



# Welcome Back!

NCHE 2021 Annual State Coordinator Meeting  
Thursday, April 29 (Day 3)



# Today's Agenda

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- McKinney-Vento in a virtual/pandemic environment (plenary, breakouts, plenary debrief)

----- Break -----

- Working together to support education partnerships and pathways
- Leveraging data for maximum impact
- Game: Who's a data superstar?
- Day 3 reflections and adjournment

# Housekeeping

- Please **share your webcam** as you feel comfortable doing so
- Please **keep your line muted** when not speaking
- We will be using **breakout rooms**
- Keep things interactive through **audio, chat, and virtual reactions**
- **Handouts** are available at <https://nche.ed.gov/state-coordinators-meeting/>



# Icebreaker!



The pandemic is over and you can travel safely now. You've been offered an all expenses paid week-long vacation to any country in the world.

Please share in the chat:

**Where are you going?**

*(feel free to explain your response)*



# Reflections and Responses from Day 2







# Serving McKinney-Vento Students in a Virtual/Pandemic Environment

NCHE 2021 Annual State Coordinator Meeting



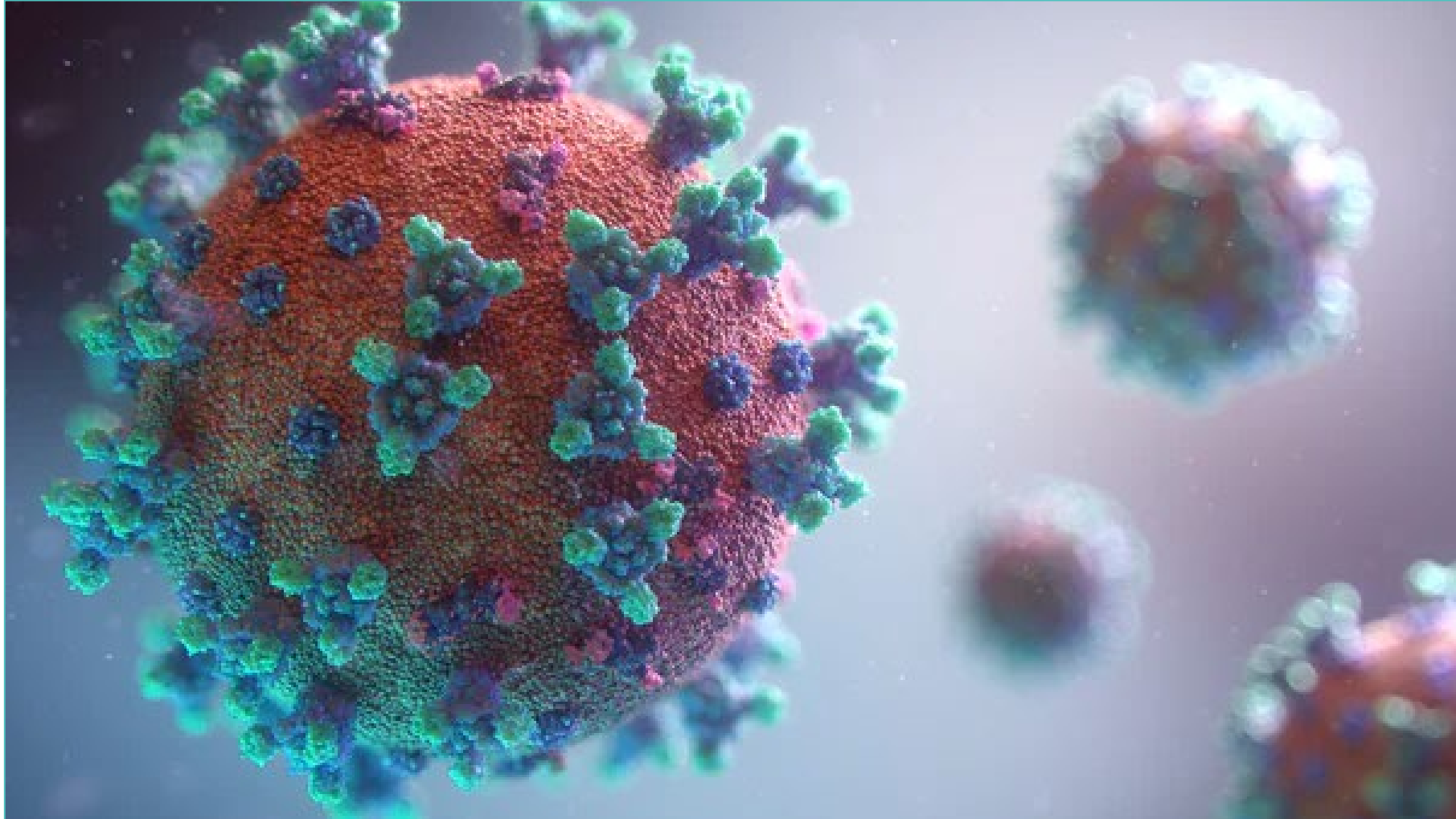
# Your Presenter/Facilitator

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**Kenya Hayes**  
Program Specialist  
National Center for Homeless Education  
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# Challenge and Opportunity

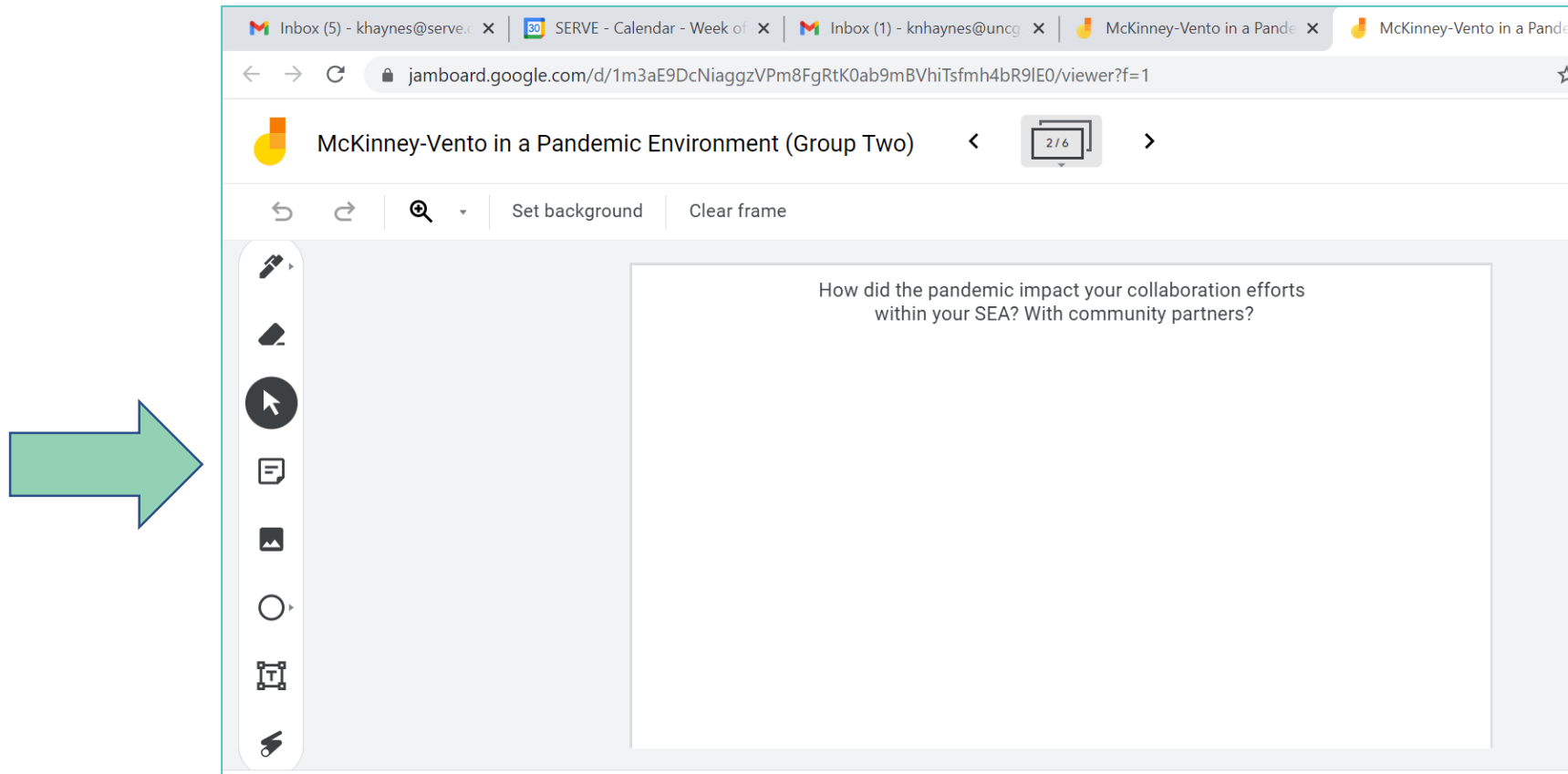




In the rush to  
return to normal,  
use this time to  
consider which  
parts of normal  
are worth rushing  
back to.

-Dave Hollis

# Jamboard



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# Discussion Questions

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- What service gaps did the pandemic bring to your attention?
- How did the pandemic impact collaboration within your SEA? With outside partners?
- What are some innovative solutions implemented in your state during the pandemic? Are there solutions you plan to continue in the coming year?
- What are you most concerned about for the fall?
- What supports would you like to see from NCHE?



# Group Debrief



Questions?

# For More Information

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National Center for Homeless Education (NCHE) Helpline

[homeless@serve.org](mailto:homeless@serve.org) | 800-308-2145

U.S. Department of Education

Education for Homeless Children and Youth (EHCY) Program Staff

[HomelessEd@ed.gov](mailto:HomelessEd@ed.gov)

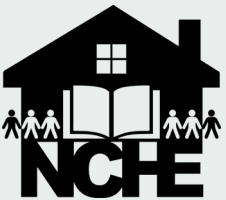


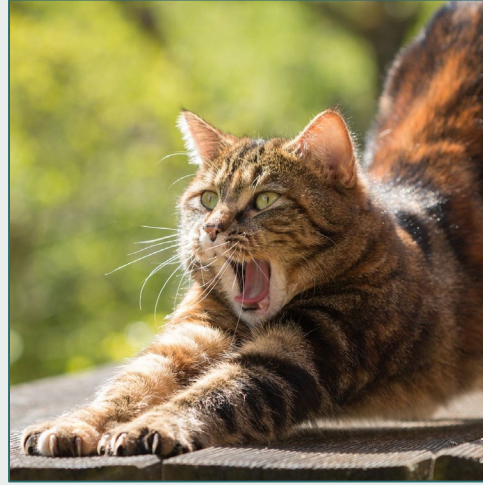




## Stretch Break

The meeting will resume at \_\_\_\_\_





## Stretch Break

As you're logging back on, share in the chat:

Continuing with the theme of travel... You can only eat cuisine from a single country for the rest of your life? Which country do you choose?





# Programs and Systems Working Together to Support Education Partnerships and Pathways

NCHE 2021 Annual State Coordinator Meeting





# Your Presenters/Facilitators

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# Where We're Headed



- Education pathways “refresher”
- Youth Homelessness Demonstration Program (YHDP): Updates and upcoming opportunities
- NCHE’s new *Education Goals and Supports Guided Discussion Tool*
- Q&A and discussion throughout – let’s keep things interesting!

# Why Partnerships and Pathways?



Education is a pathway with a well-established return on investment



There are many pathways a young person can take to secure the knowledge and skills needed to secure living-wage employment



Education, housing, and other life outcomes often affect one another and span delivery of services across programs and systems

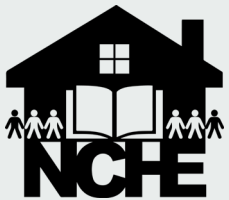


Students experiencing homelessness may need supports from multiple programs and systems to succeed





# Education Pathways



# Education Pathway Options



## K12

- High school diploma
- GED
- Dual enrollment

## Postsecondary Education

- Associate, Bachelor's, and graduate degrees
- Non-degree credentials (NDCs)
- Apprenticeships (education + income + a credential)



Both the education and employment landscapes are more open and flexible to new types of training and credentials than in previous decades.

# Non-Degree Credentials (NDCs)

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NDCs include certificates, industry certifications, apprenticeship certificates, and occupational licenses, such as

- Adobe certified associate, Creative Suite
- America Welding Society certified welder
- Certified dental assistant
- Certified pastry chef
- Cosmetology esthetician specialty license
- Federal Aviation Administration aviation mechanic technician
- Licensed veterinary technician
- Wireless systems installer technician

Learn more about the [16 Career Clusters](#) in the National Career Clusters Framework.

Learn more about the value of NDCs in [Certified Value: When do Adults without Degrees Benefit from Earning Certificates and Certifications?](#).



# Career and Technical Education (CTE) Pathways

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- SY2018-19: 12.4 million learners participating in CTE
  - Secondary  
8.9 million participants, 3.9 million concentrators
  - Postsecondary/Adult  
3.5 million participants  
1.9 million concentrators
- The secondary/postsecondary split and common areas of CTE study vary by state
- Learn more about [CTE in your state](#)

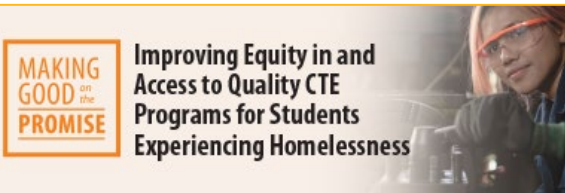


# Perkins V “Refresher”

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- The [Perkins Career and Technical Education Act](#) was reauthorized in 2018 (“Perkins V”)
- Perkins V designated “homeless individuals” and “youth who are in, or have aged out of, the foster care system” as special populations, requiring added focus and action in the areas of
  - State CTE plans
  - Local CTE applications and plans
  - CTE funding usage
  - CTE data collection, evaluation, and accountability

# CTE in Your State



## Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness

### Introduction

State Career Technical Education (CTE) leaders have a critical responsibility to ensure that each learner has opportunities to achieve educational and career success and is supported in identifying and reaching their goals. To do so, state leaders must identify and dismantle historical barriers, and construct systems that support each learner in accessing, fully participating in, and successfully completing a high-quality CTE program of study. This brief suggests strategies for how CTE and homeless education leaders can work together to build opportunities for learners experiencing homelessness to access and succeed in high-quality CTE programs of study. Importantly, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) expanded its definition of special populations to include individuals experiencing homelessness, as defined by Subtitle VI-B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11434a)(2), which provides a clear path for state and local leaders to support these learners more intentionally through CTE programs of study.


Given the United States' continuing lack of affordable housing (Aurand, Emmanuel, Rall, Thwait, & Yenta, 2020), it is not surprising that the number of learners experiencing homelessness has increased in recent years. During the 2017-2018 school year, U.S. public schools enrolled 1,508,265 children and youth in PreK through 12th grade experiencing homelessness, up 15% from 1,307,656 children and youth during the 2015-2016 school year (National Center for Homeless Education, 2020). In a 2019 survey of more than 100,000 students at two-year institutions of higher education, rates of homelessness among learners ranged from 12% to 18% in the previous year (Baker-Smith et al., 2020). Today, it is more important than ever for State Coordinators for Homeless Education<sup>1</sup> (State Coordinators) and state CTE leaders to collaborate to ensure access to high-quality CTE for learners experiencing homelessness.

### The Value of Education in Preventing and Ending Homelessness

A longstanding research base establishes the value of what is known as "the education premium," which essentially means that the more one learns, the more one earns (U.S. Bureau of Labor Statistics, 2019). In addition to having higher levels of income, individuals with higher levels of education are both more likely to move up the socioeconomic ladder and have access to employer-provided benefits (e.g., health insurance and retirement) and less likely to be unemployed or receive public assistance (Ma et al., 2019).

<sup>1</sup> Under the federal McKinney-Vento Homeless Assistance Act, State educational agencies (SEAs) must designate a State Coordinator for Homeless Education to serve as the key homeless education contact within the SEA, and oversee the implementation of the Act in school districts throughout the state (42 U.S.C. § 11432(b)(5)).

OCTOBER 2020



ADVANCE CTE  
Work-based Learning Starting in PreK

What is happening with CTE in your state?

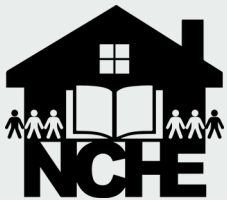
*Improving Equity in and Access to Quality  
CTE Programs for Students Experiencing  
Homelessness*



Questions?  
Comments?  
What did we miss?



# Youth Homelessness Demonstration Program (YHDP) Updates





# About YHDP



- YHDP = Youth Homelessness Demonstration Program
- Administered by the U.S. Department of Housing and Urban Development (HUD)
- Eligible applicants = Continuums of Care (CoCs)
- To date, 44 CoCs (including 17 rural CoCs) have received a total of \$151 million in YHDP funding
- Congress appropriated an additional \$225 million for YHDP in fiscal years 2019, 2020, and 2021
- NCHE will announce when the Notice of Funding Availability (NoFA) for the next YHDP Round is released





# The Role of Education in YHDP

- YHDP is based on the U.S. Interagency Council on Homelessness' *Framework to End Youth Homelessness*
- HUD requires YHDP communities to address the framework's 4 core youth outcomes of

Stable  
Housing



Education and  
employment



Well-being



Permanent  
connections



# YHDP Education Outcomes

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NCHE has observed


- An increased “education footprint” in Coordinated Community Plan (CCP) development, project proposal development and review, and project funding and implementation
- An increase from 0 “education projects” funded in Round 1 to 8 “education projects” total funded in Rounds 2 and 3
- A growing acknowledgement by partners of the importance of education in coordinated community responses, including a new education status required data element in HUD’s Homeless Management Information System (HMIS)

# YHDP Education Projects

Continuum of Care	Project Recipient	Project Type
Louisville/Jefferson County (Round 2)	<u>Family Scholar House</u>	Supportive Services Only (SSO): Systems navigation with an education focus
Prince George's County (MD) (Round 3)	<u>Maryland Multicultural Youth Center</u> (subrecipient: <u>University of Maryland's Fostering Terp Success program</u> )	Joint Transitional Housing – Rapid Rehousing (TH-RRH) for higher education students
San Antonio/Bexar County (Round 3)	<u>University of Texas, San Antonio</u>	Rapid Rehousing (RRH)
San Diego County (Round 2)	<u>San Diego County Office of Education</u>	SSO: Systems navigation with an education focus
State of Montana (Round 3)	<u>Browning Public Schools</u> (part of the <u>Blackfeet Nation</u> )	SSO: Diversion
State of Montana (Round 3)	<u>Dawson Community College</u>	SSO: Systems navigation with an education focus
State of Montana (Round 3)	<u>Hays Lodgepole Schools</u> (part of the <u>Fort Belknap Indian Community</u> )	SSO: Diversion
State of Montana (Round 3)	<u>Kalispell Public Schools</u>	SSO: Systems navigation with an education focus

# YHDP in Your State





National Center for Homeless Education (NCHIE)  
Operating the U.S. Department of Education's technical assistance center for the federal Education for Homeless Children and Youth (EHCY) program  
[nche.ed.gov](http://nche.ed.gov)

Incorporating Education into Coordinated Community Responses to Youth and Young Adult Homelessness: Lessons from the Youth Homelessness Demonstration Program

**This NCHIE program profile**

- explores the role of education in the U.S. Department of Housing and Urban Development's Youth Homelessness Demonstration Program (YHDP);
- summarizes key education outcomes in, lessons learned in, and technical assistance provided to YHDP communities; and
- shares cross-system innovations and promising practices for preventing and ending youth and young adult homelessness in urban, suburban, and rural communities.

**About the Youth Homelessness Demonstration Program**

In May 2015, Congress appropriated \$33 million to fund Round 1 of a federal Youth Homelessness Demonstration Program (YHDP), to be administered by the U.S. Department of Housing and Urban Development (HUD). Since then, Congress has appropriated funding every federal fiscal year for additional YHDP rounds. As of the time of this publication's release, 84 Continuum of Care (CoC) — including 17 rural CoCs — across three rounds have leveraged YHDP funding to develop and implement a coordinated community response to youth and young adult (YOA) homelessness. Furthermore, Congress appropriated federal funding in fiscal years (FY) 2019, 2020, and 2021 for three more YHDP rounds with a possible additional 75 funded CoCs.

YHDP requires communities to

- bring together a wide variety of partner systems, including housing, child welfare, education, workforce development, juvenile justice, and behavioral and mental health;
- convene Youth Action Boards (YABs), comprised of youth who have current or past lived experience of homelessness, to lead YHDP planning and implementation;

\*A Continuum of Care (CoC) is state, regional, or local planning and administrative body that coordinates housing and service funding for youth, families, and single adults experiencing homelessness.

National Center for Homeless Education | [nche.ed.gov](http://nche.ed.gov) | 1

What is happening with YHDP in your state?

*Incorporating Education into Coordinated Community Responses to Youth and Young Adult Homelessness: Lessons from the Youth Homelessness Demonstration Program*

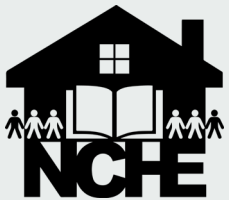




Questions?  
Comments?  
What did we miss?



# NCHE's New Education Tool




# Why a Guided Discussion Tool?

Developed with  
provider and youth  
input! Can be used  
by educators, too!


- Many case managers and navigators want to focus more intentionally on education with their youth clients but don't feel equipped to do so
- Many existing education and career planning resources are lengthy, designed to be used by a particular audience (e.g. school counselors), and designed to be used as early as middle school
- This tool provides a “right now, point-of-service” tool to help young people assess education and career interests and goals, learn about available supports, and set next steps to accomplish their goals with the help of a caring adult ally

# Tool Tour




National Center for Homeless Education (NCHE)  
Education Goals and Supports: A Guided Discussion Tool

A Guide for Using the Tool

 **Purpose of the Tool**


This tool may be used by service providers working with youth and young adults (YJA) experiencing homelessness to guide YJA clients through a discussion of their interests and skills. The tool uses motivational interviewing questions to help determine the client's interest in pursuing education, provides online resources to help the client explore education and career pathways and determine possible good-fit pathway options in areas of interest, includes information on how to pay for higher education, and recommends next steps towards the client's goals.

The tool can be used during the intake process or later after a client's basic needs have been met. Regardless of a client's readiness to pursue educational goals, the questions in Section 1 may be used to plant seeds for revisiting the discussion at a later time. It is recommended that the service provider and client walk through the tool and record the client's responses in either electronic or hard-copy format.

 **Using the Tool**

The tool is broken down into 4 sections

1. **Section 1** asks questions to help determine a client's level of interest in pursuing education.
2. If the client expresses interest in pursuing education, **Section 2** focuses on the client's interests and skills, and provides resources for helping the client connect their interests and skills to possible education and career pathways
3. **Section 3** shares a selection of resources focused on helping the client pay for their education.
4. **Section 4** recommends next steps for the service provider and client towards the client's education and career pathway goals.

 **Before Beginning**


Before beginning section 1, it is recommended that the service provider frame the conversation by communicating to the client that

- the goal of the conversation is to help the client feel supported in considering and making an informed decision about the role that education and career pathways may play in their future;
- resources are available to help the client pay for and successfully complete their education; and
- there are a variety of educational and career pathways available to match with the client's goals and interests, including apprenticeships, career and technical qualifications, and college degrees.

**Apprenticeships:** [Apprenticeship Fact Sheet](#) | [Apprenticeship Frequently Asked Questions](#) | [Apprenticeship Office by Location Search](#)  
**Career and Technical Qualifications:** [Career and Technical Education \(CTE\) Career Pathways](#)  
**College Degrees:** [Quick Guide: Your College Degree Options](#)  
[Certificate vs. Degree: What's the Difference?](#)

National Center for Homeless Education (NCHE) | <http://nche.ed.gov>

## Education Goals and Supports: A Guided Discussion Tool



Allegheny County Resources

**Education Goals and Supports: A Guided Discussion Tool**

The resource may be used alongside the National Center for Homeless Education's [Education Goals and Supports: A Guided Discussion Tool](#). This addendum shares available Allegheny-specific resources to support education and training access and completion.

- **NEED** helps underserved high school students and their families prepare for postsecondary education to obtain well-established careers. NEED is a full-service college-access program that provides college preparatory enrichment services including scholarship support, college tours, access to college and career training programs, mentoring, and more.
- **PA CareerLink®** provides qualifying individuals with funding to participate in short-term training that leads to employment in a high-priority industry, such as manufacturing, healthcare, and financial services.
- The Allegheny County Department of Human Services' **Independent Living Programs** support young adults who have had experience in foster care as they transition into adulthood. The program's Education Liaison unit promotes access to continued education opportunities through assistance with financial aid and navigating postsecondary education decisions.
- The **Fund for Advancement of Minorities through Education (FAME)** supports local African American youth by providing access to college preparatory education at participating independent schools in the Greater Pittsburgh area and through the provision of need-based financial assistance.
- The **Homeless Children's Education Fund (HCEF)** provides the **Hope Through Learning Award** and **Emergency Education Funds** to Allegheny youth age 24 and under who are experiencing or have experienced homelessness to help them cover costs associated with education and training.
- The **Pennsylvania College Access Program (PA-CAP)** enables high school students and residents the ability to enroll and graduate from college, business, and/or technical schools by providing comprehensive college readiness services including college and career awareness workshops, individual advising, motivational speakers, and scholarship and financial aid assistance.
- The **Pennsylvania Higher Education Assistance Agency (PHEAA)** provides affordable access to higher education through student **grants** and **loans**, including Pennsylvania's **Fostering Independence Tuition Waiver\*** and **Chafee Education and Training Grant** programs for young people with experiences in the foster care system.
- The **Pittsburgh Promise** promotes high educational aspirations among urban youth, funds scholarships for post-secondary access, and fuels a prepared and diverse regional workforce.

\*In Pennsylvania, students under the age of 24 who have had experience in foster care after their 18<sup>th</sup> birthday may qualify for a full postsecondary education tuition waiver through the **Fostering Independence Tuition Waiver Program**. Each institution of higher education is required to designate an appropriate staff person serve as the point of contact for students eligible for this program. Visit the [Higher Education Single Point of Contact Directory](#) for more information.

Allegheny County (Pittsburgh area) addendum to the guided discussion tool



Questions?  
Comments?  
What did we miss?



# For More Information

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# Leveraging Data for Maximum McKinney-Vento Program Impact

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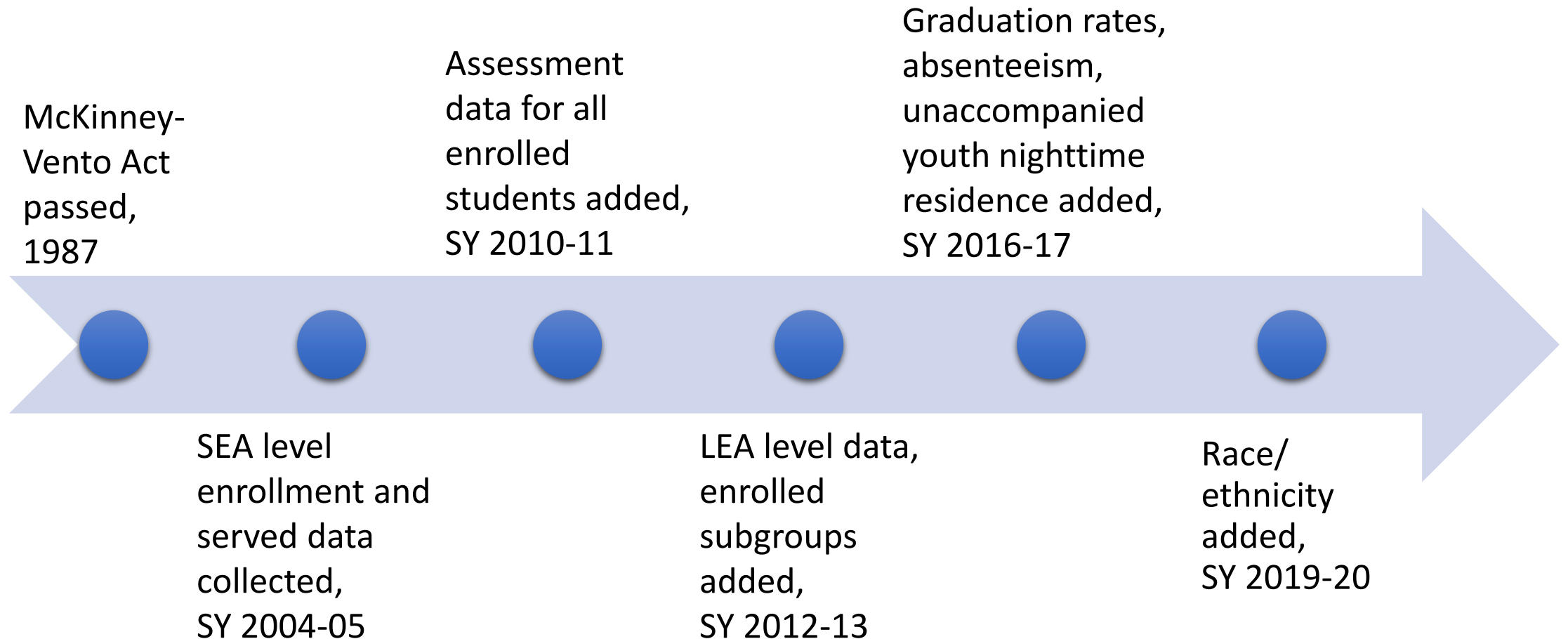
# Meet your Presenter/Facilitator

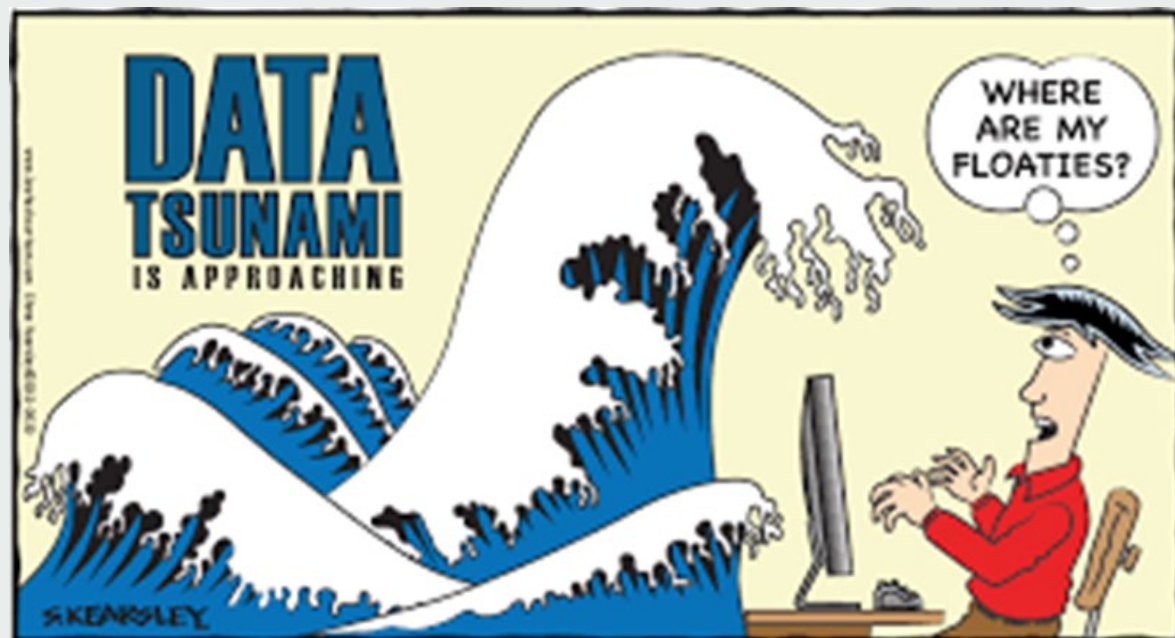
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# A Data Timeline





# Panelists

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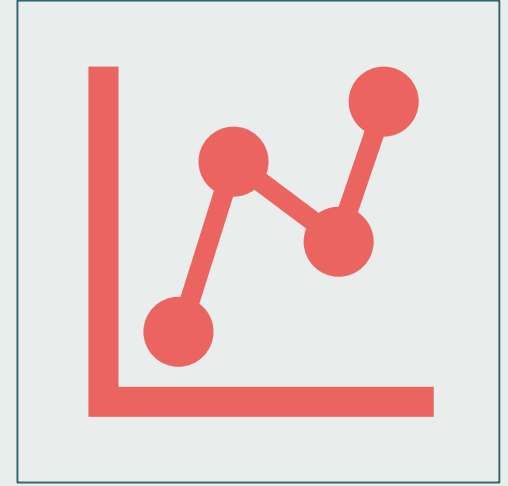
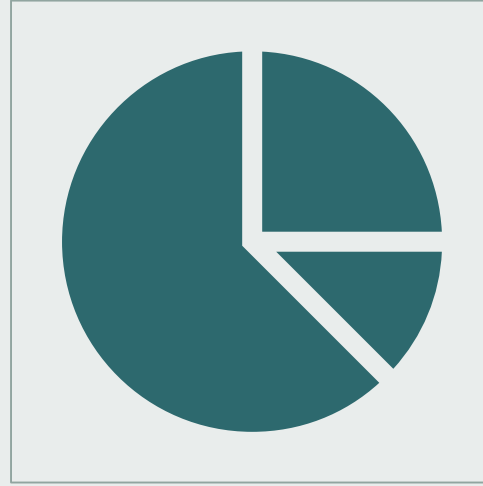
# Thank You!

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# Who's a Data Superstar?

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# Time to Kahoot!

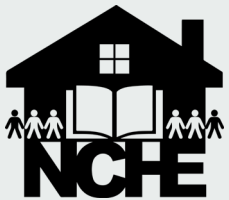


Visit <http://www.kahoot.it/> on your mobile device.

Questions?



# Reflections and Adjournment



# Reflections from Today


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Share in the chat or over audio (please raise your hand to indicate that you'd like to speak)

- Key takeaways from today?
- Lingering questions from today?
- Other reflections?







*Thank you for attending NCHE's 2021 Annual State Coordinator Meeting.  
Enjoy your evening.*