School/Housing Community Partnerships

March 23rd, 2023

10:00am – 12:00pm

Training Session 3 of 4

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Education Strategy

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Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today.

Building Changes is on the land of the Duwamish and Coast Salish People.

Please update your name as it appears in pdEnroller for clock hour attendance.

Mute when not speaking, bio breaks as needed, and take care of yourself! Live transcript available.

Use the "reactions" buttons, raise your hand during Q&As, and add questions to the chat as they arise.

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Vision

Mission

Values
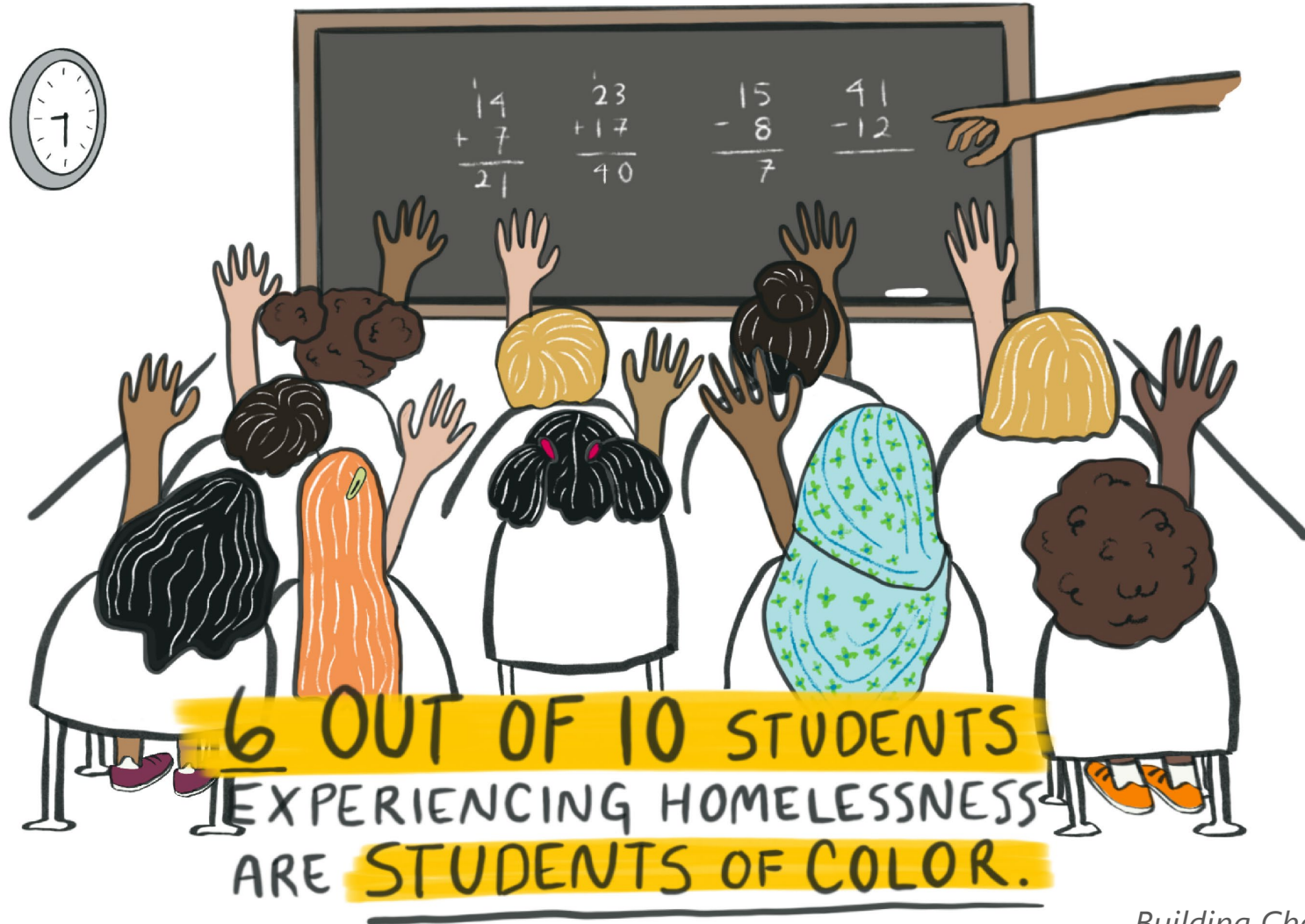
Communities thrive when people have safe and stable housing and can equitably access and use services.

Building Changes advances equitable responses to homelessness in Washington State, with a focus on children, youth, and families and the systems that serve them.

- Equity
- People

- Partnerships
- Integrity

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6 OUT OF 10 STUDENTS EXPERIENCING HOMELESSNESS ARE STUDENTS OF COLOR.

Building Changes, 2019

BC's Education Team

Building Changes explores how school and housing systems interact with one another to serve students experiencing homelessness through our Education Team's work. We show up for students, encourage cross systems partnerships, and influence policies that shape on the ground practice.

Our Work with OSPI

OSPI and Building Changes have partnered, with the help of ARP funds, to provide training for McKinney-Vento school staff and community-based organizations serving students experiencing homelessness. We intend to offer 7 trainings (each one will occur 4 times) through September 2023. This partnership will offer content, tools, and peer networking opportunities to help those supporting students experiencing homelessness across our state.

Washington Office of Superintendent of
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Go to **www.menti.com** and use the code **6686 5799**

Share one word that exemplifies "part[...]p for you

selflessness
connection
cooperation
empowerment
collaboratioin
equal
communications
authentic
support
teamwork
together
collaboration
community
communication
patience
integrity
talents
resolution
communicate
strength
trust
caring
hearing

Lost contact with audience
Press [Activate slide] to refresh connection.
Activate slide
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Agenda

Defining Homelessness

Mapping Activity

Strategies for Partnership

Example Community

Conceptualizing Partnerships & Collaboration
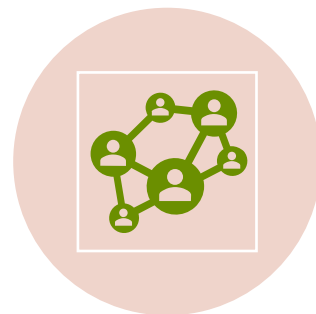
Break

YDEKC

Closing

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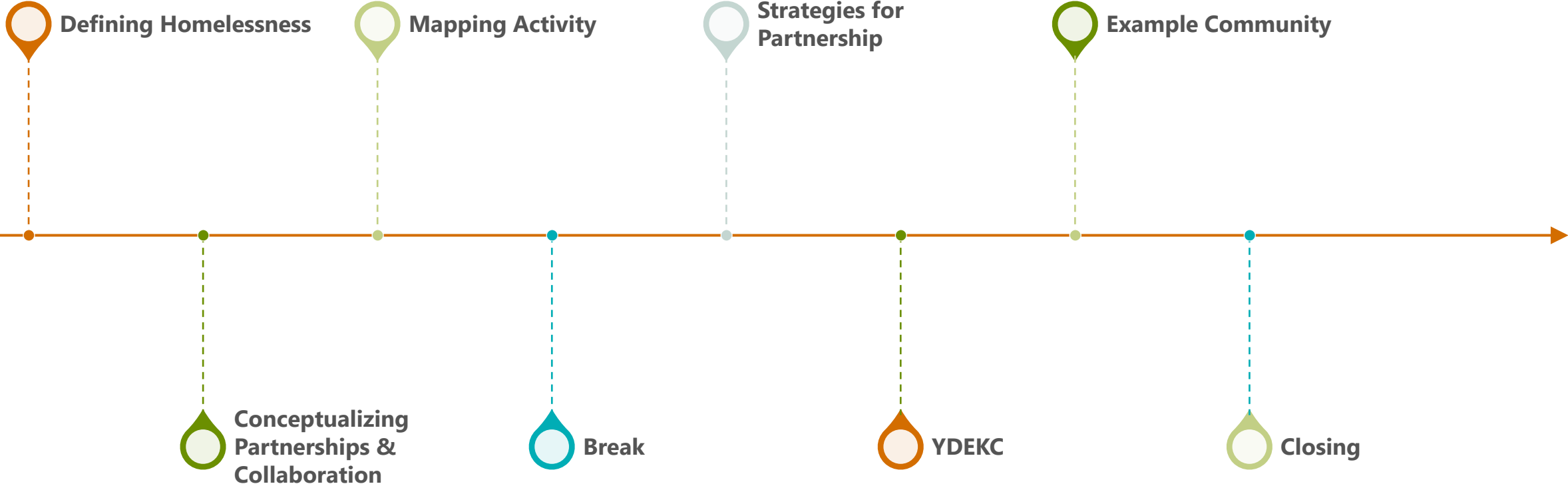
Objectives

Participants will leave with an understanding of tools and resources available to create and foster school/housing community partnerships to better meet the needs of students experiencing homelessness.

Attendees will have the opportunity to network and strategize with colleagues across the state.

Participants will learn how to create and utilize eco-mapping to illustrate current and potential community partnerships.

Participants will hear from established school/housing community partnerships about collaboration and how they've sustained their relationships.

Questions before we proceed?

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Defining Homelessness: Housing and Education Systems

What is McKinney-Vento?

The McKinney-Vento Homeless Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth.

The McKinney-Vento program is designed to address the barriers that homeless children and youth have faced in enrolling, attending, and succeeding in school.

- *McKinney-Vento programs are built to meet the needs of the student in the districts and look different in every community.*

- *This work is dynamic, unpredictable, and requires a wide range of skills.*

- *It takes a village to serve this student population.*

- *Staffing does not always match up with the need.*

- *This is an underfunded mandate.*

Building Changes MKV Deeper Dive Training Video

OSPI Homeless Education Liaison List (MKV Liaisons)

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Who is eligible?

The McKinney-Vento Act defines homeless children as "*individuals who lack a fixed, regular, and adequate nighttime residence*." The act provides examples of children who would fall under this definition.

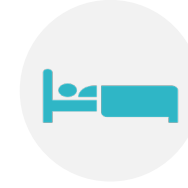**FIXED:**
Stationary, permanent, and not subject to change

REGULAR:
Used on a predictable, or consistent basis (e.g. nightly)

ADEQUATE:
Sufficient for meeting both physical and psychological needs typically met in home environments

ASK:
Can the student go to the same place *(FIXED)* every night *(REGULAR)* to sleep in a safe and sufficient space *(ADEQUATE)*

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How does Housing and Urban Development (HUD) define "homelessness"?

Category 1: Literally Homeless

Category 2: Imminent Risk of Homelessness

Category 3: Homeless Under Other Federal Statutes

Category 4: Fleeing/Attempting to Flee Domestic Violence

- *Housing resources are usually targeted to Categories 1 and 4.*

- *Prioritization is given to populations with highest vulnerability.*

- *Scarcity is real.*

https://www.hudexchange.info/homelessness-assistance/coc-esg-virtual-binders/coc-esg-homeless-eligibility/four-categories/category-1/
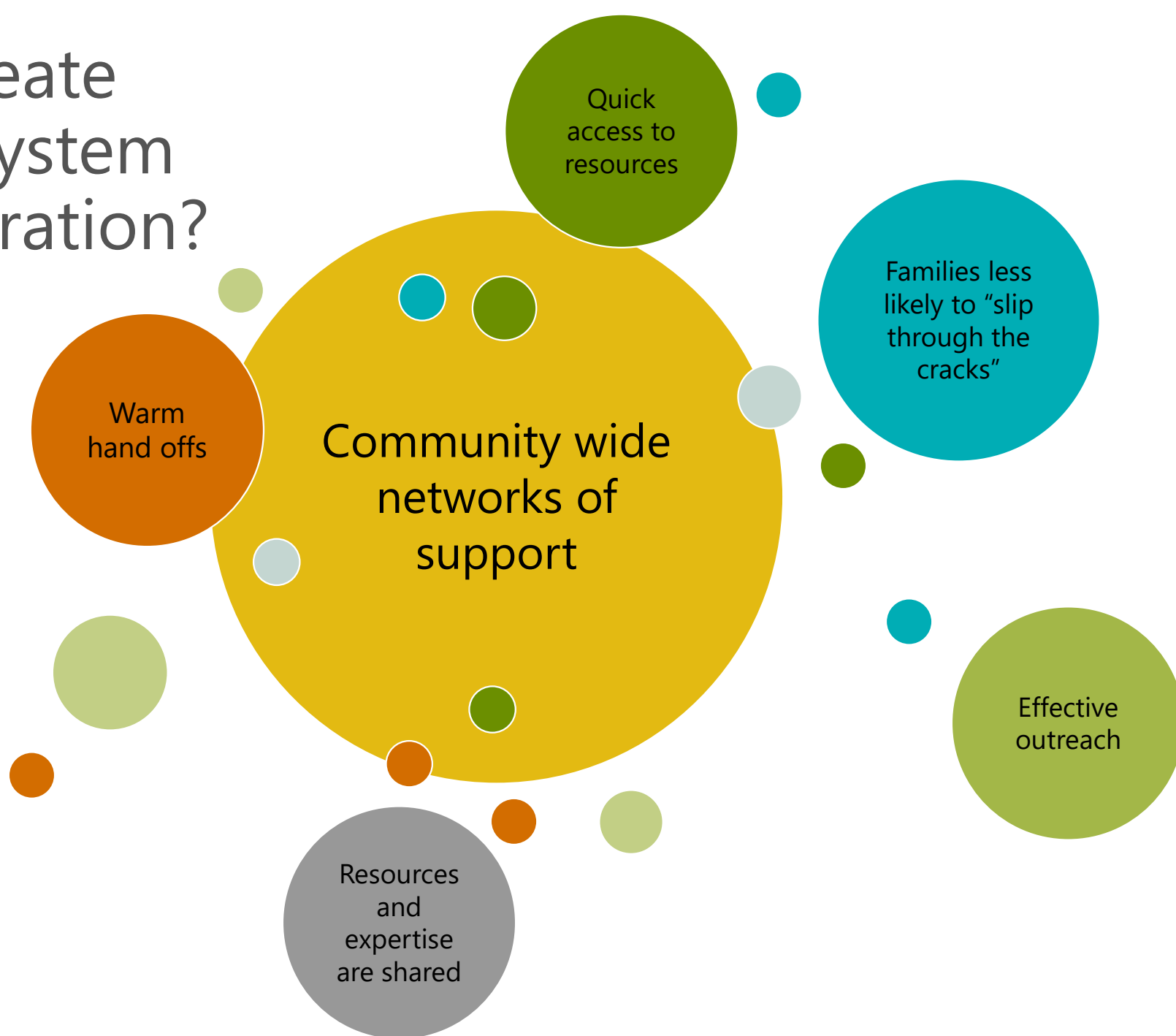*Slides with the definition of each category are included at the end of this presentation*

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HUD & DOE Definition Misalignment

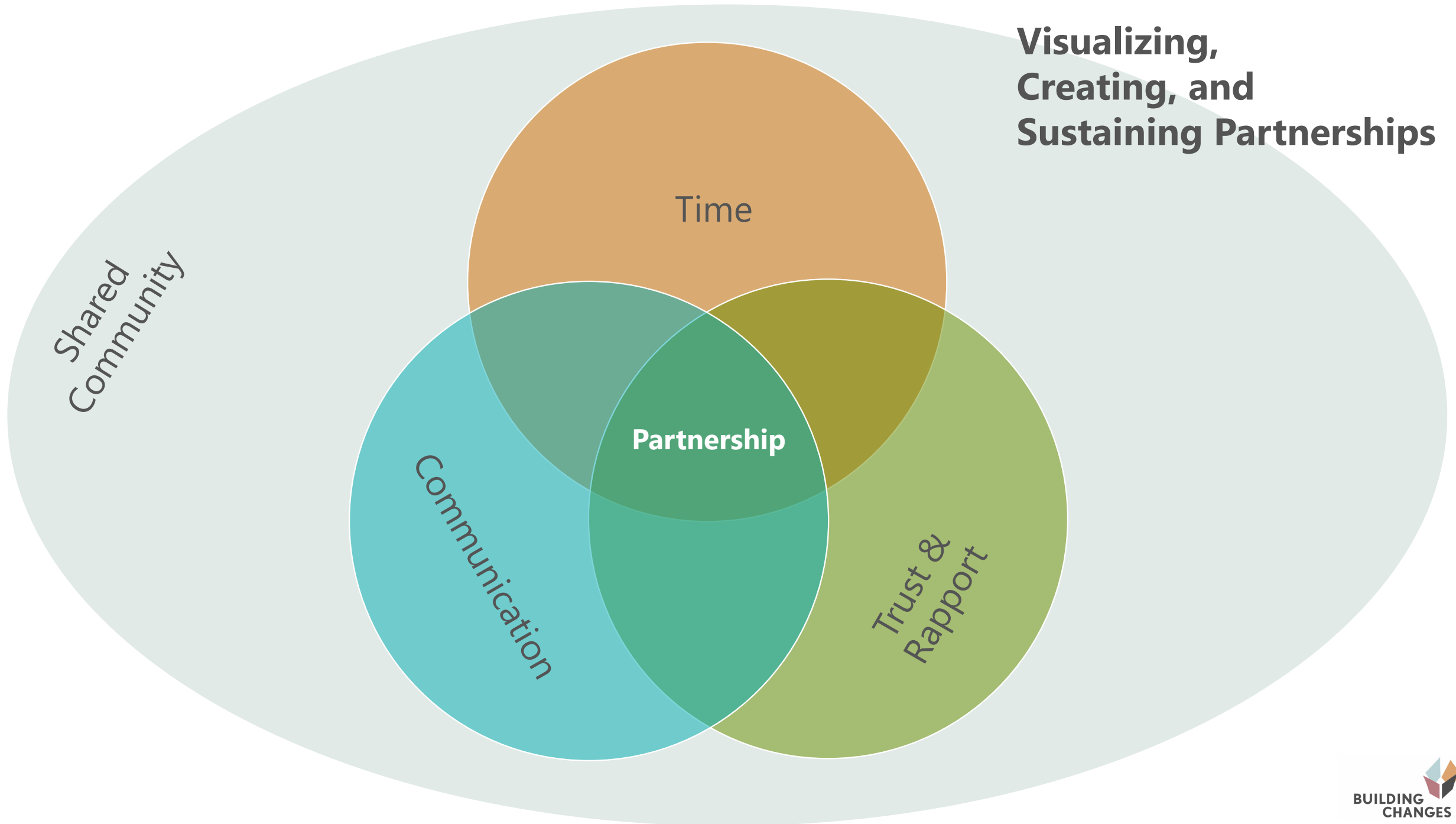| Living Situation	Department of Education (DOE)	Housing (HUD)
Unsheltered Locations	Yes	Yes
Emergency Shelters/ Transitional Housing	Yes	Yes
Hotels and Motels	Yes, due to lack of adequate accommodations	Yes, if paid for by government/ charity
Doubled-up	Yes, if due to loss of housing, economic hardship, or similar reasons	Only under extremely narrow conditions

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Conceptualizing Partnership & Collaboration

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Why Create Cross-System Collaboration?

Quick access to resources

Families less likely to "slip through the cracks"

Warm hand offs

Community wide networks of support

Effective outreach

Resources and expertise are shared

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Visualizing, Creating, and Sustaining Partnerships

Shared Community

Time

Communication

Trust & Rapport

Partnership

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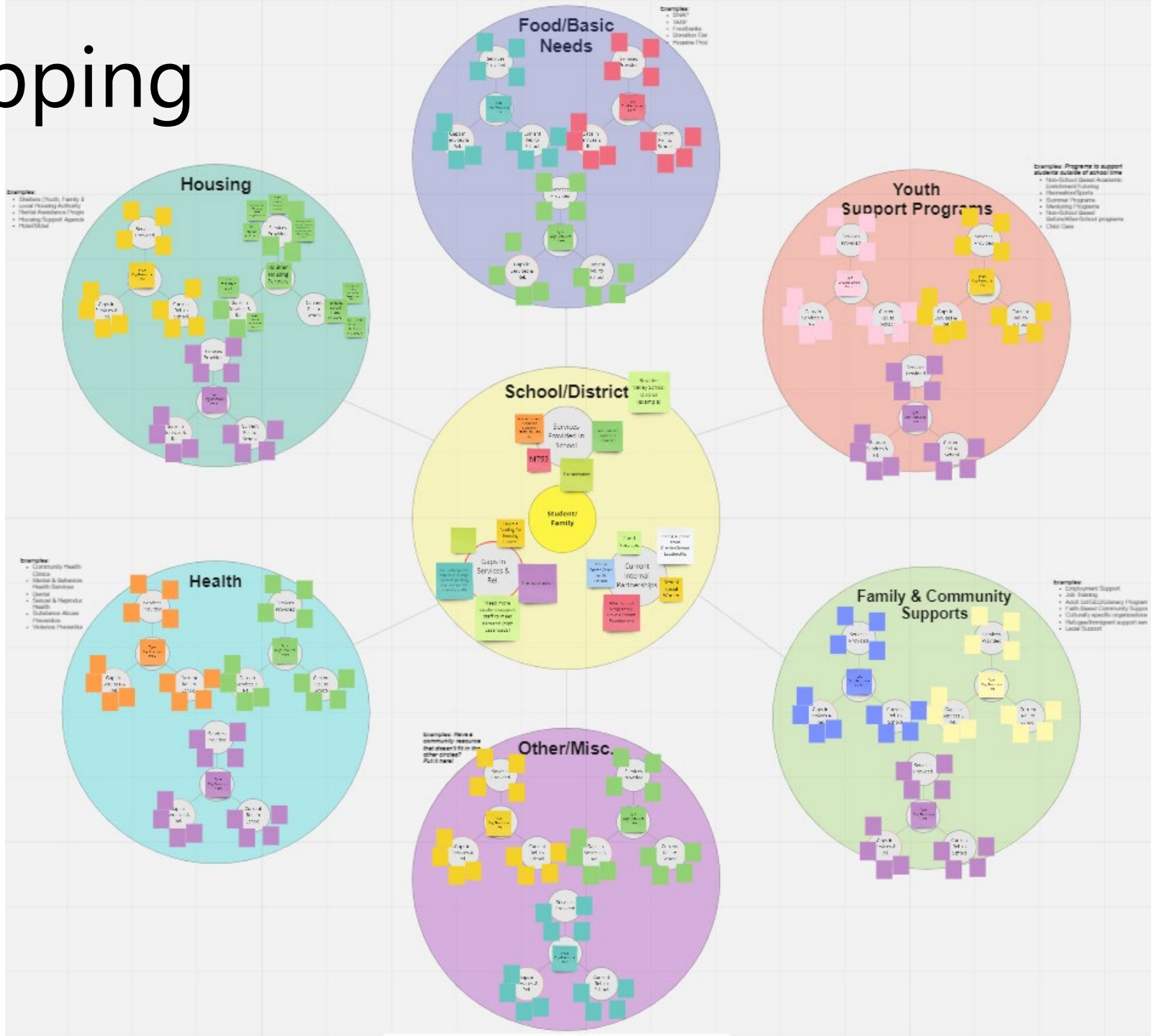# Where to Start?

Resource Mapping and *Eco-Mapping* are two tools to help you answer these questions and visualize your network
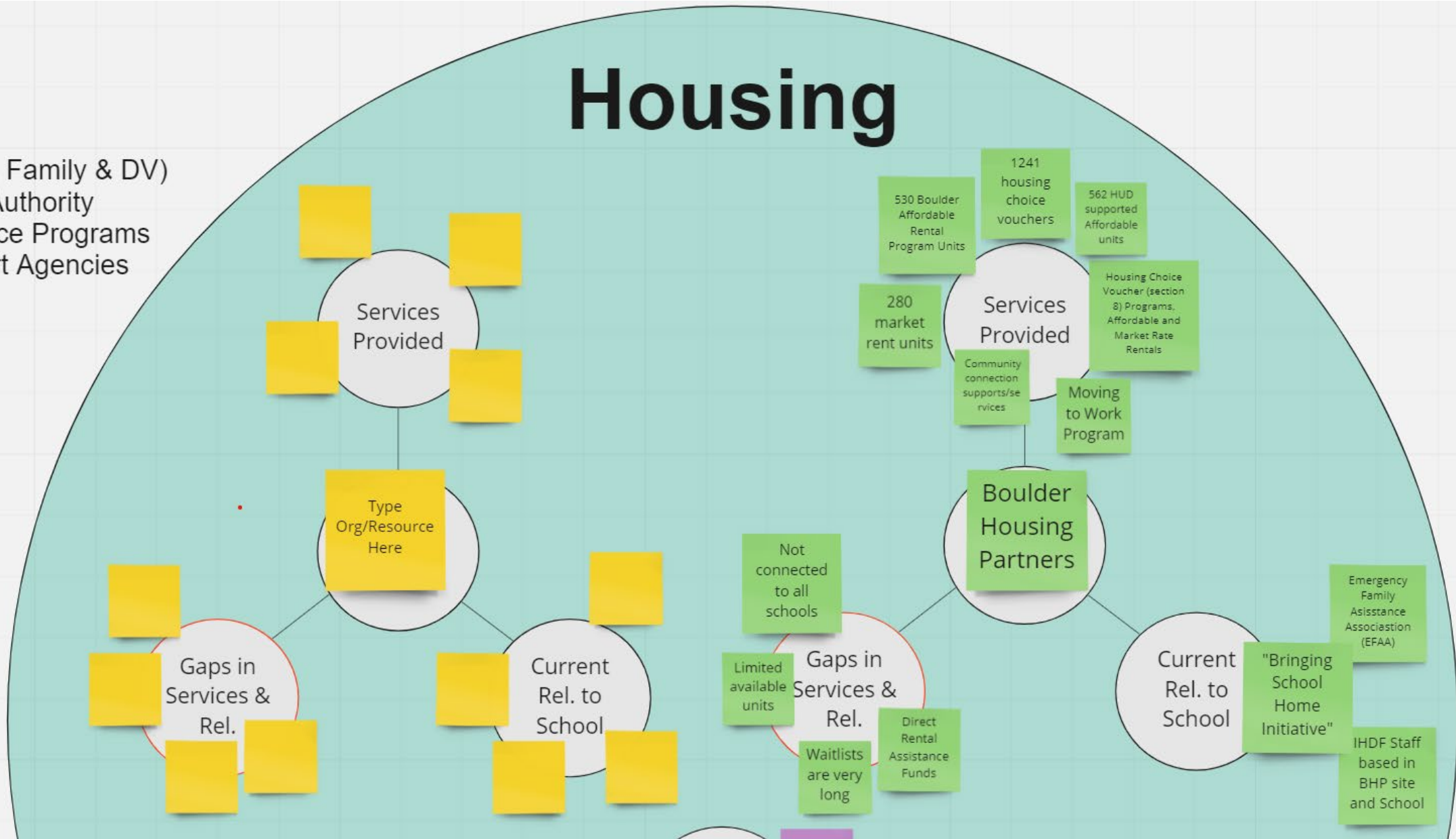
What partnerships exist already?

Which partnerships can be strengthened?

Who else is in your community?

Are there opportunities to create new partnerships?

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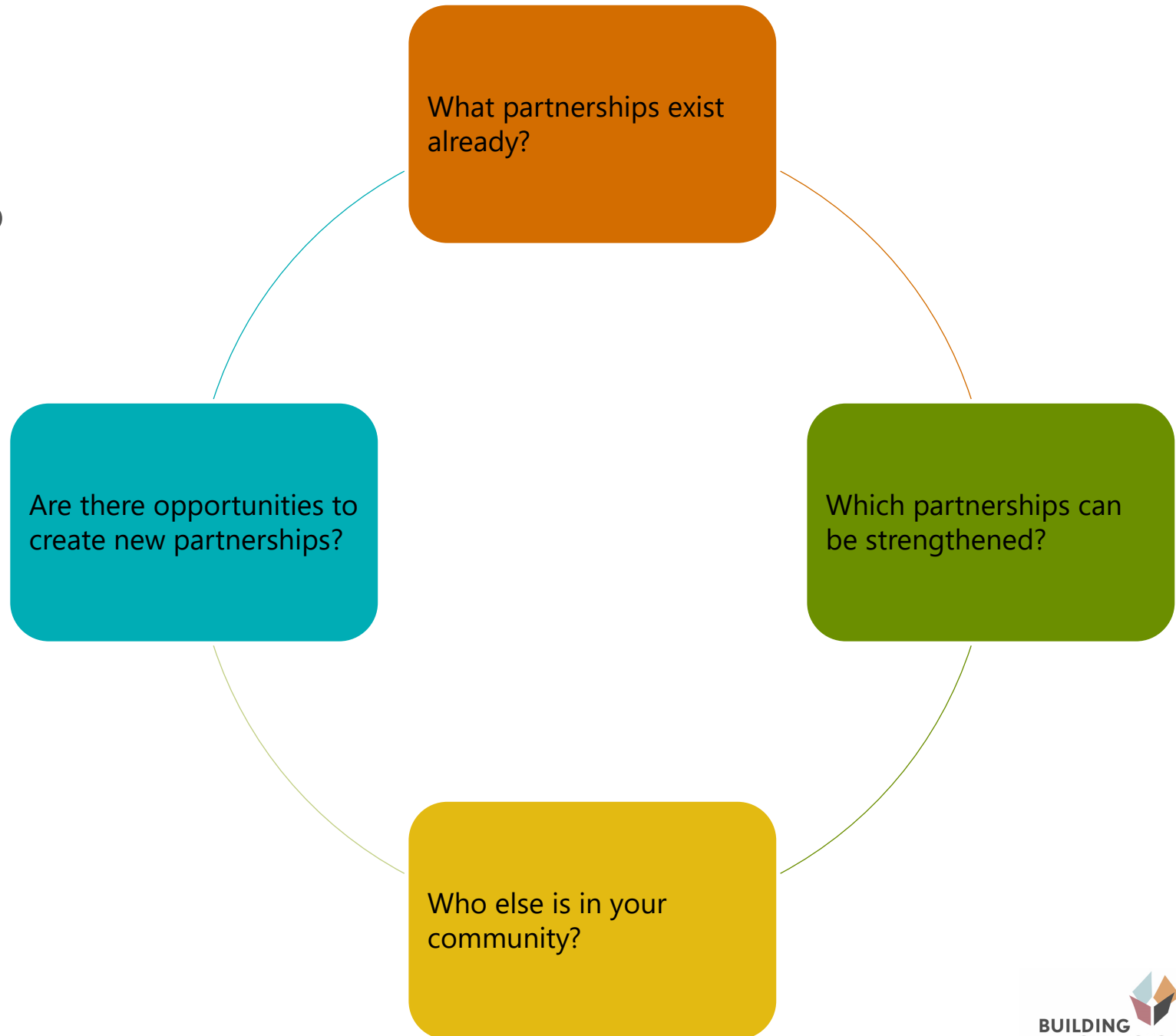
Eco-Mapping

Housing

Examples:
- Shelters (Youth, Family & DV)
- Local Housing Authority
- Rental Assistance Programs
- Housing Support Agencies
- Hotel/Motel

Services Provided

Type Org/Resource Here

Gaps in Services & Rel.

Current Rel. to School

Services Provided
- 530 Boulder Affordable Rental Program Units
- 1241 housing choice vouchers
- 562 HUD supported Affordable units
- 280 market rent units
- Housing Choice Voucher (section 8) Programs, Affordable and Market Rate Rentals
- Community connection supports/services
- Moving to Work Program

Boulder Housing Partners

Gaps in Services & Rel.
- Not connected to all schools
- Limited available units
- Waitlists are very long
- Direct Rental Assistance Funds

Current Rel. to School
- Emergency Family Asisstance Associastion (EFAA)
- "Bringing School Home Initiative"
- IHDF Staff based in BHP site and School

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Miro Board- Eco Map Template Links

- SHCP Eco Map Template (With sticky notes and internal diagrams)
  - https://miro.com/app/dashboard/?tpTemplate=uXjVO3_h3F0%3D&isCustom=true&share_link_id=354459846880
- Blank SHCP Eco Map Template (No sticky notes or internal diagrams) -
  - https://miro.com/app/dashboard/?tpTemplate=uXjVO3_h0u0%3D&isCustom=true&share_link_id=817058736876

Note: If you are unable to access these templates, email Joey.Heilman@BuildingChanges.org

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Miro Board Tips

- Zoom in and out
  - Pinch two fingers on track pad
  - or - /+ on bottom right
- To move the frame, you need to see the cursor as a white glove
  - Hold down spacebar as you click and drag around, or
  - Or click the arrow in the tool bar until it turns black, and the white glove appears as you move across the eco map
- Click and type into existing sticky notes
 - Add new sticky notes as needed

Breakout Rooms

- Each room has their own Eco-Map on Miro
- Start with introductions
  - Name, Role, and District/Organization
- Start filling in the Eco-Map!
  - Everyone can add at the same time
  - Suggestion to start with where you "sit" on the map
  - Work your way out to resources in your community
  - Can focus on one pod (i.e. Housing) or jump around
    - Some resources will fit under every category, put them where it makes sense to you
  - Type into pre-existing sticky notes or bring in your own if needed!
  - Fill out as much as you can! We will not finish the whole map today!

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Join the breakout room for your part of the state!

Groupings were made based on registration. If you think your county works more closely with another group, join the room you think fits best.
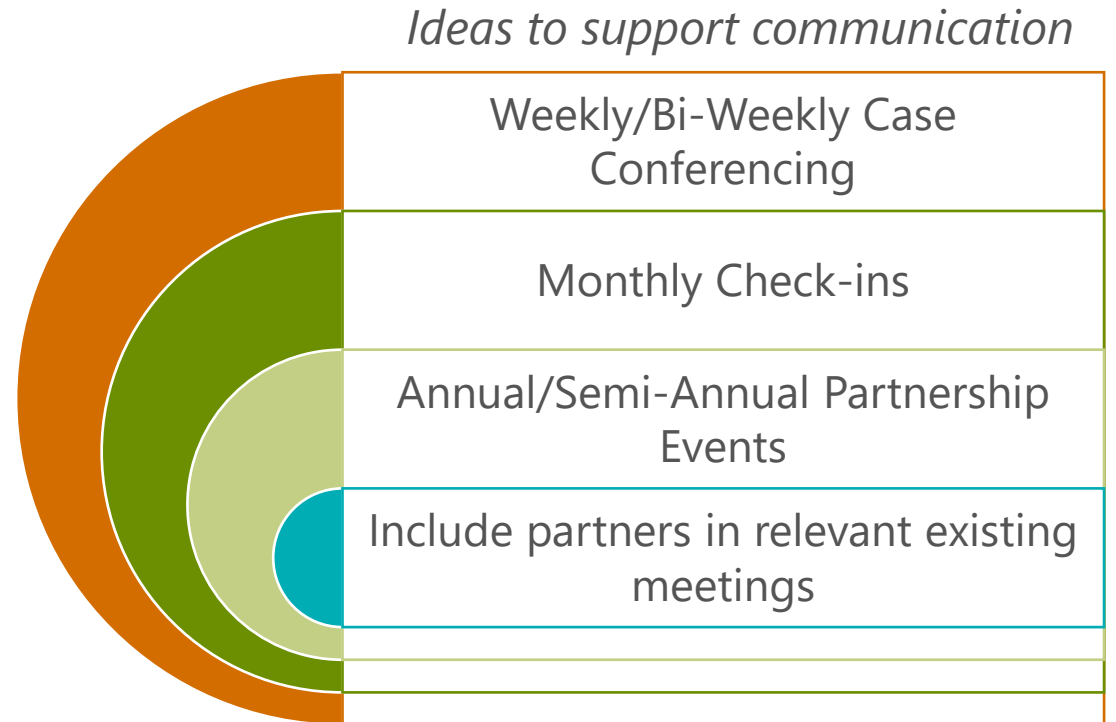
1 - OP & South Sound
2 - Central & North Sound
3 - Eastside
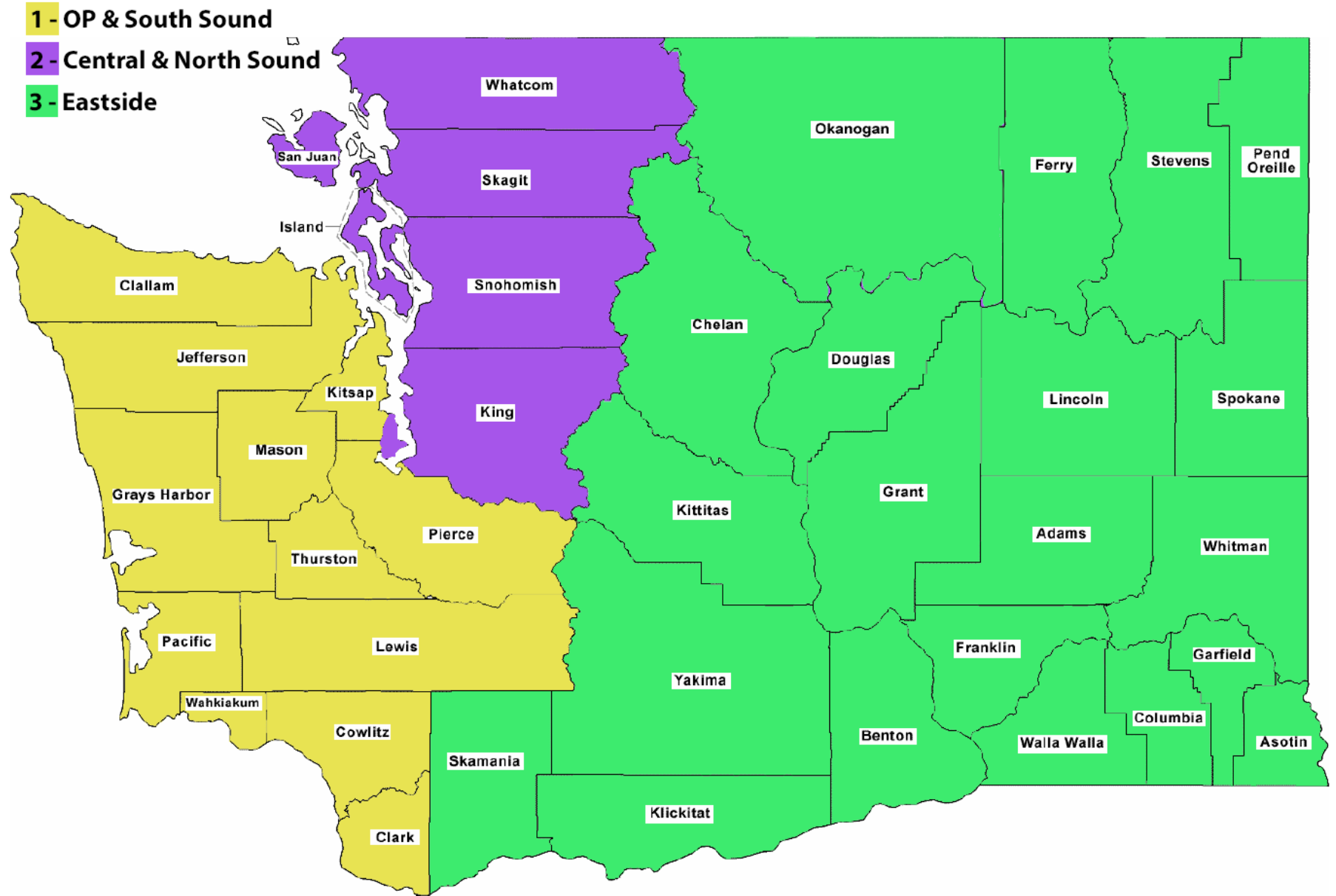
Strategies for Partnership

Communication: *Aligning the work*

- Consistent communication is a key part of partnerships

- Setting up regularly scheduled meetings with stakeholders creates an open line for communication and is an opportunity to continue to develop rapport with one another

- Get consistent meetings on the calendar ahead of time!

Ideas to support communication

Weekly/Bi-Weekly Case Conferencing

Monthly Check-ins

Annual/Semi-Annual Partnership Events

Include partners in relevant existing meetings

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Understanding each other's expertise:
Sharing information and resources

Nine Elements of Effective School Community Partnerships (Coalition for Community Schools/Institute for Educational Leadership)

1. A leadership team comprised of school and community stakeholders

2. Assets and needs assessment to address student health and wellness, and a framework for results

3. A designated person located at the school to lead the coordination of school–community partnerships.

4. Clear expectations and shared accountability for the school and community partners.

5. High-quality health and wellness services that leverage school and community resources.

6. Ongoing comprehensive professional development for all school leaders, staff, and community partners.

7. A detailed plan for long-term sustainability.

8. Regular evaluation of effectiveness through a variety of measures.

9. Communication plan to share progress and challenges.

Example: **Monthly Providers Meetings**

https://www.communityschools.org/

https://www.schoolcommunitynetwork.org/

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Sustaining Partnerships

Know who to contact

- Make sure it isn't just one point of contact on each side
- Expand the partnership and ensure sustainability!

How to document partnership?

- Create action teams with goals. Make sure to include parents and students if possible
- Developing a framework for results
- Student/Parent/Teacher/Community/Satisfaction Surveys
- Share Progress and Challenges

Consistency & Reliability

- Delineation of roles and responsibilities
- Shared access to School-Based Data Systems or data points.

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Visibility: *Showcasing your partnership*

- Share space!
- Attend each other's events
  - What events does your school or organization host?
    - Resource fairs
    - Back-to-school nights
    - Cultural events
    - Food!
    - Parent/teacher conferences off site

Showing students and families your partnership may make them feel more comfortable coming to you for support

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Youth Development Executives of King County (YDEKC)

Anne Powell Arias,
Director of Programs & Partnership

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Questions for Anne:

- First, can you introduce yourself and YDEKC?

- What are the types of partnerships that schools and organizations might engage in, and an example of each?

- What are some of the practices that support partnership management and clear communication between partners?

- How do you assess your own readiness to partner, and prepare for an initial meeting with a potential partner?

- What are some of the practices to consider as you're building or strengthening a partnership, that will enable it to last over time, including through changes in leadership?

- Link to toolkit - https://ydekc.org/resource-center/school-community-partnership-toolkit/

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Resources from YDEKC

- YDEKC Toolkit:
  - https://ydekc.org/resource-center/school-community-partnership-toolkit/
  - Quick Connections: Partnership Stories & Strategies Playlist: https://www.youtube.com/playlist?list=PLXvCD-Qeu8ktjHpbAgnByOQX8ULPtlY3k

- Understanding Partnership Types:
  - Partnership Reflection Worksheet: http://ydekc.org/resource-center/partnership-reflection-worksheet/
  - Partnership Type Identification Checklist: https://ydekc.org/resource-center/partnership-type-identification-checklist/
  - We also offer a more in-depth checklist for Shared Vision & Leadership, Shared Accountability, and Aligned Responsive Implementation

- Tools to Support Partnership Management & Communication:
  - Tip Sheet for an Initial Partner Meeting: https://ydekc.org/resource-center/tip-sheet-initial-partner-meeting/
  - Partnership Charter Planning Tool: https://ydekc.org/resource-center/partnership-charter-planning-tool/
  - Partnership Meeting Topics & Sample Agenda: https://ydekc.org/resource-center/partnership-meeting-topics/

- Practices to Support Building Sustainable Partnerships:
  - Sustainability Checklist for School Leaders: https://ydekc.org/resource-center/sustainability-checklist-school-leaders/
  - Sustainability Checklist for Community Partners: https://ydekc.org/resource-center/sustainability-checklist-community-partners/

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Example Community

Sarah Michelle Leonard

Family Liaison

Communities in Schools of Renton-Tukwila

In Partnership with Renton School District

We started with conceptualizing partnership

Moved into thinking about your community

Shared strategies to create and strengthen collaboration

Back to breakout groups

- What is one action step that you will implement to create or strengthen partnerships in your community?

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What is one action step that you will implement to create or strengthen partnerships in your community?

6 Answers

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reach out to churches

Share the info with other key players in the district.

Reach out to more of our faith-based partners as well as Thorbeckes, our local gym to see what their interest is in supporting our youth and homeless familes.

I have an upcoming meeting with Red Cross to create a partnership to help homeless students that have lost housing due to fire or natural disaster

Pass YDECK (??? I may have gotten the acronym wrong) information to our district's School and Community Partnership manager

Work with MV team to develop Miroboard EcoMap for program

5

Please complete the post training evaluation on Survey Monkey

For Clock Hours, please complete the survey through pdEnroller

Join us for future trainings!

Become a part of the School/Housing Network

Thank you for joining us today!

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homelessed@k12.wa.us

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Connect with us!

Samie.Iverson@BuildingChanges.org | Joey.Heilman@BuildingChanges.org

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BuildingChanges.org

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in linkedin.com/company/waospi
linkedin.com/company/building-changes

HUD Category 1: Literally Homeless

What is Homeless Category 1: Literally Homeless? (§ 578.3)

- Individual or family who lacks a fixed, regular, and adequate nighttime residence, meaning:

- Has a primary nighttime residence that is a public or private place not meant for human habitation; **or**

- Is living in a publicly or privately operated shelter designated to provide temporary living arrangements (including congregate shelters, transitional housing, and hotels and motels paid for by charitable organizations or by federal, state and local government programs); **or**

- Is exiting an institution where (s)he has resided for 90 days or less and who resided in an emergency shelter or place not meant for human habitation immediately before entering that institution.

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HUD Category 2: Imminent Risk of Homelessness

What is Homeless Category 2: Imminent Risk of Homelessness (§ 578.3)?

- An individual or family who will imminently lose their primary nighttime residence, provided that:

- Residence will be lost within 14 days of the date of application for homeless assistance;

- No subsequent residence has been identified; *and*

- The individual or family lacks the resources or support networks needed to obtain other permanent housing.

- *Note:* Includes individuals and families who are within 14 days of losing their housing, including housing they own, rent, are sharing with others, or are living in without paying rent.

HUD Category 3: Homeless Under Other Federal Statutes

What is Homeless Category 3: Homeless Under Other Federal Statutes (§ 578.3)?

- Unaccompanied youth under 25 years of age, or families with Category 3 children and youth, who do not otherwise qualify as homeless under this definition, but who:

- Are defined as homeless under the other listed federal statutes;

- Have not had a lease, ownership interest in permanent housing during the 60 days prior to the homeless assistance application;

- Have experienced persistent instability as measured by two moves or more during in the preceding 60 days; and

- Can be expected to continue in such status for an extended period of time due to special needs or barriers

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HUD Category 4: Fleeing/Attempting to Flee Domestic Violence

What is Homeless Category 4: Fleeing/Attempting to Flee Domestic Violence (§ 578.3)?

- Any individual or family who:

- Is fleeing, or is attempting to flee, domestic violence;

- Has no other residence; and

- Lacks the resources or support networks to obtain other permanent housing

- *Note:* For the purposes of this binder, "Domestic Violence" includes dating violence, sexual assault, stalking, and other dangerous or life-threatening conditions that relate to violence against the individual or family member that either takes place in, or him or her afraid to return to, their primary nighttime residence (including human trafficking).