

# The Way Ahead for LA's McKinney Vento and PAFE Federal Programs

Presenter:

Dr. Antiqua Hunter, State Homeless Coordinator

Laverne Dunn, State Homeless Consultant

Pittre Walker, State Homeless Consultant

Chaska Weary, LDOE Staff



LASAFAP March 7, 2024

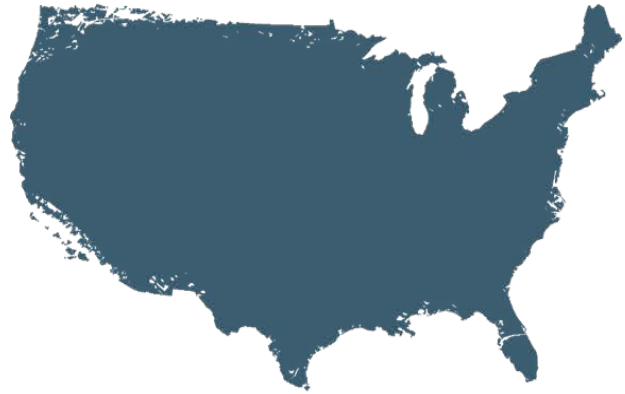
# Objective

- ❑ Discuss the way ahead in preparing for financial shifts in the McKinney Vento Program and updates in PAFE initiatives.



# Louisiana in National Rankings

## THE NATION'S REPORT CARD



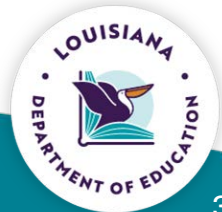
4<sup>TH</sup> GRADERS  
**#1**  
FOR READING  
GROWTH

ECONOMICALLY  
DISADVANTAGED STUDENTS  
IMPROVED FROM  
**42<sup>ND</sup> TO 11<sup>TH</sup>**  
OVERALL  
IN READING PROFICIENCY

OVERALL  
STATE RANKING  
IMPROVED FROM  
**46 TO 42**  
AMONG ALL STATES  
Highest ranking  
since 2003

## U.S. NEWS & WORLD REPORT

PRE-K-12 EDUCATION IMPROVED FROM **46 TO 41**  
Highest ranking ever  
in this report



# Recent Statewide Improvements

## School Performance Scores

- Statewide school performance score **exceeds 2019 pre-pandemic levels** following consecutive years of growth in 2022 and 2023

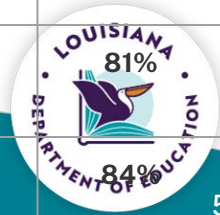
## LEAP

- Mastery+ rates **improved for two consecutive years**
  - 80% of school systems improved 2022 Mastery+ rates
  - 75% of school systems improved 2023 Mastery+ rates
- Students earn **largest year-over-year gains** since 2016 on 2022 LEAP



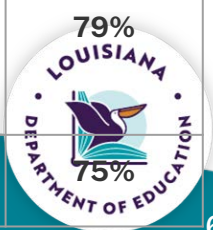
# PAFE Survey Results

| Statements  | 2020-2021           | 2021-2022           | 2022-2023           |
|---|---------------------|---------------------|---------------------|
|   | % Agreed<br>(25027) | % Agreed<br>(18528) | % Agreed<br>(16727) |
| 1. In my child's/children's school, the staff (e.g., administrators, teachers, counselors) build positive relationships with families.                                | 69%                 | 81%                 | 83%                 |
| 2. When I walk into my child's/children school, I feel welcome.   | 72%                 | 85%                 | 87%                 |
| 3. I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).             | 66%                 | 79%                 | 87%                 |
| 4. The school offers an easy-to-navigate website with meaningful information.   | 68%                 | 81%                 | 81%                 |
| 5. School staff listens to my concerns.   | 71%                 | 82%                 | 83%                 |
| 6. I'm provided understandable data on my child's progress.   | 75%                 | 83%                 | 85%                 |
| 7. In my child's school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters). | 71%                 | 80%                 | 81%                 |
| 8. I'm provided clear information about policies, programs, improvement efforts and events.   | 74%                 | 83%                 | 84%                 |



# PAFE Survey Results

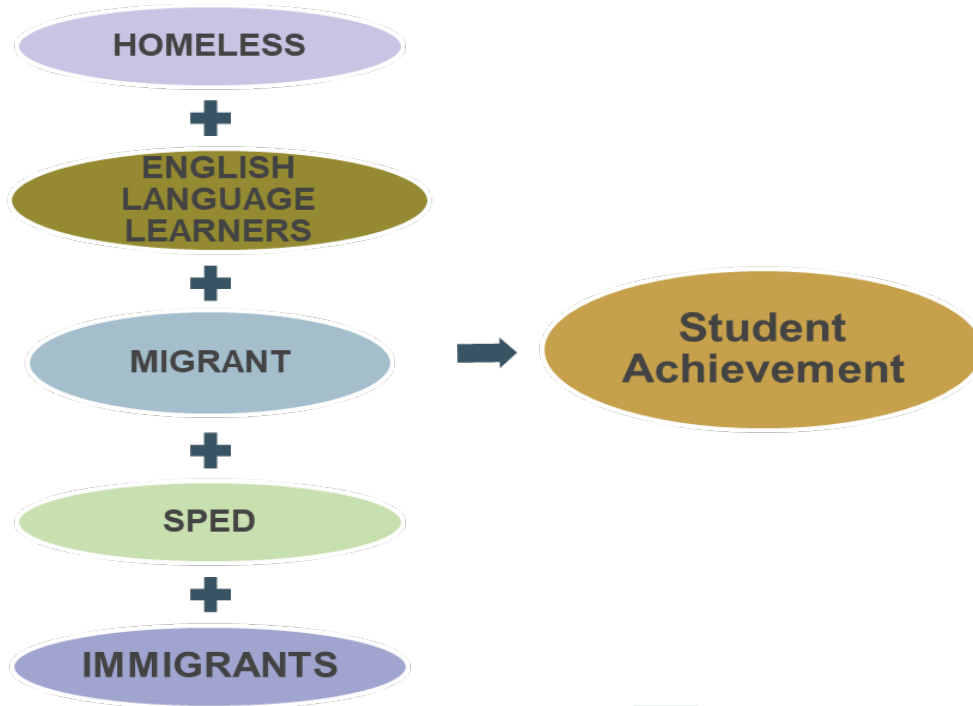
| Statements  | 2020-2021           | 2021-2022           | 2022-2023           |
|---|---------------------|---------------------|---------------------|
|   | % Agreed<br>(25027) | % Agreed<br>(18528) | % Agreed<br>(16727) |
| 9. The school staff consults me before making important decisions about my child's education.   | 66%                 | 79%                 | 81%                 |
| 10. If my child receives additional supports, I am provided with information about these supports.  | 66%                 | 81%                 | 83%                 |
| 11. The school staff keeps me well informed about how my child is doing in school.  | 67%                 | 77%                 | 79%                 |
| 12. I have a good working relationship with school staff in which we solve problems together.   | 64%                 | 78%                 | 80%                 |
| 13. I'm provided useful information about how to support my child's learning.   | 65%                 | 75%                 | 78%                 |
| 14. The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation). | 52%                 | 73%                 | 79%                 |
| 15. The school helps my family connect with community resources that we need.   | 52%                 | 71%                 | 75%                 |



# Why Are We Here?



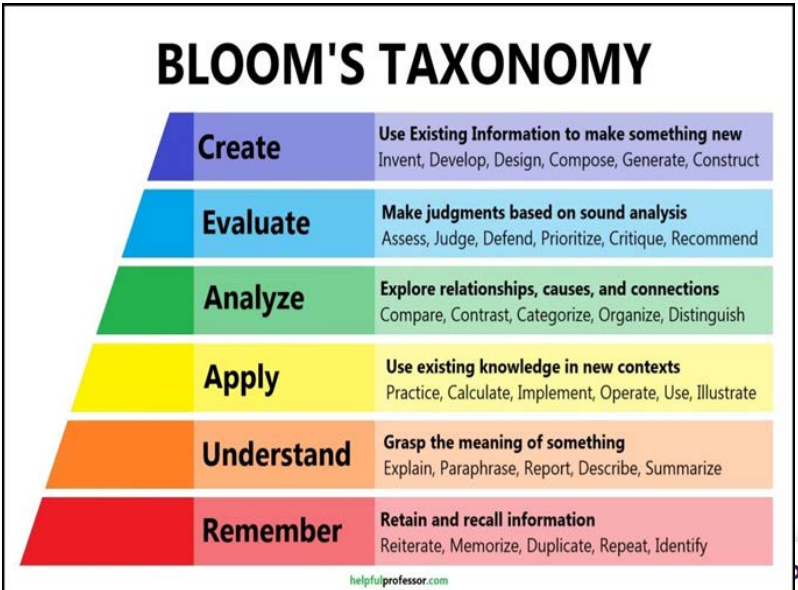
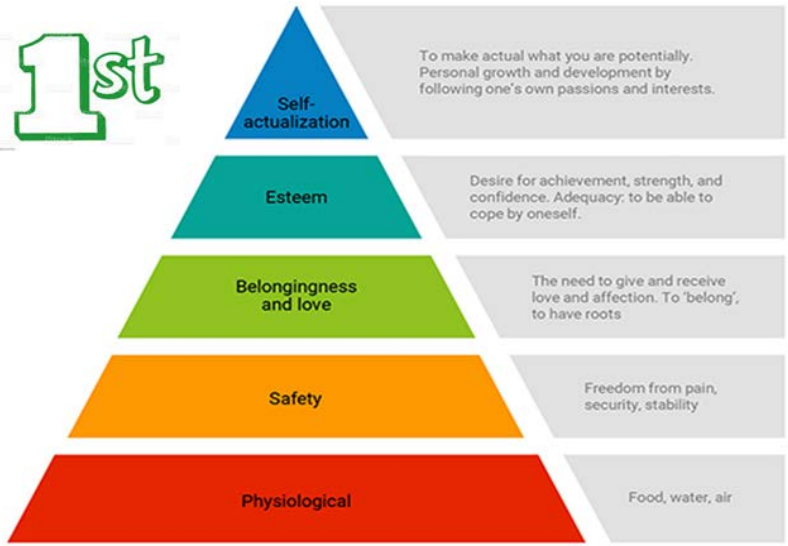
# General Population vs. Special Populations





# Maslow's Hierarchy of Needs vs. Bloom's Taxonomy

## MASLOW'S HIERARCHY OF NEEDS



# Federal Mandates

- McKinney Vento Law: Ensure students experiencing homelessness are able to **attend** school, have **access** to necessary resources, and are able to be **successful**.
- PAFE Mandate: **Notify, consult,** and **engage** parents.





# Resources to Service McKinney Vento Students and PAFE Initiatives


| Funding Sources                               | McKinney Vento    | Title I Set Aside | ARP Homeless I  | ARP Homeless II  |
|---|-------------------|-------------------|---|--|
| # Subgrantees                                 | 16 McKinney Vento | <i>All LEAs</i>   | 16 LEAs ARP Homeless I<br><i>(including 1 consortium)</i> | 154 LEAs ARP Homeless II<br><i>(including 8 consortiums)</i> |
| McKinney Vento Funds (20-21)                  |                   |                   | \$ 2,000,000+   |  |
| ARP Homeless I                                |                   |                   | \$ 4,266,793  |  |
| ARP Homeless II                               |                   |                   | \$ 12,808,812   |  |
| Title I Set Aside (minimum \$100 per student) |                   |                   | \$ vary on LEA size                                       |  |
| PAFE (\$500,000 or more 1% set aside)         |                   |                   | \$ vary on LEA size                                       |  |







# What Did We Do?

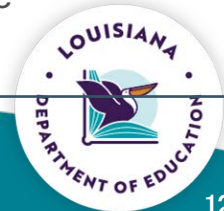
Bring awareness to the importance of parent and family engagement. 

Meaningfully engage stakeholders to gain INPUT that drives initiatives. 

Construct platforms that ignites engagement from the state level administration to the classroom. 

Cultivate engagement that ENERGIZES LEARNER SUCCESS. 

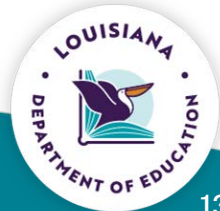
|  |  |  |  |  |  |
|--|--|--|--|--|--|
|    | PD/ Regional Trainings   |   | Revamped the Super App PAFE Title I questions                                |   | Partnered w/ ALL Here to launch a Chat Bot                         |
| <br> | Launched 3 <sup>rd</sup> PAFE Statewide Survey   |   | Revamped the Homeless Evaluation to reflect priorities                       | <br> | Partnered w/ MetroMorphosis to provide TA around Collective Impact |
|    | Developed the PAFE Framework   | <br> | Partnered w/ Louisiana Public Broadcasting (Media Campaign/ Family Workshops |   | Partnered w/ IdleMinds Technology to launch PimsPoints             |
|    | Developed a landing page <i>(help w/ identification of MV students-low enrollment)</i> | <br> | Proclamation declaring November as PAFE Month across the state               | New  | LPB- Launching Students in Shelters Initiative                     |



# Louisiana Public Broadcasting Partnership Students & Families in Shelters



- I-pads (750)
- Comfort Bags
- Experience Art Shows across the state
- 2 television episodes that spotlight homelessness
- 3 Regional Trainings May 7-9 (Natchitoches, Baton Rouge, Jefferson)



# LPB Ziggy Regional Trainings

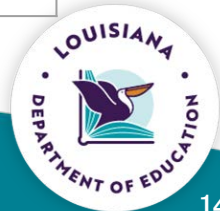
Family Workshops

50 liaison spots

2 representatives per LEA may attend



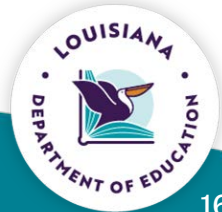
|             |              |  |               |
|-------------|--------------|--|---------------|
| May 7, 2024 | Jefferson    | Jefferson Parish Schools Administration Building | 9:00am-3:00pm |
| May 8, 2024 | Natchitoches | TBD  | 9:00am-3:00pm |
| May 9, 2024 | Baton Rouge  | LDOE- Claiborne Building                         | 9:00am-3:00pm |



# What's Next?



# Homeless Liaisons





# 10 Homeless Liaison Duties

|   |   |
|---|---|
| 1. Ensure Homeless Children and Youth are <b>identified</b> .   | 6. <b>Disseminate information</b> about educational rights. |
| 2. Ensure Homeless Children and Youth are <b>enrolled</b> and have the opportunity to be successful.  | 7. Mediate <b>enrollment disputes</b> .                     |
| 3. Ensure Homeless Children and Youth have <b>access to educational services</b> (Early Headstart Programs)                                 | 8. Ensure <b>transportation services</b> .                  |
| 4. Ensure Homeless Children and Youth <b>receive referrals</b> to health care services.   | 9. Receive <b>professional development</b> .                |
| 5. Ensure parents or guardians of Homeless Children and Youths are <b>informed</b> about opportunities to participate in child's education. | 10. Support <b>unaccompanied youth</b> .                    |

**Identify, Access, Success**



# MV & ARP Allowable Activities (collaboration critical)

| McKinney Vento Authorized Activities 42 U.S.C. 11433(d)  | ARP Homeless I Funds  |
|--|---|
| 1) tutoring, supplemental instruction, and enriched educational service  | 1) providing wraparound services (which could be provided in collaboration with and/or through contracts with community-based organizations, and could include academic supports, trauma-informed care, social-emotional support, and mental health services)   |
| 2) expedited evaluations of the strengths and needs of homeless children and youths,   | 2) purchasing needed supplies (e.g., PPE, eyeglasses, school supplies, personal care items)   |
| 3) Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity | 3) providing transportation to enable children and youth to attend classes and participate fully in school activities   |
| 4) Referral services to homeless children and youths for medical, dental, mental, and other health services.   | 4) purchasing cell phones or other technological devices for <b>unaccompanied youth</b> to enable the youth to attend and fully participate in school activities; <span style="color: red; font-weight: bold;">NEW</span>   |
| 5) assistance to defray the excess cost of transportation  | 5) Providing access to reliable, high-speed internet for students through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots (e.g., at homeless shelters), especially in underserved communities.   |
| 6) developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children       | 6) Pay for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school). <span style="color: red; font-weight: bold;">NEW</span> |
| 7) services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school               | 7) Store cards/prepaid debit cards to purchase materials necessary for students to participate in school activities. <span style="color: red; font-weight: bold;">NEW</span>  |
| 8) before- and after-school, mentoring, and summer programs  |   |
| 9) the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school                |   |
| 10) education and training to the parents and guardians of homeless children and youths about the rights of, and resources available   |   |
| 11) development of coordination between schools and agencies providing services to homeless children and youths  |   |
| 12) provision of specialized instructional support services (including violence prevention counseling) and referrals for such services   |   |
| 13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.   |   |
| 14) The adaptation of space and purchase of supplies for any non-school facilities   |   |
| 15) The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.                  |   |
| 16) other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities                      |   |

# Sustainability Plan/ Needs Assessment

| What activities are you currently implementing to service students experiencing homelessness? | 1) Is there a cost associated?<br>2) If so, how much?<br>3) Funding stream used to pay for it?<br>4) When do the funds expire? | 1) How has the activity impacted identification/ enrollment, attendance or student success?<br>2) Keep using or stop? | Plan to continue implementation once funding is dissolved |
|---|--|---|---|
| Activity-   | 1)<br>2)<br>3)<br>4)   | Impact-   | Plan-   |
| Activity-   | 1)<br>2)<br>3)<br>4)   | Impact-   | Plan-   |
| Activity-   | 1)<br>2)<br>3)<br>4)   | Impact-   | Plan-   |

# LEA Spotlight



# St. Landry Spotlight on Sustainability (S. Champagne)

|  |   |  |   |
|--|---|--|---|
| <p><b>Activity-Homeless Case Manager</b></p>   | <p>1) Yes<br/>2) 9 month position<br/>3) ARP Homeless II<br/>4) September 30, 2024</p>      | <p>-Impact-built stronger relationships as well as to provide wrap around services for our students.<br/>-Homeless Liaison- greater focus on identification and enrollment. (identifying more students)<br/>-We will keep using.</p> | <p>Plan- Utilize Title I funds during the 2024-2025 school year to fund position.</p>                                   |
| <p><b>Activity- Hygiene Kits</b></p>           | <p>1) Yes<br/>2) Approximately \$8,000<br/>3) ARP Homeless II<br/>4) September 30, 2024</p> | <p>Impact- seeing immediate needs of our students being addressed.<br/>We will keep implementing.</p>  | <p>Plan- Utilize Title I funds as well as to partner with the Rotary Club to continue to make these kits available.</p> |
| <p><b>Activity- Summer Enrichment Kits</b></p> | <p>1) Yes<br/>2) \$10,000<br/>3) ARP Homeless II<br/>4) September 30, 2024</p>              | <p>Impact- The summer enrichment kits provide skill workbooks, summer reads, as well as books that focus on social/emotional support. We will continue to implement.</p>   | <p>Plan- Utilize Title I funds as well as community partners</p>  |



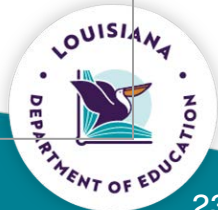
# Steps Taken

- Received ARP Homeless II Funds
- Consulted with other Homeless Liaisons
- Hired a Homeless Case Manager
- Case Manager- built stronger relationships & utilized community resources to provide wrap around services



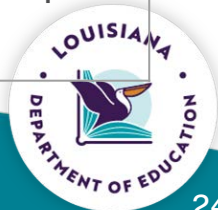
# Caddo's Spotlight on Sustainability (Dr. N. Lacy)

| What activities are you currently implementing to service students experiencing homelessness? | 1) Is there a cost associated?<br>2) If so, how much?<br>3) Funding stream used to pay for it?<br>4) When do the funds expire? | 1) How has the activity impacted identification/enrollment, attendance or student success?<br>2) Keep using or stop? | Plan to continue implementation once funding is dissolved |
|---|--|--|---|
| <b>Activity-<br/>Case Managers</b>  | 1) Yes<br>2) \$150K/yr<br>3) ARP I<br>4) September 30  | Impact –<br>1) Increase<br>(attendance/student success)<br>2) Keep using   | Plan –<br>Title 1 to absorb costs                         |
| <b>Activity-<br/>Tutors/Mentors</b>   | 1) Yes<br>2) \$200K/yr<br>3) ARP I<br>4) September 30  | Impact –<br>1) Increase<br>(attendance/student success)<br>2) Keep using   | Plan –<br>Title 1 to absorb costs                         |
| <b>Activity-<br/>Emergency Hotel Stays</b>  | 1) Yes<br>2) \$15K<br>3) ARP II<br>4) September 30   | Impact –<br>1) Improved attendance<br>(stability)<br>2) Stop   | No Plan   |



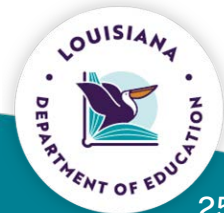
# Roles/ Functions

| Case Managers  | Tutors   | Mentors  |
|--|--|--|
| <ol style="list-style-type: none"><li>1. Assigned to a family when referral is received</li><li>2. Support families by referring to community resources (housing, food, Renesting, transportation, etc.)</li></ol> | <ol style="list-style-type: none"><li>1. Assigned to specific schools</li><li>2. Monitors attendance, grades and discipline</li><li>3. Collaborates with admin/teachers to support students (tutoring) during enrichment times</li></ol> | <ol style="list-style-type: none"><li>1. Parent or School Referral</li><li>2. Geared toward high school but can be any age</li><li>3. Student develops life plan with mentor and then given daily SMART goals to help reach specific points in the plan.</li></ol> |





# What Does Your Data Tell You?



# What Does Your Data Tell You?

## Homeless Data/ Check-Ins

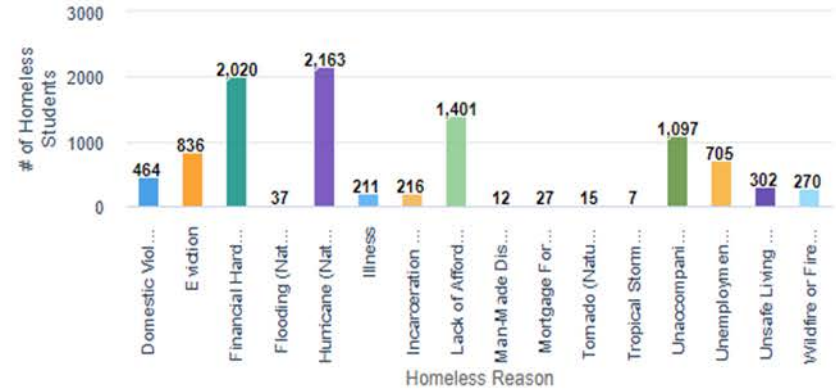
### What is the Night Time Residence of our Homeless Students?

The number of currently enrolled homeless students by nighttime residence.



### Why are students homeless?

The number of currently enrolled homeless students by reason.

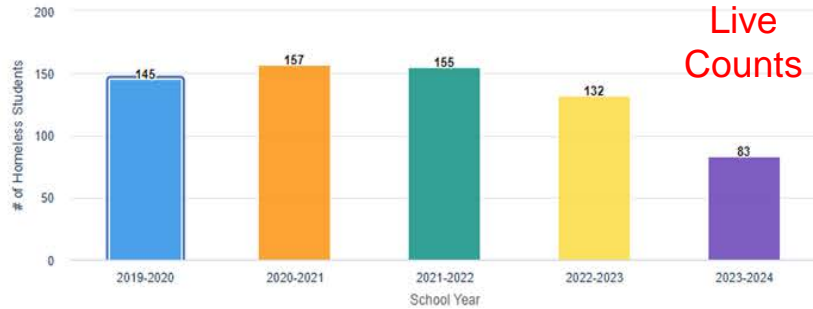


# Review Your Data (EdLink) sample data

How has our homeless student enrollment changed from year to year?



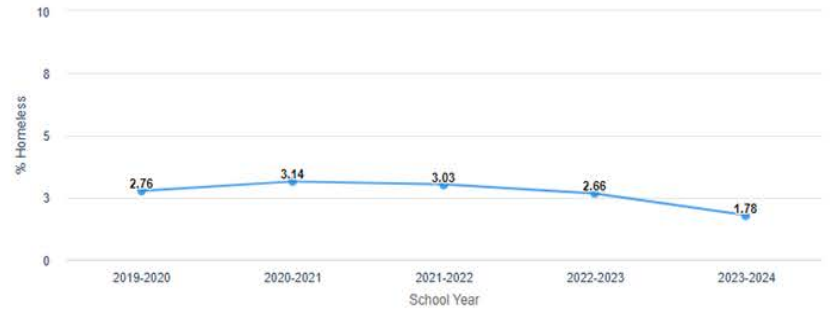
The number of homeless students each year.



How has our homeless rate changed over time?



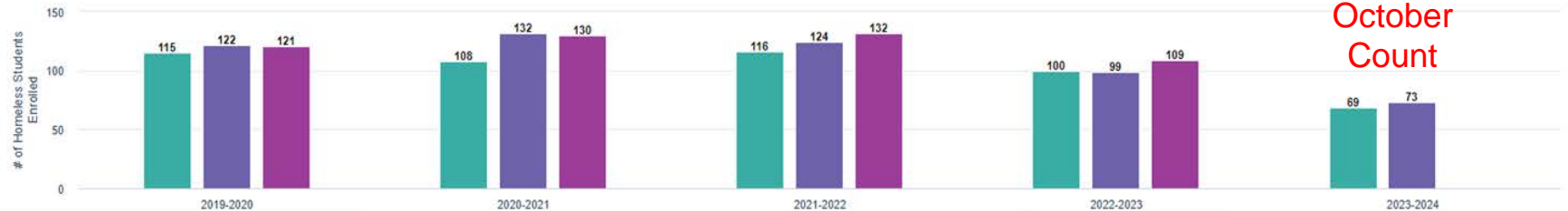
The yearly rate of homeless students.



Homeless Student Enrollment by Snapshot



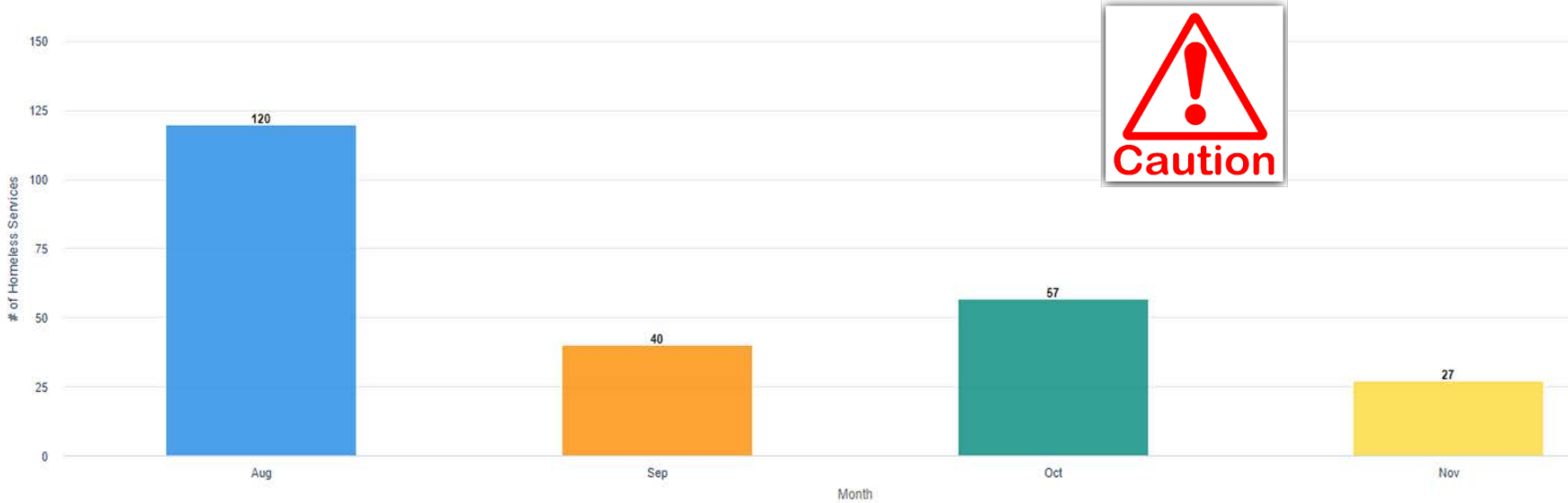
Homeless students enrolled on Oct & Feb count date and last day of school.



# Services Provided By Month

How many services are provided each month?

The number of homeless services provided to currently enrolled students per month.









# Parent and Family Engagement Coordinators



# Bridging the Framework and Daily Duties

(Who, What, When, Where, Why and How?)

|   |  |                             |
|---|--|-----------------------------|
|  | Cultivating Relationships              | Welcoming Families          |
|  | Implementing Meaningful Communication  | School Staff                |
|  | Supporting the Success of All Children | Meeting with Leadership     |
|  | Supporting Families as Advocates       | Communicating with Families |
|  | Sharing Power and Decision Making      | Building Your Own Capacity  |
|  | Collaborating with Community Partners  | Surveying Families          |

# Meaningful Partnerships

Who's at  
Your Table?



# Homeless Liaison & PAFE Spring Training

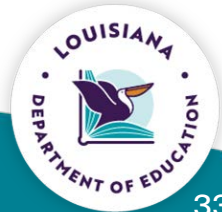
LDOE- Claiborne Building Baton Rouge, LA

|                                 |                     |   |
|---------------------------------|---------------------|---|
| <b>April 8, 2024 (½ Day)</b>    | 12:00 noon - 4:00pm | Parent and Family Engagement Coordinators |
| <b>April 9, 2024 (Full Day)</b> | 8:30am - 4:00pm     | Homeless Liaisons                         |





# PAFE Updates



# Updates

Be Engaged Initiative

-Framework Alignment

- Banner Usage



# Our Why?

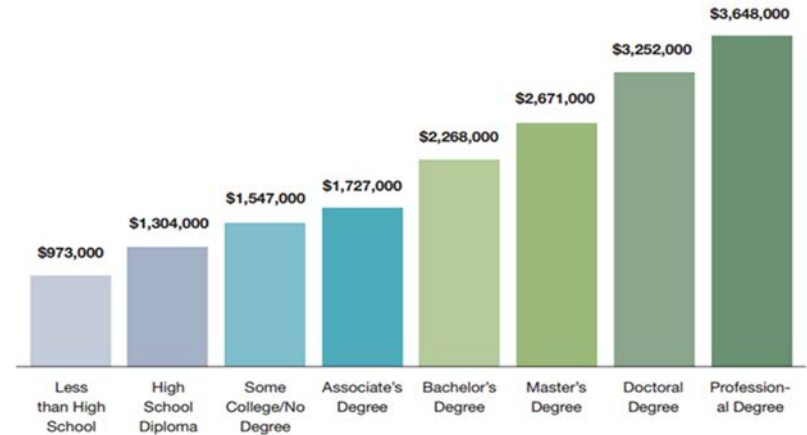
A longstanding research base establishes what is often called the “**education premium**”. The education premium refers to consistent evidence that people with higher levels of education

- have higher levels of income (U.S. Bureau of Labor Statistics, 2021),
- are more likely to have access to employer-provided benefits (Ma et al., 2019),
- are more likely to move up the socioeconomic ladder (Ma et al., 2019, p. 5),
- are less likely to be unemployed (U.S. Bureau of Labor Statistics, 2021), and
- are less likely to be receiving public benefits (Ma et al., 2019, p. 5).

Chapin Hall at the University of Chicago found that youth without a high school credential were 346% more likely to experience homelessness than their peers who completed high school (Morton et al., 2017, p. 12).

## Georgetown University: Preventative Value of Education

FIGURE 1: MEDIAN LIFETIME EARNINGS BY HIGHEST EDUCATIONAL ATTAINMENT, 2009 DOLLARS



Source: *The College Payoff: Education, Occupations, Lifetime Earnings*, Georgetown University, <https://cew.georgetown.edu/report/the-college-payoff/>

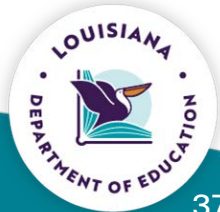


# Stay Focused

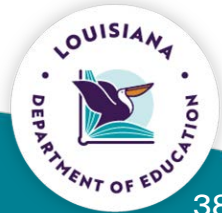


# Next Steps

- Register for the Homeless Liaison & PAFE Spring Training April 8-9<sup>th</sup>
- LPB Regional Trainings- May 7-9<sup>th</sup>



# Questions and Answers



# Contact Information

Dr. Antiqua Hunter  
State Homeless & PAFE Coordinator  
[antiqua.hunter@la.gov](mailto:antiqua.hunter@la.gov)

