

Welcome Back!

2021 Annual State Coordinator Meeting
Wednesday, April 28 (Day 2)



Today's Agenda

- State Coordinator of the Year
- U.S. Department of Education monitoring and risk assessment update
- State Coordinator panel: Removing barriers through policy review and revision

----- Break -----

- Equity in McKinney-Vento program planning and implementation (plenary, breakouts, plenary debrief)
- Day 2 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!



image source: [Amazon](#)

COVID-19 revamped the workday wardrobe.

Confession time!

Please share in the chat:

Have you ever “businessed on top and
partied on the bottom” for a Zoom meeting?

Yes or no?

(feel free to explain your response)

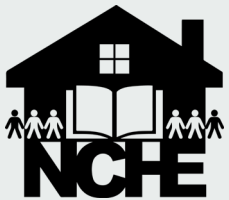
Reflections and Responses from Day 1





State Coordinator of the Year

Nicole Lee-Mwandha (District of Columbia)



NAEHCY 2020 State Coordinator of the Year

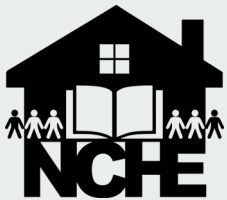
- Introduction by Yatisha Blythe, Program Specialist, National Center for Homeless Education (NCHE)
- Remarks by Nicole Lee-Mwandha, State Coordinator for Homeless Education, District of Columbia



Questions?



U.S. Department of Education Monitoring and Risk Assessment Update





EHCY Risk Assessment and Monitoring Plans Revisited

2021 State Coordinators' Meeting
April 28, 2021

TOPICS

- FY 2021 EHCY Risk Assessment Method: Revising 2017 method
- Risk assessment tips: number of factors and indicators, cut points for risk ratings, and weighting
- Data visualization and use in Training/TA
- FY 2021-22 monitoring plans



REQUIREMENT TO ASSESS RISK AND MONITOR IN REGS AND STATUTE

- Uniform Guidance requires of all SEAs receiving a formula grant from ED that they subgrant to LEAs:
 - To assess subgrantee fiscal, program compliance, and performance risk
 - To monitor and have a plan for it (no min/max)
 - Uniform Guidance: 2 C.F.R. § 200.205-6 § 200.301-2; § 200.329
- The McKinney-Vento Act requires SEAs to monitor
 - McKinney-Vento: § 722(f)(5); § 722(g)(2)



EHCY RISK ASSESSMENT 2017~

- Used OESE Tool for Assessing Grantee Risk: for fiscal, performance and compliance risks
- For EHCY, main program risks are:
 - Risk of under-identification of HCY's (compliance)
 - Risk of under-serving HCY's (fiscal)
 - Risk of under-performing HCY's (performance)
- New data elements or political/managerial priorities may change the factors and weighting



RISK RATINGS AND CONSIDERATIONS

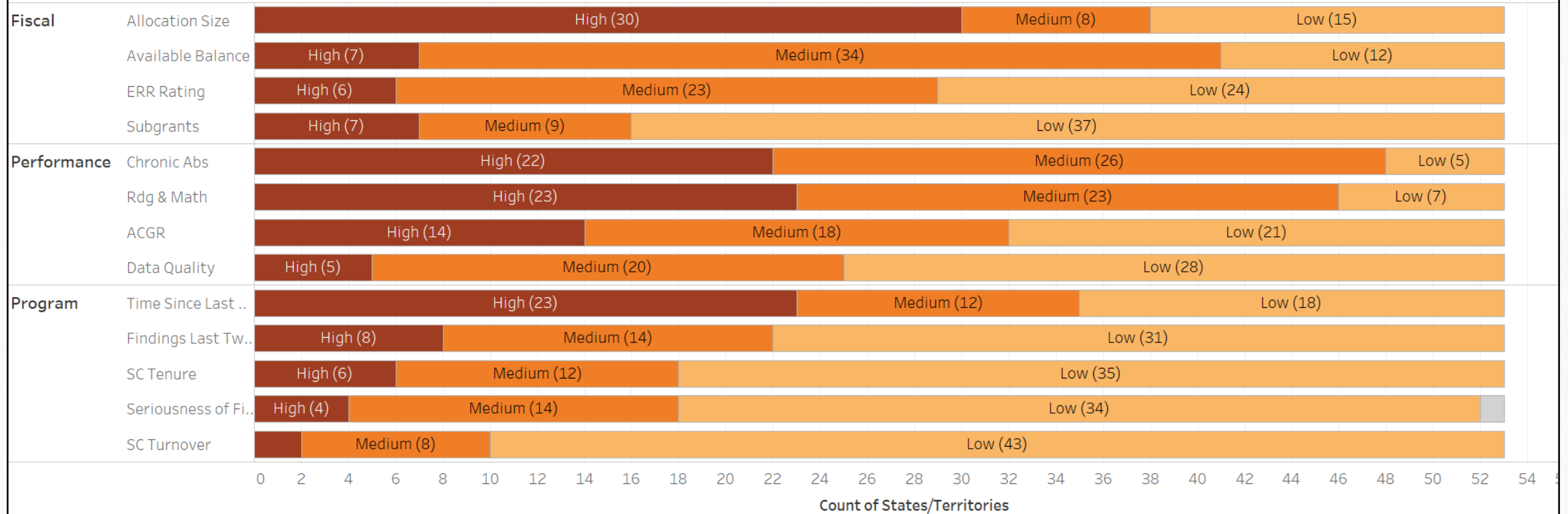
All Data Points are converted to a 1-3 scale:

- 3 = High Risk
- 2 = Medium Risk
- 1 = Low Risk
- “O” is possible (but is anyone is ever “no risk”?)
- Most States rated between 1 and 2
- A goal of cut points and weightings is to drive some States to a rating between 2 and 3



EHCY Risk Factor Summary

Number Represents the Number of States/Territories at Each Risk Level



Risk Rating
■ High Risk ■ Medium Risk ■ Low Risk ■ No Data

☐ Summary Risk
 ☒ Category Risk
 ☐ Detail Risk
 ☐ State Summary Table
 ☐ Risk Factor Summ Dashboard



2021 EHCY FISCAL RISK ASSESSMENT INDICATORS

- **Entity Risk Review:** Rating based on ERR Summary Report from “EDison” website
- **Allocation Amount:** 3=>\$2M; 2=\$500K-\$2M
- **# Subgrantee LEAs:** 3=>500; 2=50-499; 1=<50
- **Available Balances** (in last half of grant period): 3=>25-50%; 2=>10-25%; 1=<10%



2021 EHCY PERFORMANCE RISK ASSESSMENT INDICATORS

- **Data Quality Risk:** 3 = 2+ unresolved issues;

2 = 1 significant issue; 1 = 0 significant issues

- **ACGR:** 1 = 70%+; 2 = 60% to 69.9%;

3 = < 59.9%

- **Chronic Absenteeism:** 3 = > 40%; 2 = 25% - 39.9%; 1 = < 25%

- **Math/Reading Combined:** 1 = > 30%; 2 = 20% to 29.9%; 3 = < 20%



2021 EHCY PROGRAMMATIC RISK ASSESSMENT INDICATORS

- **State Coordinator Tenure/Turnover:** 3 = 3+ changes in 3 years or tenure < 1 year; 2 = 2+ changes or tenure < 2 years; 1 = 0 or 1 change
- **Monitoring Risk**
 - **Findings/Significance:** 3 = 4+ findings past 2 reviews; 2 = 2-3 findings (significant); 1 = 0 or 1
 - **Year since last review:** 3 = > 10+ years; 2 = 5-9 years; 1 = 1 to < 5 years
 - **Reports:** <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/key-documents/>

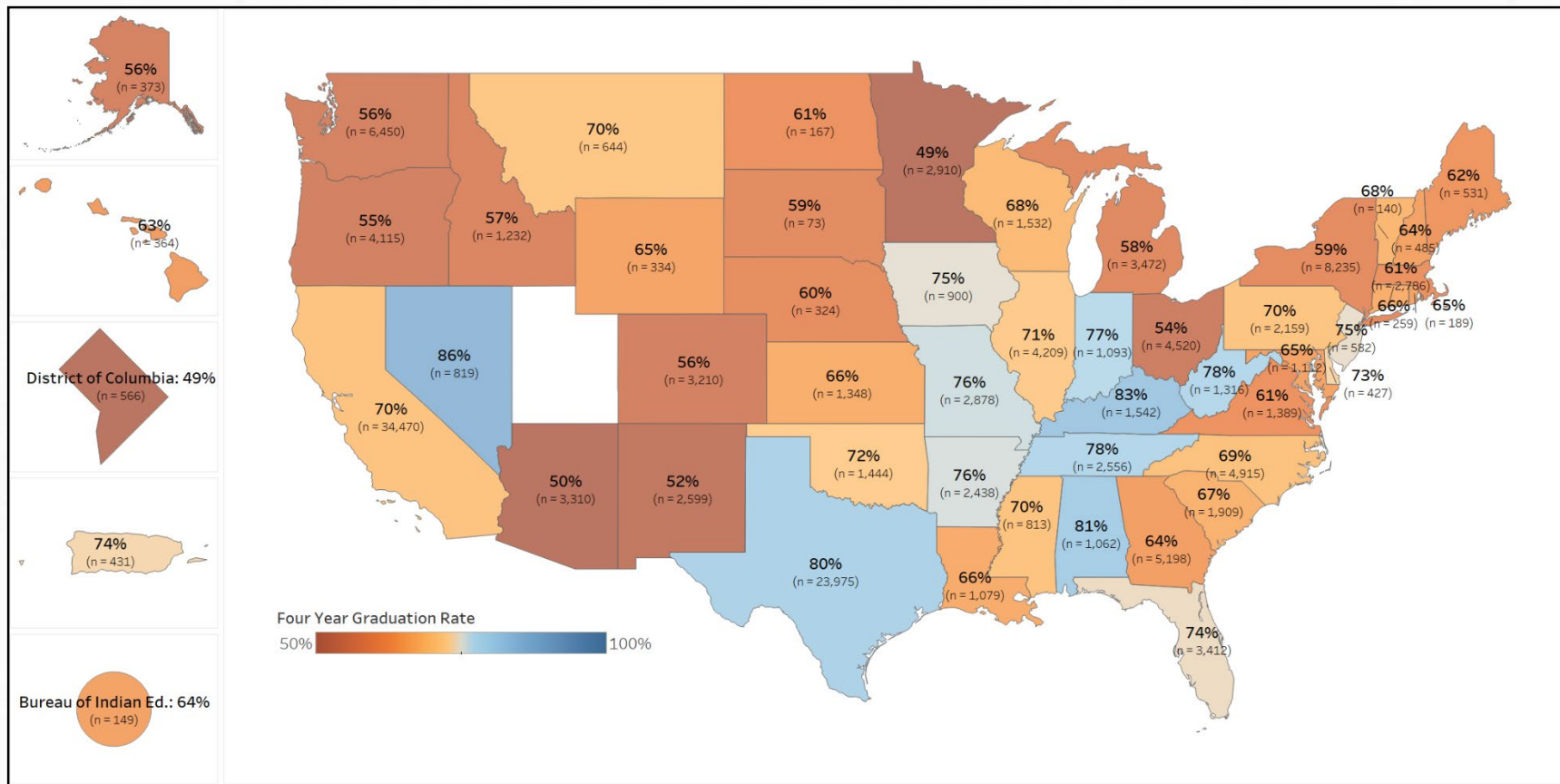


WEIGHTING, ADJUSTING & COMBINING DATA POINTS & RISK FACTORS

- Recommend having 2-4 factors with at least 2-4 indicators, so risk assessment is less skewed
- Too many indicators regresses States to the mean and gives weighting less impact
- With Excel skills you can weight every indicator and factor; without Excel skills, weighting can be done manually by doubling or combining indicators



DATA VISUALIZATION EXAMPLE: ACGR “SHADED MAP” BY PERCENTAGE



FY 21-22 MONITORING PLANS

- **FY 21:** OESE Consolidated Monitoring (TN)
Protocol on SSA Key Documents Webpage:
https://oese.ed.gov/files/2020/11/EHCY-Monitoring-SEA-Protocol_FINAL-v2020-11-09.doc
- **FY 22:** Updated risk assessment using ARP-HCY allocations, SY 19-20 performance data for FY 22 monitoring



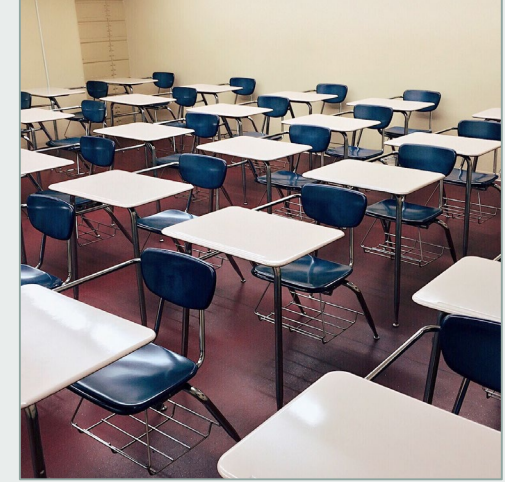


Questions?





Questions?: John McLaughlin, Education Program Specialist, john.mclaughlin@ed.gov



Removing Barriers through Policy Review and Revision: A State Coordinator Panel

2021 Annual State Coordinator Meeting



Meet Your Moderator and Panelists



Megan Johnson

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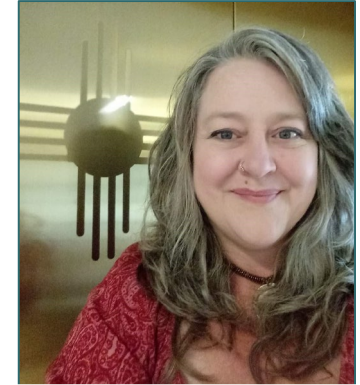
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Dana Malone

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McKinney-Vento Act Statute

State McKinney-Vento plans shall include a demonstration that the State educational agency and local education agencies in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youths, and the enrollment and retention of homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences

[42 U.S.C. §11432\(g\)\(1\)\(I\)](#)



Guiding Questions

1. What was the barrier that was identified in your state?
How was the barrier identified?
2. What policy work did you do to address the barrier?
3. What are lessons learned or recommended strategies for addressing identified barriers through policy review, revision, or development?

Montana SB 16



- SB 16: An Act Allowing Minors to Consent to No-Cost Emergency Shelter and Related Services
 - Bill is still in the legislature; has support from the Public Employees Union
 - Providers can provide no-cost emergency shelter and services to a consenting unaccompanied minor
 - Minors are defined as under 18 years old

Montana SB 18



- SB 18: An Act Allowing Certain High School Students Who Meet the State Minimum Graduation Credit Requirement to Receive a Diploma from a District that Has a Higher Credit Requirement
- Signed into law March 26, 2021
- Establishes graduation requirements for educationally-disrupted youth
- Allows any student with an educational disruption due to homelessness, foster care, incarceration, mental health, or physical health to request a state minimum diploma from the school board

Montana Lessons Learned



- Work with a colleague or organization that has experience in policy work
- Use data as your foundation
- Think through possible objections from legislators and have answers that rely on anecdotal evidence or data
- Tie your bills to "hot topic" issues
- Try to get bipartisan sponsorships, when possible

Questions?

Nevada SB 147

- SB 147: An Act Regarding Full/Partial Credit, Academic Plans, and Awarding of High School Diplomas for Homeless and Foster Youth
 - Section 4 authorizes public schools to award a homeless pupil, unaccompanied pupil, or pupil who lives in foster care full or partial credit for a course of study regardless of the attendance of the pupil or the hours of classroom instruction received by the pupil
 - Section 5 requires a school district or sponsor of a charter school, as applicable, to award the appropriate high school diploma to a homeless pupil, unaccompanied pupil, or pupil who lives in foster care who transfers into a public school during the pupil's 11th or 12th grade year and satisfies the requirements prescribed by the State Board for a high school diploma, regardless of whether the pupil also completes any additional requirements prescribed by the school district or sponsor

Nevada SB 147

- SB 147 passed in 2019 Session of the Nevada Legislature
- In July 2020, Nevada Department of Education (NDE) distributed a [memorandum](#) and accompanying [addendum](#) to school districts to provide an overview regarding the requirements outlined in SB 147
- After the memorandum, NDE established a statewide SB147 Working Group to help develop implementation protocols
- The SB147 Working Group has met 3 times and is moving toward combining language from Nevada School Districts/Charter School Authority and Schoolhouse Connection to develop a NV Full/Partial Credit Framework
- Outcomes to date: Implementing SB147 facilitated the graduation of 7 students in SY19-20, with 19 students projected to graduate in SY20-21

Nevada Lessons Learned

- Local Education Agencies (LEAs) were/are informally addressing issues that impact credit attainment of youth experiencing homelessness and in foster care
- Convening a working group created stakeholder buy-in, and a space to share, learn, and facilitate statewide collaboration on a framework in support of affected youth
- Implementation takes time, as the SEA and LEAs need to develop the processes needed for effective and full implementation
- It's critical to have a system to track data on implementation
- Including national partners in the work can be helpful to provide thought partnership and a national perspective, and to connect you with others working on similar issues

Questions?

New Mexico HB 179



HB 179: Fees for Vital Records for Homeless

- Passed the House and Senate in March 2021; awaiting final signature
- Eliminates restrictions on access to birth certificates for unaccompanied homeless youth
- Allows McKinney-Vento school district liaisons, school counselors, school nurses, and social workers to obtain birth certificates of students and clients experiencing homelessness

New Mexico Lessons Learned



- Dream big! What do you have to lose? If not you, then who?
- When you are out of your comfort zone, don't be afraid to hire an expert! (NM worked with Patricia Julianelle of SchoolHouse Connection)
- Collaboration is key; partners often support the same/similar legislation
- Your state is smaller than you think; be nice to everyone! 😊

New Mexico Lessons Learned



- There is no immediate satisfaction; policy reform takes time, planning, and effort
- Be patient and follow the process
 - Reviewing current laws/policy
 - Conducting a statewide needs assessment to explore barriers to school success for youth experiencing homelessness (included youth with lived experience)
 - Reviewing the needs assessment and delving into identified issues for the Education for Homeless Children and Youth (EH CY) State Advisory Committee's (SAC) consensus
- Continuing to partner with Patricia Julianelle to advance the work

New Mexico Pleasant Surprises



- Supplemental Nutrition Assistance Program (SNAP) for unaccompanied youth
 - Law already exists
 - Coordinating with the NM Human Services Department (HSD) for a 3-day statewide training for HSD staff, McKinney-Vento liaisons, and homeless providers
- [HB 127: Homeless Youth ID Cards](#)
 - Law already exists (minus the fee waiver)
 - Bill is still in the legislature
 - Would waive fees for state ID cards for people experiencing homelessness; eliminate restrictions on access to ID cards for unaccompanied youth; require motor vehicle division offices to designate an existing staff member to serve as a homeless liaison
 - The EHCY SAC/NM Taxation and Revenue Agency are meeting on May 5th to discuss barriers youth face in accessing IDs and how to remove those barriers

Questions?

Thank You!



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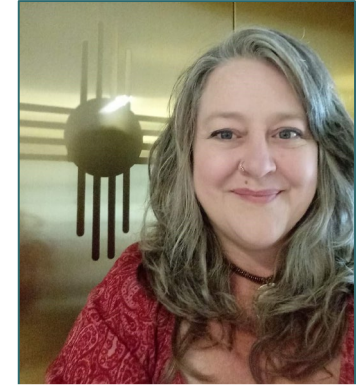
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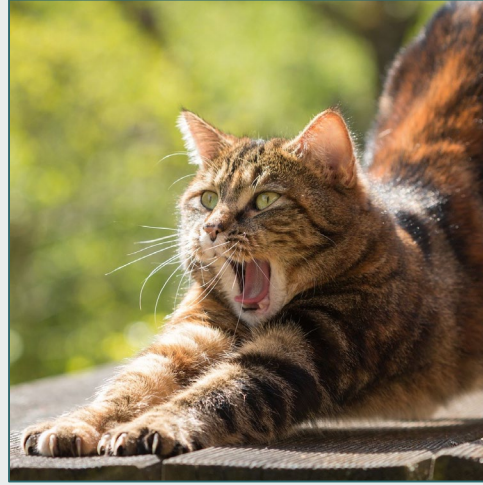
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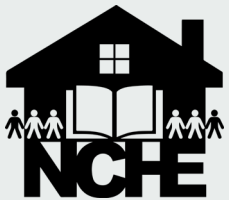
Dana Malone

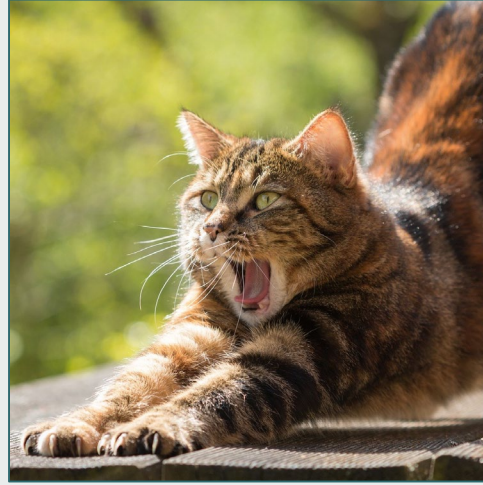
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Stretch Break

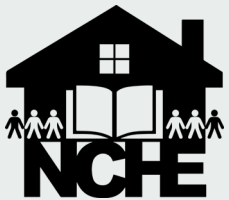
The meeting will resume at _____





Stretch Break

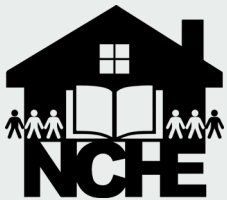
As you're logging back on, share in the chat:
You can only listen to music from a single decade (e.g. the 1980s)
for the rest of your life? Which decade do you choose?





Equity in McKinney-Vento Program Planning and Implementation

NCHE 2021 Annual State Coordinator Meeting



Your Presenters



Christina Endres
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Kenya Hayes
Program Specialist
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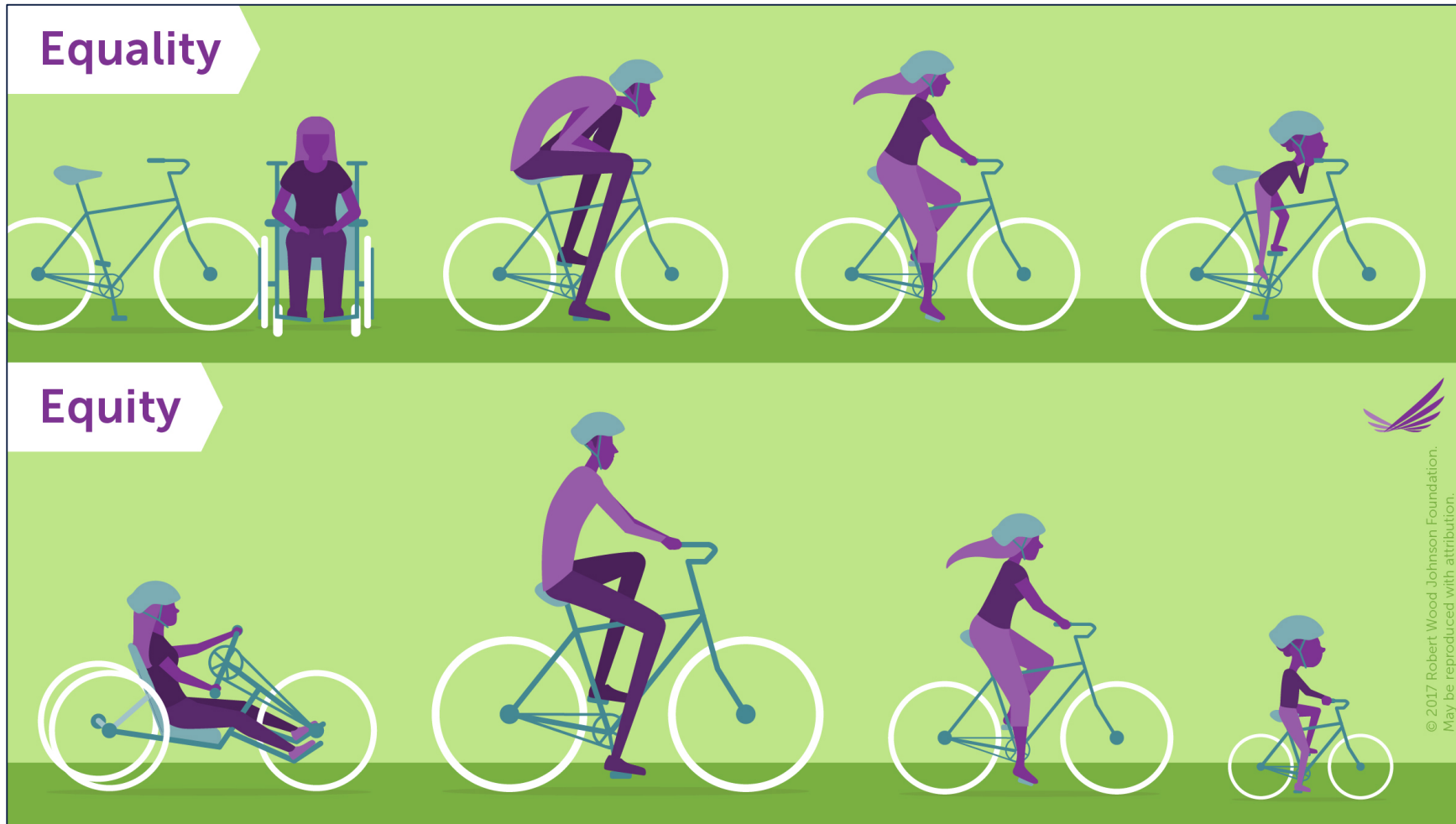
Agenda

- Definitions of terms
- Importance of equity to McKinney-Vento programming
- SEA considerations
 - Feedback and policy review
 - Distribution of resources
 - Training and technical assistance
- Framing equity in your state
- Questions



Definitions

Equity vs. Equality



Intersectionality

Definition of *intersectionality*:

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups

Source: Merriam-Webster

Implicit Bias

Definition of *implicit bias*:

Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs

Source: Dictionary.com

Racism

Definition of *racism*:

- 1:** A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race
- 2a:** A doctrine or political program based on the assumption of racism and designed to execute its principles
- 2b:** A political or social system founded on racism
- 3:** Racial prejudice or discrimination

Source: Merriam-Webster



Anti-Racism

Definition of *anti-racism*:

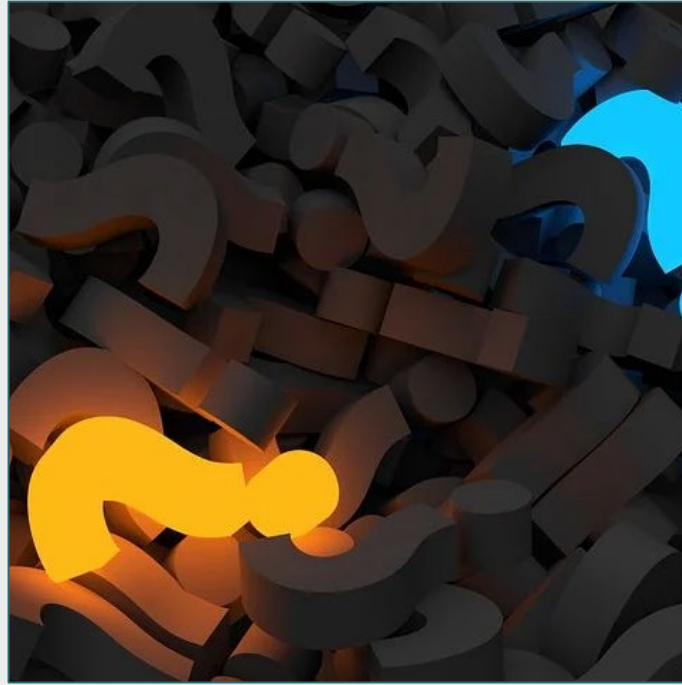
The policy or practice of opposing racism and promoting racial tolerance

Systemic Racism

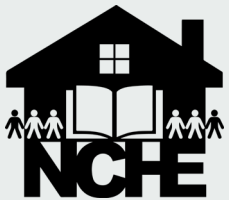
Definition of *systemic racism* (or *institutional racism*):

Racial discrimination that has become established as normal behavior within a society or organization

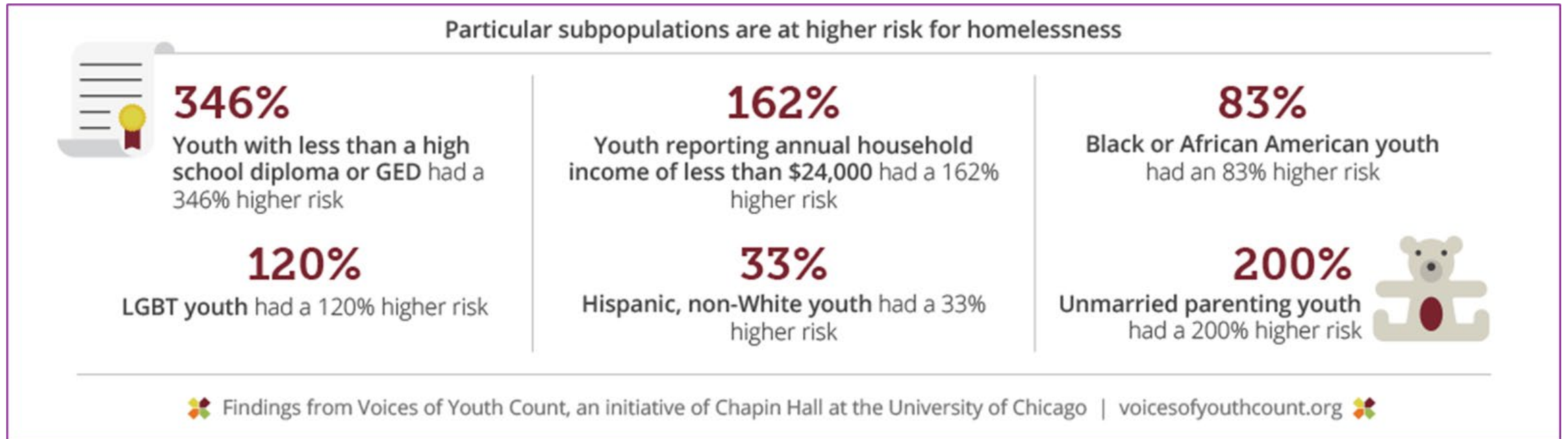
Source: Lexico.com



Why Is Equity Important to McKinney-Vento?



Research on Education and Homelessness



Source: Chapin Hall, http://voicesofyouthcount.org/wp-content/uploads/2017/11/ChapinHall_VoYC_1-Pager_Final_111517.pdf

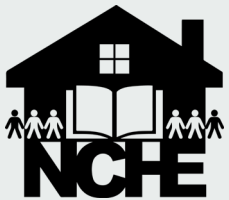
McKinney-Vento Citations

Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths [42 U.S.C. §11431(1)].

States and school districts must develop, review, and revise policies to remove barriers to the school identification, enrollment, and retention of McKinney-Vento students, including barriers due to outstanding fees or fines, or absences [42 U.S.C. § 11432(g)(1)(I)].



SEA Considerations



Feedback and Policy Review

- How are the views of youth, including unaccompanied homeless youth, included in your policy review process?
- Are individuals with lived experience of homelessness included on committees?
- Is the group reviewing policies culturally and ethnically diverse?
 - Community members
 - Service providers
 - Advocacy organizations

Feedback and Policy Review

When integrating stakeholders into your program review consider:

- How are you ensuring that outside stakeholders (particularly youth) are fully prepared to participate in the process?
- Are stakeholders given equal power at the table, or are they being brought in to approve decisions that have already been made?
- How are the lived experiences of families, youth, and advocates given value commensurate with the value assigned to the views of people with formal education credentials?

Distribution of Resources

- Are there efforts to align the distribution of McKinney-Vento subgrant funds with the assessed needs and demographics of your state?
- Do the districts receiving subgrant funds represent the ethnic diversity of your state's homeless population?
- What is the geographic distribution of your subgrant funds? Do rural communities have access to funding?

Training and Technical Assistance

- Engaging in equity, diversity, and inclusion work within your state McKinney-Vento program may represent a shift in practice. Success in this work will require the support of school systems, families, and community partners.
- Consider how you will communicate this priority with colleagues and other stakeholders.
- What training and support may be necessary to assist local liaisons to grow in this area?
- What supports and resources would you like to see from NCHE?

For Discussion



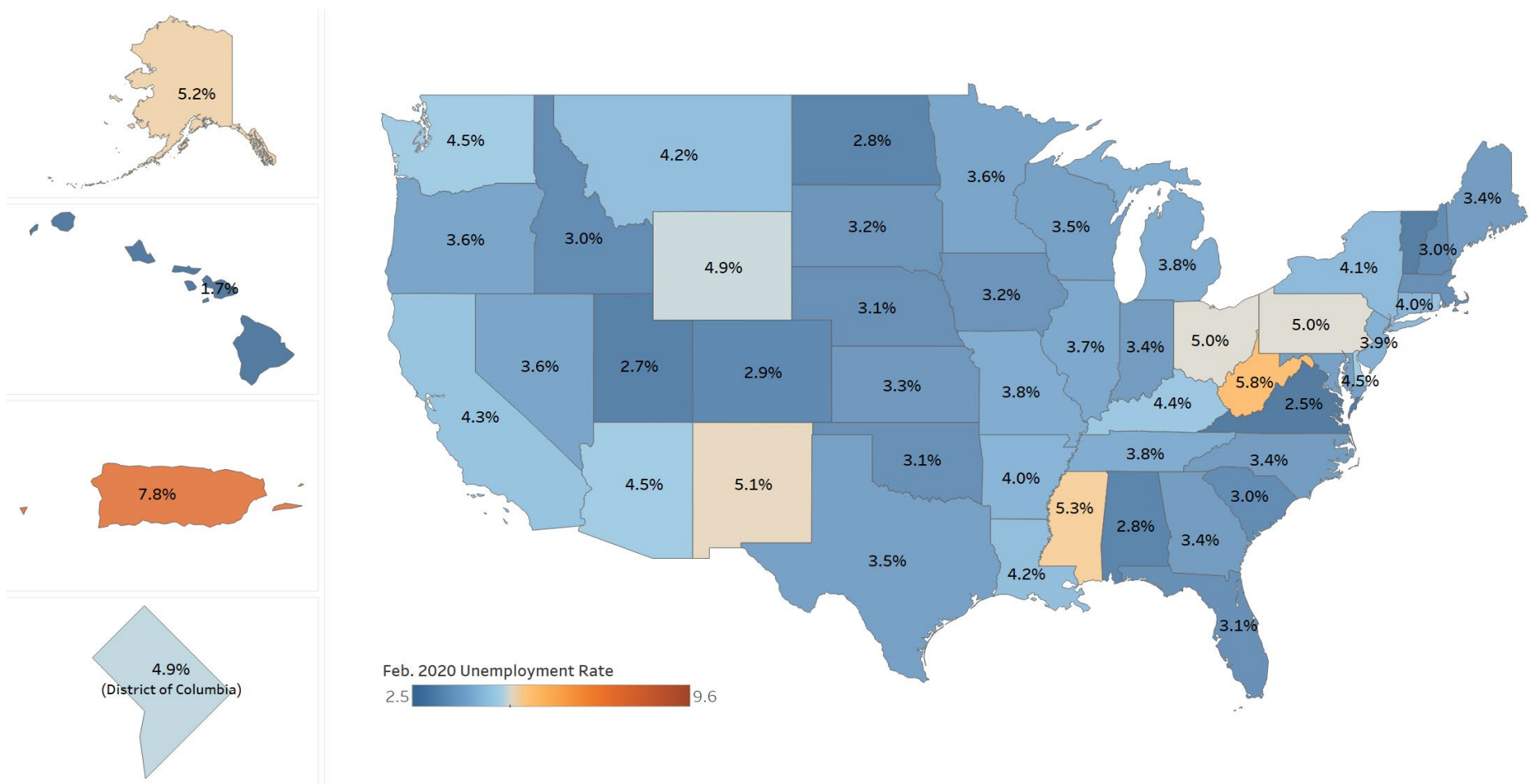
- Have you reviewed your subgrant process for equity?
 - Would you share your approach?
 - What went well?
 - What might you change/do differently?
- What assistance might you need from NCHE to support work in the area of equity?

Questions?

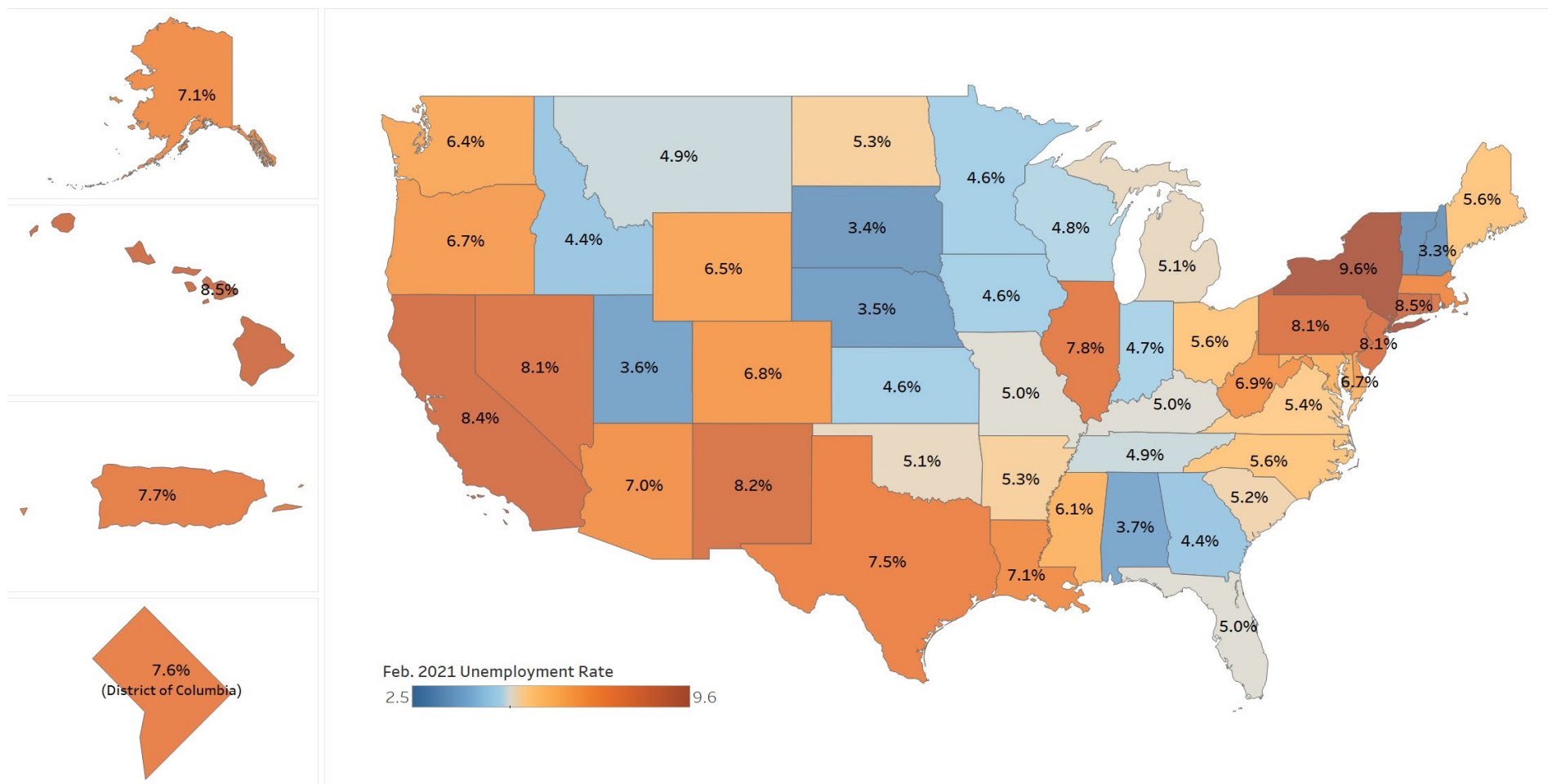


Framing Equity for your Community

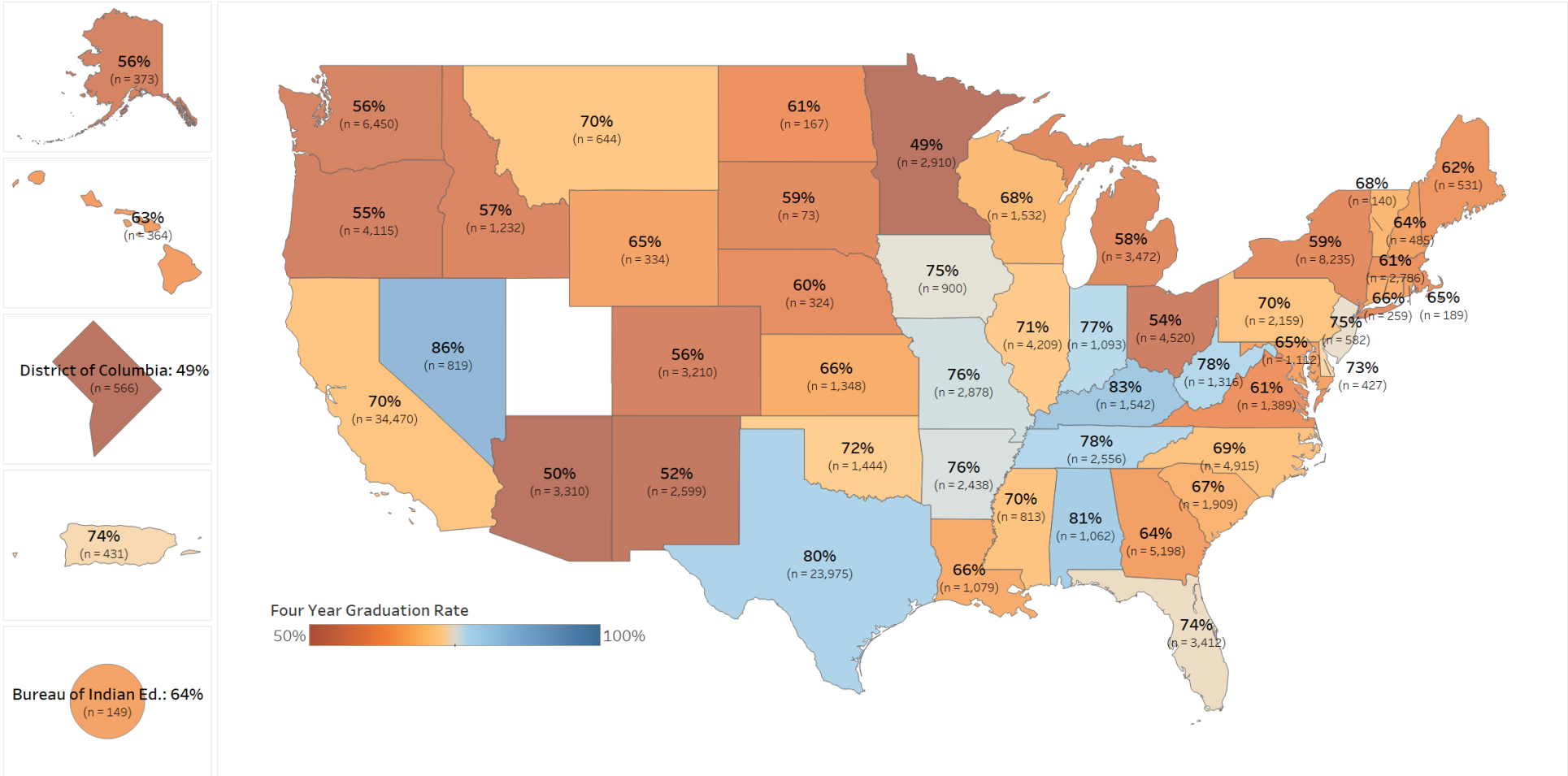
Unemployment Rate by State: February 2020



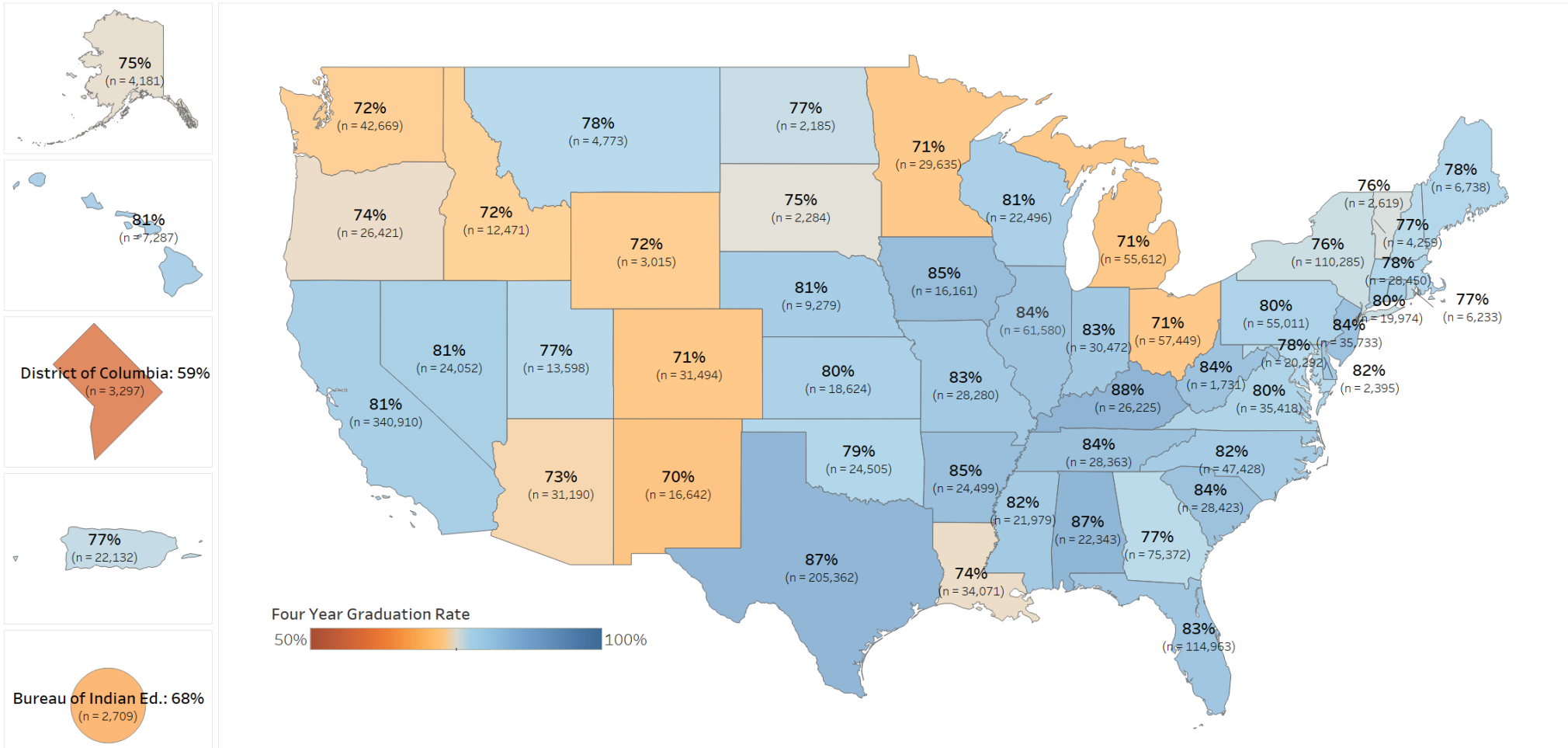
Unemployment Rate by State: February 2021



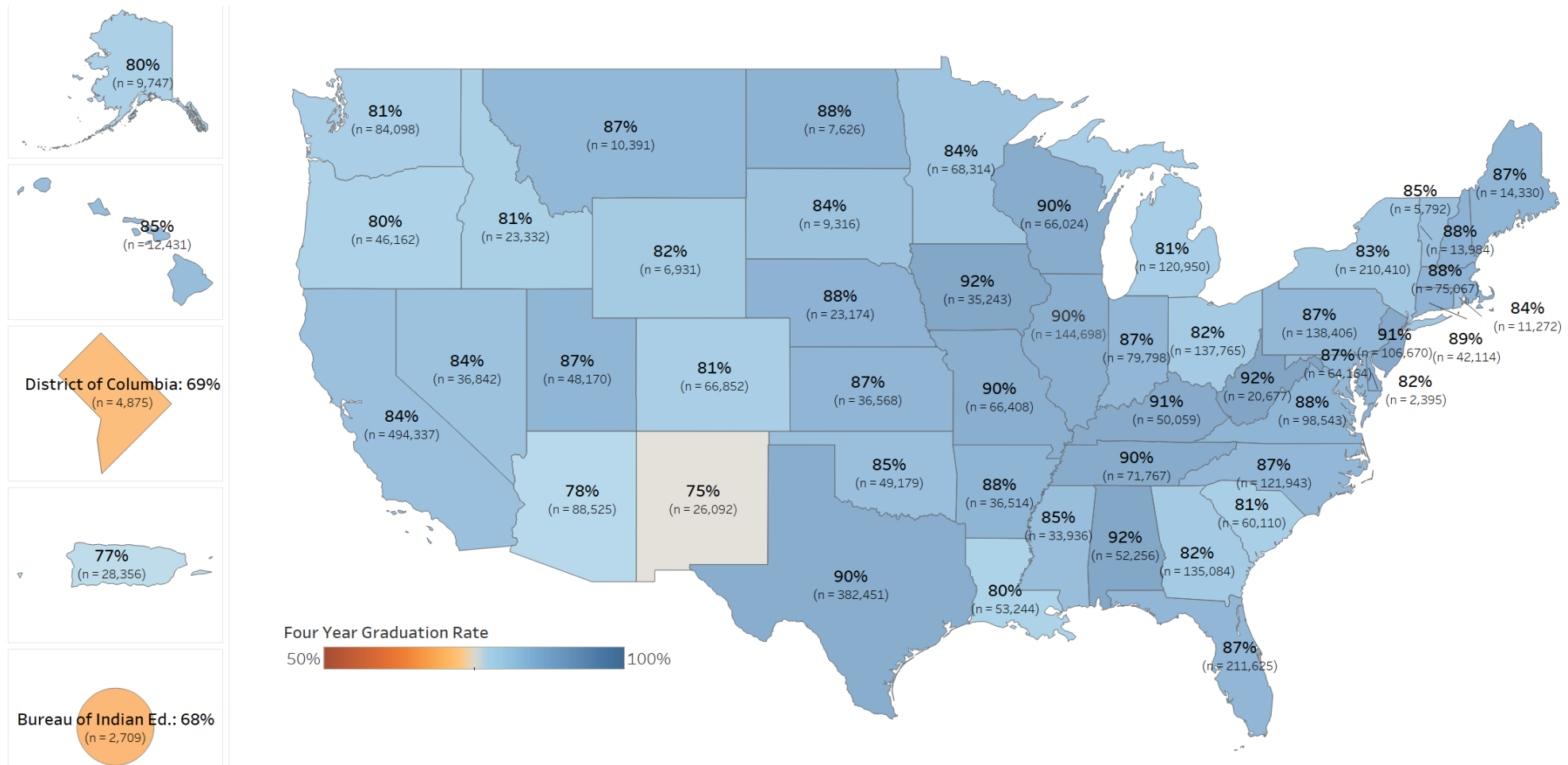
HCY Four-Year Cohort Graduation Rate, Class of 2019



Economically Disadvantaged Students Four-Year Cohort Graduation Rate, Class of 2019



All Students Four-Year Cohort Graduation Rate, Class of 2019

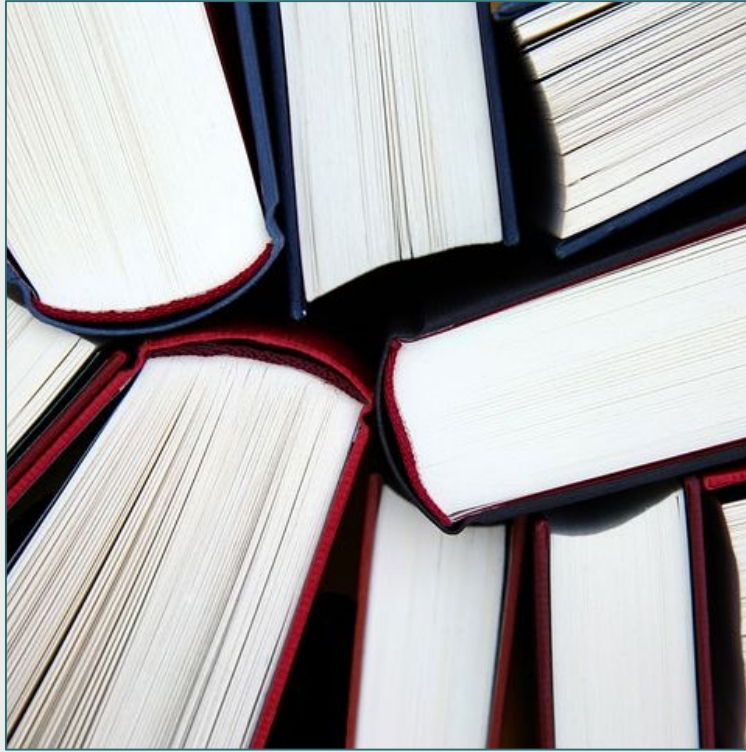


For Discussion

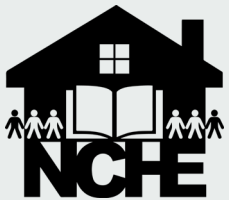


- What are some ways that you have looked at equity data in your states?
- Are you using indicators other than race?

Questions?



Resources



Data Resources

- National Low Income Housing Coalition

<https://nlihc.org/>

- Bureau of Labor Statistics

<https://www.bls.gov/data/>

Links

- MindShift: How Ibram X. Kendi's Definition of Anti-Racism Applies to Schools
<https://www.kqed.org/mindshift/54999/how-ibram-x-kendis-definition-of-antiracism-applies-to-schools>
- CASEL: Social Emotional Learning as a Lever for Equity
<https://casel.org/lever-for-equity/>
- Education Week: Black Student Voices: Reflecting on Race and Racism in Schools
<https://www.edweek.org/ew/collections/black-student-voices/index.html>
- True Colors United: Youth Homelessness Learning Community
<https://truecolorsunited.org/our-work/training-education/network/>

Books

- Beverly Daniel Tatum: *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*
- Jennifer L. Eberhardt: *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*
- Matthew Desmond: *Evicted: Poverty and Profit in the American City*
- Michelle Alexander: *The New Jim Crow*
- Additional Reading:
<https://sites.google.com/uncg.edu/uncglibblacklivesmatter/reading?authuser=0>

Contact Us

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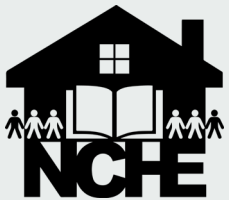
NCHE Helpline

- homeless@serve.org
- 800-308-2145





Reflections and Adjournment



Reflections from Today

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?



Up Next

- Join us tomorrow
 - National Partner Meet and Greet (*optional*)
SchoolHouse Connection and National Network for Youth
12:30-1:20 PM ET / 11:30 AM-12:20 PM CT / 10:30-11:20 AM MT
9:30-10:20 AM PT / 6:30-7:20 AM HT
 - State Coordinator Meeting Day 3
1:30-5:00 PM ET



enjoy your evening