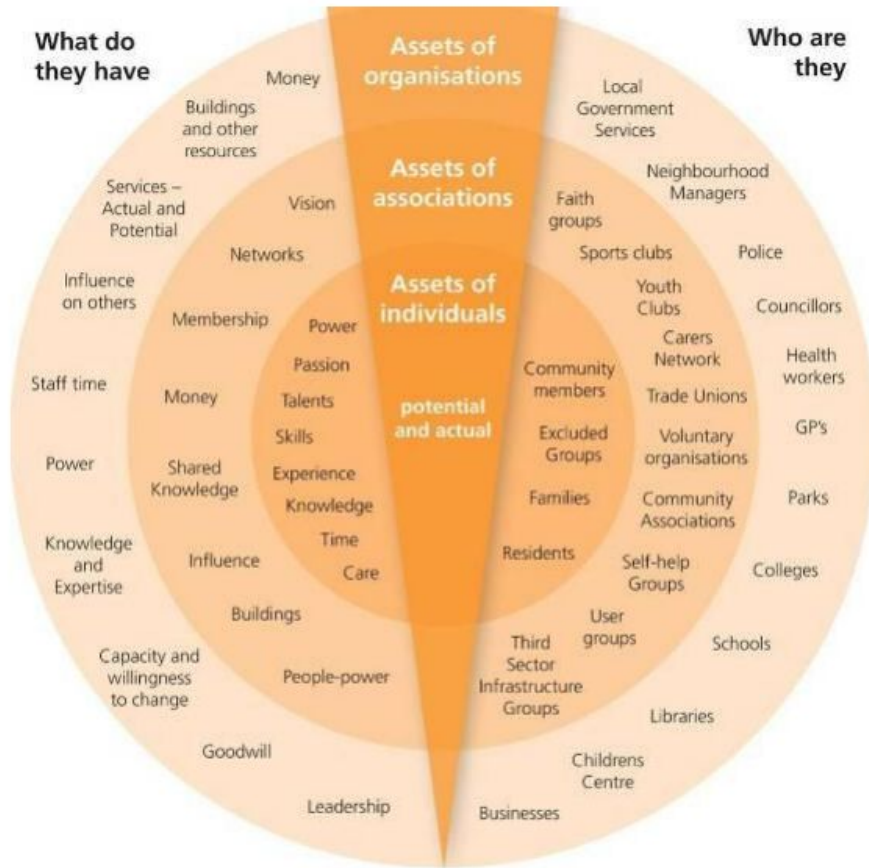
Associations/Groups/Clubs

Physical spaces (public gardens, parks, facilities)

Institutions (universities, government agencies, foundations, hospitals, libraries)

Individuals (families, older adults, entrepreneurs, activists)

Local economy (businesses/merchants, chamber of commerce, banks/ credit unions)



Consider searching: [Findhelp.org](https://findhelp.org)

Download the following template to document assets in your community/region:



What assets are you most proud of in your community?

- **Community Resources**
- **Youth Resources**
- **Businesses**
- **Local Organizations**
- **Churches**
- **Hospitals**
- **The School!**



Community Schools: A model for Connectedness & Belonging





COALITION FOR
**COMMUNITY
SCHOOLS**

Colorado
4-11-23

Who are we?

Coalition for Community Schools



the “lead partner” who staffs and facilitates an alliance of local, state, and national organizations who work towards a shared vision of:

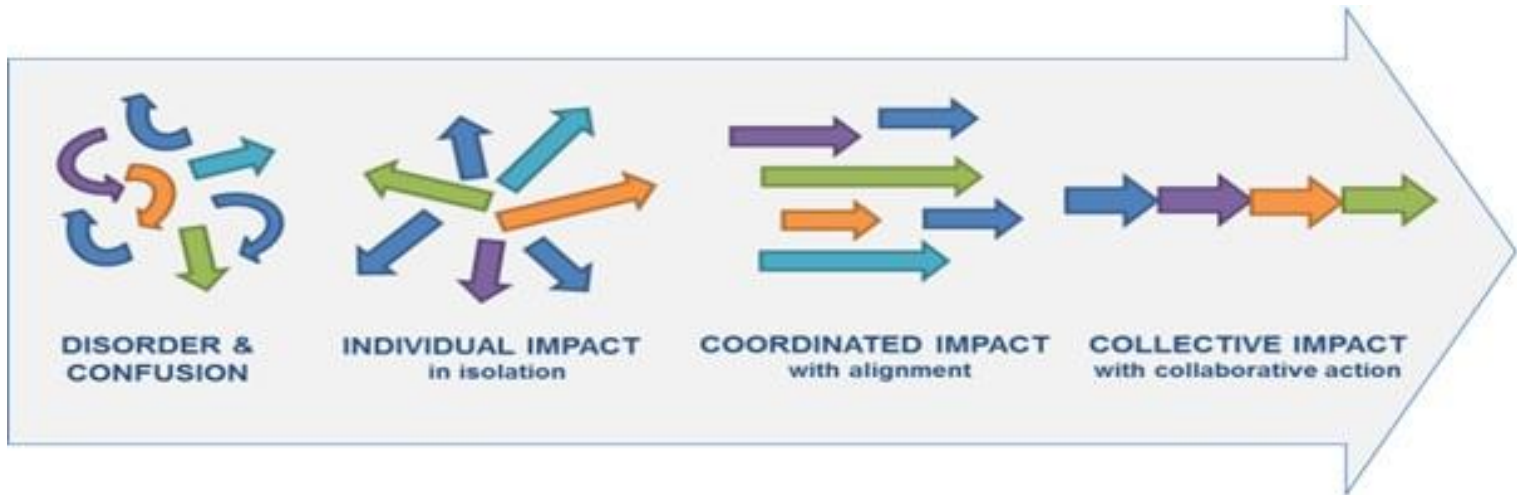
“Schools as centers for creating flourishing communities where everyone belongs, works together, and thrives.”



Community Schools are a Movement



How is it possible to have all these successful programs while conditions stay the same or get worse?



No More Random Acts of Programming



What is a Community School?

A community school strategy transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, they organize in-and-out of school resources, supports, and opportunities so that young people thrive.

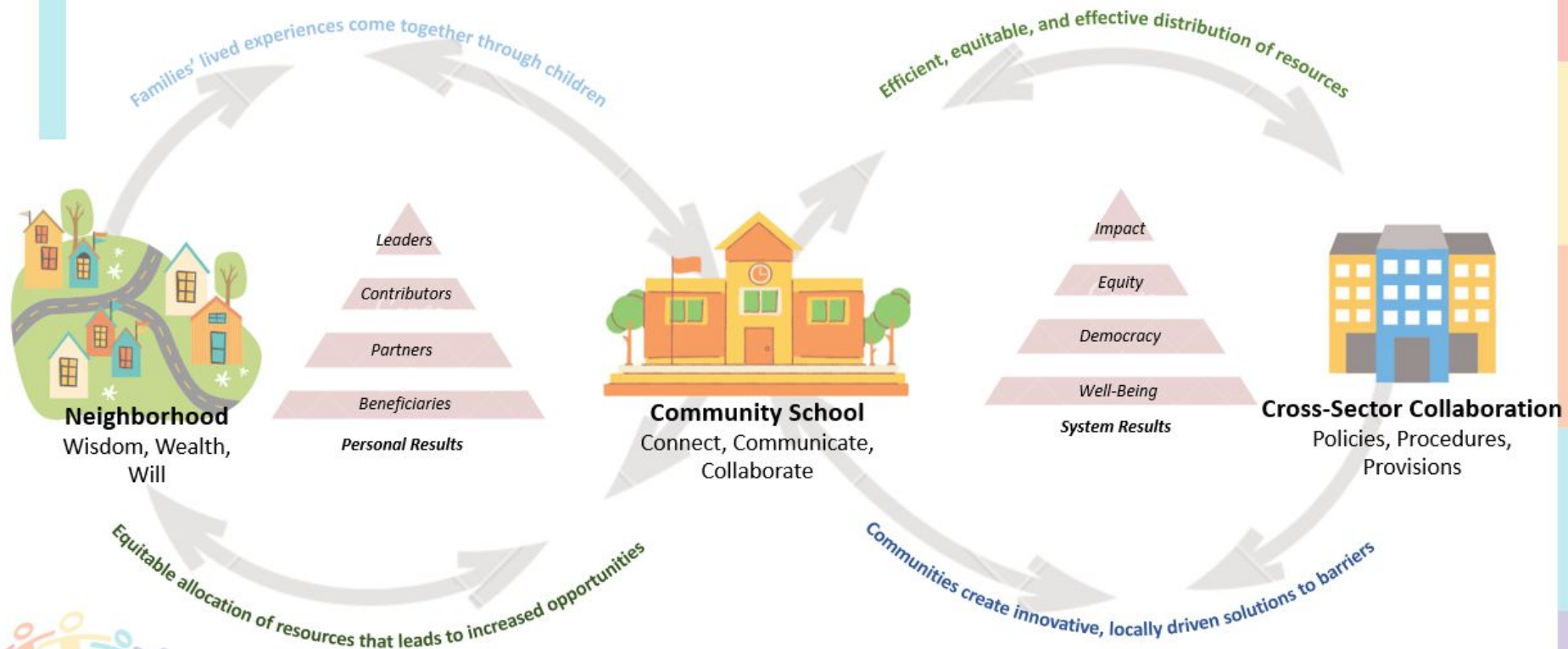


Dispelling Community School Myths

- 1. Is a Community School a program, a strategy, or something else?
- 2. Are Community Schools only focused on wrap-around services?
- 3. Is a Community School Coordinator an implementer of programs or an organizer of people and systems?
- 4. Do Community Schools serve specific populations of students, or do they serve all students?



Getting Grounded in the Purpose of a Community School

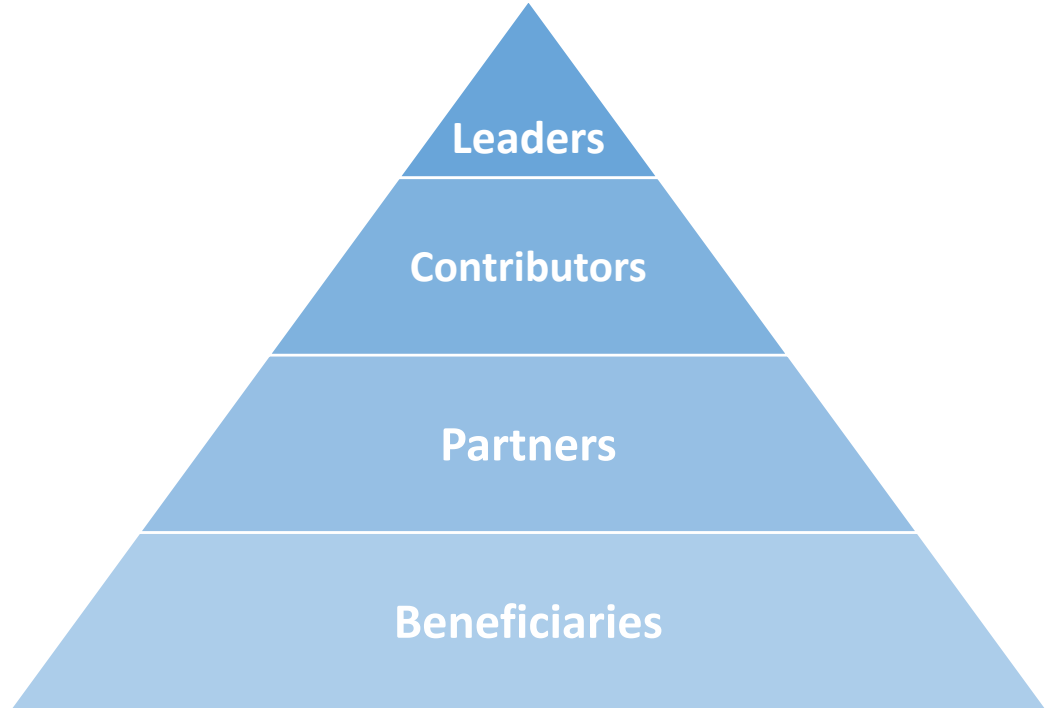


Moving from Poverty to Prosperity

Transformational



Transactional






Stages of Development in a Community School

	Stage 1: Exploring	Stage 2: Emerging	Stage 3: Maturing	Stage 4: Excelling
Summary of Key Features of Stages	<p>This period is marked by discontent with the ways schools operate. This stage is marked by grandiose ideation, tremendous optimism and aspirational thinking that "if only" X was in place, things would be significantly different. All this should be encouraged because out of these dreams and desires will emerge a shared vision.</p>	<p>This period is marked by a commitment to jump in and do something! A decision has been made to commence the transformation by introducing some level of services, securing some funding and beginning to develop partnerships. Programs are designed in a strength-based paradigm, based on data from a formal or informal needs assessment. This period is like a roller coaster ride, marked by highs and lows, progress and frustration. To succeed in this stage, there needs to be a commitment to the shared vision, clear goals, good communication processes, clarity of roles and responsibilities, responsiveness to the needs, regular celebration. This period lasts for about 2 years.</p>	<p>This period is marked by steady, intentional progress and the realization that this work requires a tremendous amount of effort. The vision of the CS becomes clearer to multiple stakeholders, consequently there is likely to be broader support for it. Service utilization increases as interventions become timelier, more relevant, and of higher quality. Relationships between the CBO, partners, and the school are deepened, administrative and programmatic integration becomes more natural, and partners and the school jointly fund select programs. To succeed in this stage, one needs to keep the vision and programs fresh, tend to the relationships, increase partnerships, continue to demonstrate added value, and attend to sustainability.</p>	<p>At this level you are implementing quality programs and systems that are fully integrated into the fabric of the school. You have influenced the school culture with a focus on addressing the needs of the whole child, increased parent involvement, empowered parents and school staff to be advocates of quality education; you have established strong relationships within the school, community, and school district; you are valued as a committed partner & leader by the school. To succeed in this stage, one needs to take smart risks in innovative programming; develop youth leadership; use staff, parents and students to teach others to do this work.</p>



Braiding & Blending Funding to Support Community Schools

- 
- School District Funding
 - State Funding
 - Federal Funding (Title I, Title IV etc.)
 - Full-service Community Schools
 - 21st Century Community Learning Centers
 - Promise Neighborhoods
 - Corporations
 - CARES, ARPA, CRRSA
 - ESSER Funding (LEA, SEA)
 - Foundations (community & national)
 - local, state, and federal grants
 - Other

Results



$$\text{ROI} = \frac{\$1,202,736 - \$148,258}{\$148,258} \times 100 = \mathbf{711\%}$$

Resulting in each \$1 invested in the coordinator **returning approximately \$7.11 net benefits.**



Results we've seen in Community Schools

- Possible short-term outcomes:
 - Increased family engagement
 - Increased student engagement
 - Increased attendance/decrease in chronic absenteeism
 - Decrease in discipline referrals
 - Increase in learning time through OST programming
- Possible long-term outcomes:
 - Stability in staffing
 - Increased enrollment
 - Academic growth
 - Positive changes in school culture and climate (for students, families, educators)



10 MIN BREAK



Community School Approaches

- **SCHOOL AS A LEAD AGENCY**

- School or school district assumes lead role
- hires director to oversee operations and partnerships

- **CBO AS A LEAD AGENCY**

- Community Based Organization assumes lead role
- hires director to oversee operations and partnerships

- **UNIVERSITY-ASSISTED**

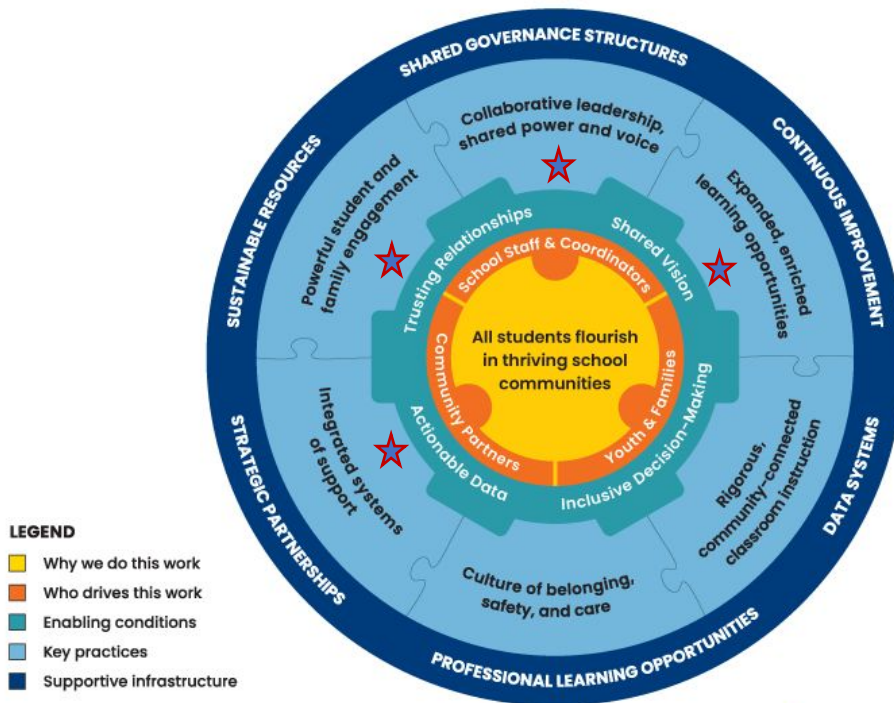
- Partnership between school or school district and university/college
- University/college serves as lead, appoints coordinator to oversee operations
- (Sometimes combined with CBO lead agency structure, UACS supports this structure)

- **MULTIPLE CORE PARTNERS**

- Two or more entities partner with a school and establish shared governance
- Each partner commits time, personnel and resources
- Coordinator/director represents partnership (vs. hiring agency)



Essentials for Community School Transformation



Return to your Map!



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Powerful Student and Family Engagement

Families and students actively participate in the school community and are key partners in decision-making, shaping the school's environment, priorities, and partnerships. Families' lived experiences and wisdom inform approaches to student success. As a result, schools become hubs providing opportunities for adults as well as young people.

ACTION Zone Example

Parent Engagement

- [Parents in Action](#) in all 5 ACTION Zone schools
 - 266 parent leaders completed 17 projects in 21-22 SY

Student Engagement

- Student-led needs assessment at Aurora Central High School



Collaborative Leadership Shared Power and Voice

Families, students, teachers, principals, and community partners co-create a culture of professional learning, collective trust, and shared responsibility as they make decisions together. These decisions are made in both formal structures, such as site-based leadership teams and regularly administered surveys, and through more informal engagement, such as coffee with the coordinator, hallway conversations, and community gatherings.

ACTION Zone Example

Community Schools Annual Needs & Asset Assessment

- Year-long process
- Focus groups, site visits, community forums & surveys
- Stakeholder voice drives each school's annual School Improvement Plan (SIP)
 - Quarterly progress monitoring
 - Community Schools memo



Expanded, Enriched Learning Opportunities

Before- and after-school, weekend, and summer programs provide expanded time, expanded staffing, and expanded opportunities for learning and engagement. These include academic instruction, enrichment and extracurricular activities, and individualized support. Students have opportunities to explore their passions, dive deeper into the application of academic content, and strengthen their knowledge and skills.

Rigorous Community Connected Classroom Instruction

Teaching and learning in the school infuses high-level content and skills with real-world learning opportunities. The curriculum is deeply connected to the local community and students' identities, cultures, and experiences, providing opportunities for students to engage in meaningful inquiry-based learning and problem-solving.

Culture of Belonging

The school climate is welcoming and fosters trust among students, families, partners, and staff. Each person in the school community is valued for their rich diversity of experiences and is encouraged to share their views, knowledge, and culture. The school becomes a place grounded in healthy relationships, in which members feel safe and comfortable navigating conflicts and taking risks. Students feel connected to and are active participants in the school community.

Integrated Student Supports

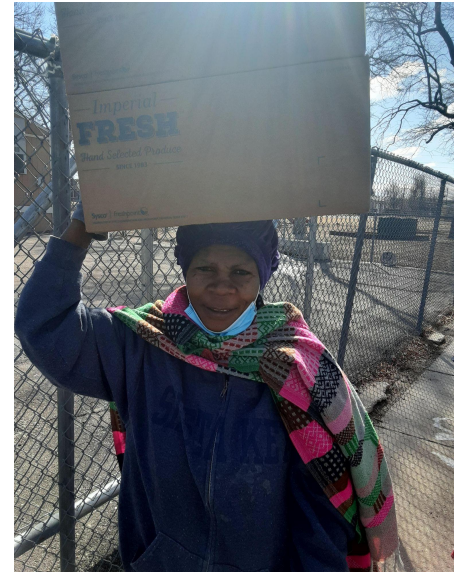
To promote healthy learning and development, a dedicated team composed primarily of school staff and community partners intentionally and systematically coordinates services, supports, and opportunities that foster individual and collective well-being, using an assets-based approach to nurture the strengths and address the needs of students and families.

ACTION Zone Example

Partnership w/Children's Hospital of Colorado

ACTION Zone Food Clinics

- Food as medicine model
 - Focused on choice methodology - fresh, nutritious & culturally relevant options & educational opportunities
- Case management
 - Up to 45 open cases each semester
- SDH outreach requests
 - 355 completed requests
- Closed loop referrals



Reflections

1	Thing You Learned
1	Question You Still Have
1	Thing You're Excited About

Stay Connected...Join the Family Reunion

www.communityschools.org

National
Community
Schools
& Family
Engagement
Conference

**SPREADING LOVE
& SUPPORTING
ALL CHILDREN**

Philadelphia | June 7-9, 2023



Planting the seeds of collaboration.



- Broaden your understanding and practice taking perspectives of your colleagues and partners. What is their end goal? What is their quick win?
- Listen for opportunities
- Find comfort in the grey areas
- Build trust off of quick wins

Questions for small group reflection

- What is the most promising or exciting aspect of the community schools strategy? How do you see it connecting with your role as a McKinney-Vento liaison?
- Do you think this strategy might be a promising strategy for your school and community? Why or why not?
- What do you see as the biggest challenges to implementing the community school strategy in your school and community? What might be some possible ways to overcome these challenges?
- Thinking of your colleagues and community members, who might be the most interested in learning more about the community school strategy? Who might be the biggest supporters or champions of the community school strategy in your community?

Next Steps to Consider

- [Colorado Community Schools Statewide Coalition meeting on May 1st](#)
- 2023 National Community Schools and Family Engagement Conference - Philadelphia, PA - June 7-9
- Highly Mobile Youth Learning Cohort
- Find information and resources on CDE Community Schools webpage



Contact us!

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