Coordinated Advocacy and Resources for Education (CARE)
Objectives

In this session you will learn...

- How LCFF Supplemental and Title I funds can be used to staff a district team
- How one California district developed a team to provide direct service to homeless students
- What kinds of services and supports we offer to our students.
Background and Logistics
Morgan Hill, California

Southern edge of Silicon Valley

Median home price
$880,000

One of the most expensive places to live in the US

4 RV “campgrounds”

Many doubled up

Agriculture and ranches
<table>
<thead>
<tr>
<th>Morgan Hill Unified School District</th>
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<tbody>
<tr>
<td><strong>8,500 students enrolled</strong></td>
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<tr>
<td>Six TK - 5 elementary schools</td>
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<tr>
<td>Two TK - 8 schools</td>
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<tr>
<td>Two middle schools (6 - 8)</td>
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<tr>
<td>Two high schools (9 - 12)</td>
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<tr>
<td>One continuation high school (10 - 12)</td>
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<td>One community adult school</td>
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<tr>
<td>300 square miles</td>
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<td>600 identified homeless</td>
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<td>40% NSLP</td>
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“...cities such as Morgan Hill, which saw a 379 percent jump...”

San Jose Mercury News, July 2017
The Big Idea

One of our Assistant Superintendents went on an accreditation visit to another district

Clovis Unified School District -- Transition Team

Field trip to see Clovis program in March 2016

Adapted to MHUSD needs, structure and staffing

We wound up with something completely different, but works for our district
Defining the Need

40% of our students receive Free or Reduced Lunch (3,000+ students)

Homeless or Foster + poor grades + poor attendance

Homeless or Foster + poor grades + discipline

“We don’t see any homeless people around...”

About 400 students identified as homeless in our Student Information System

Board approval
CA Local Control Funding Formula: Supplemental Dollars

Needs based, targeted funds to support high need students: Foster, EL, low socio-economic (as measured by NSLP)

Homeless is not a category for supplemental funding, but NSLP is. It is important to direct certify your homeless students for free lunch. That is the only way they get into the unduplicated count that drives supplemental funding.

The more unduplicated students you report, the greater the funding

Must be accountable for use of funds
Title I Homeless Set Aside Funds

All public schools and districts receiving federal funds **must ensure** that services are provided to children who are experiencing homelessness.

- Tutoring services
- Before/after school, summer programs
- Personal school supplies
- Student fees
- Graduation cap, gown, fees
- Counseling services
- GED, SAT, ACT
- Birth certificates to enroll
- Parent education and engagement
- Transportation
Staffing

Mix of existing and newly-created positions

Classified vs. Certificated positions

Equity staffing -- school counselors
Educating our constituents

The McKinney-Vento definition of "homeless"

Front office staff
School Board
Public and Community
Teaching staff
Equality vs Equity

The whole purpose of the CARE program is to provide **MORE** support to students who are struggling.
Identifying Partners and Resources

Academic support
Free school lunch
Free school bus transportation when possible
Public transit passes
Food resources, clothing, school supplies
Housing support
Mental Health support
Medical, Dental, Immunizations, etc.
A Multi-Tiered System of Support (MTSS) for all students

- Universal: 75-80%
- Strategic: 10-15%
- Intensive: 5-10%
Sustainability

The more students we identify the more we get paid

Grants, local collaboration, donations

Sharing our story and supporting other districts in their efforts

Positive PR, recognition and political support
Team Structure, Roles and Responsibilities
2 Counselors (PPS credential) and 2 Student Support Specialists

1 full time counselor at each of 2 high comprehensive schools

   Caseloads - maximum 200 students

1 full time counselor at middle school

   Caseload - maximum 200 students

1 full time Lead counselor based at District Office

2 Student Support Specialists at District Office
Student Support Specialists

1) Active outreach throughout district community and schools
2) Participate in Second Harvest food distribution each month
3) My New Red Shoes - received 400 pair with $50 gift card
4) Personally interact with families by calls, home visits
5) Support CARE activities on site - AVID, Advisory
6) Quickly respond with clothes and necessities upon request
7) Part of homeless verification team
8) Share accurate information regarding community resources
9) Attend community liaison meetings, CARE PLC’s
10) Part of tutoring program at local RV park once a week
11) Tutor/mentor students at high schools and middle school
Using the Student Information System

Homeless identification: registration process through home schools

Identified as Homeless in SIS, with program code, date of origin, type of dwelling, additional comments as needed

Counselors responsible for maintaining accurate documentation in SIS notes, Google docs, and Google calendar for site clientele.

Records reviewed regularly for accuracy and follow up
Challenges in the first year

Year of exploration - counselors were at multiple sites

Program goals and expectations unclear

Counselor's duties did not include academic counseling, rather more support services

Feelings of disenfranchisement, not part of any site or program

Needed direction, boundaries and firm Action Plan and Implementation Timeline

Thousands Trails flood
Data analysis to inform the program

Chronic absenteeism

Grades

Graduation/promotion and/or alternative pathways (various alternative ed graduation requirements)

College and Career

Scholarships

Referrals - mental health services, food resources, health resources, material goods
Successes

Finding Siblings

200 additional students identified

Restructuring team assignments to provide more targeted support

Positive PR
My New Red Shoes

Grant from local non-profit

400 pairs of brand new shoes

$50 gift card to Old Navy

Helped us find siblings

List can be used for other donations
100% of Homeless Students will be...

Identified and placed on CARE caseload 6-12

Seen for AB 1802, with parent review and signature

Individually advised for registration process and coursework, with parent review and signature

Reviewed with site and parent input for chronic absenteeism

Evaluated on a regular basis

Identified for 2018 Red Shoes grant

Supported by Mobile Team and Counselors
Current challenges

Little to no documentation in SIS at elementary other than tag of Homeless, type and date.

Yearly validation process needs developing

Site vs. CARE

Same vs. “more”

Communication
Next Steps

Develop a sustainable process for keeping student records up to date

Consider expansion or redirection of Mobile Team to better support elementary

Work closely with new Family Resource Center to connect 0-5 families with resources

Strengthen partnerships with agencies to supply interns etc.
Questions?
Thank you!

Linda Row
Director of Student Services and Enrollment
Morgan Hill Unified School District, Morgan Hill CA
rowl@mhusd.org

Andrea Bird
Lead CARE Counselor
Morgan Hill Unified School District, Morgan Hill CA
birda@mhusd.org