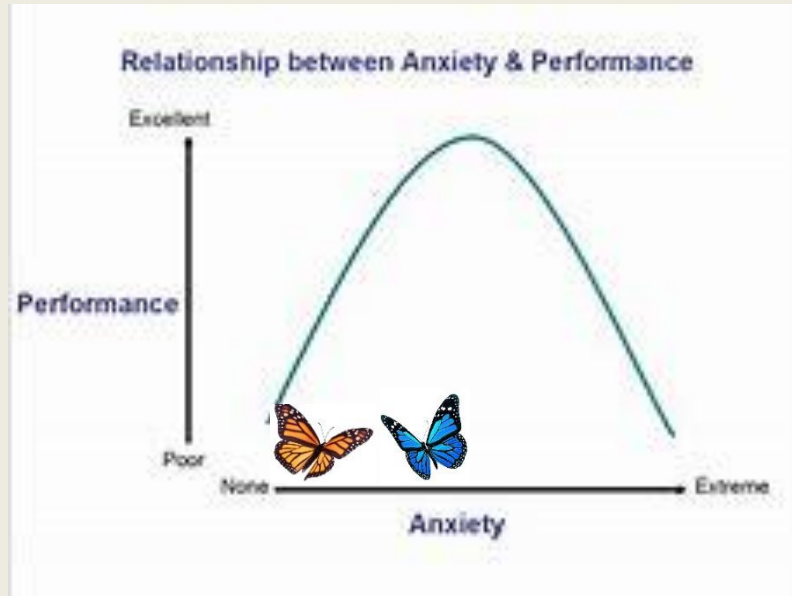# HEP Planning Guide Update:

Perturb your Program Like a
Butterfly Perturbs the Weather!

Anxiety and Performance

Relationship between Anxiety & Performance

Performance (Poor to Excellent) vs Anxiety (None to Extreme)

- As anxiety increases, performance increases . . . To a point
- Our focus: leveraging our butterflies

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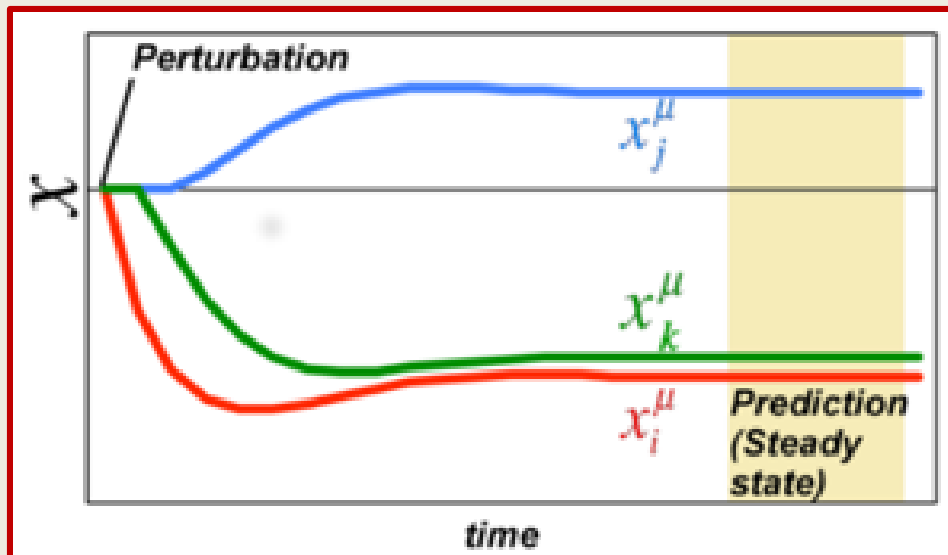fldoe.org

The Butterfly Effect

- The sensitive dependence on initial conditions in which a small change in one state of deterministic nonlinear system can result in large differences in a later state.

Brazil

Kansas
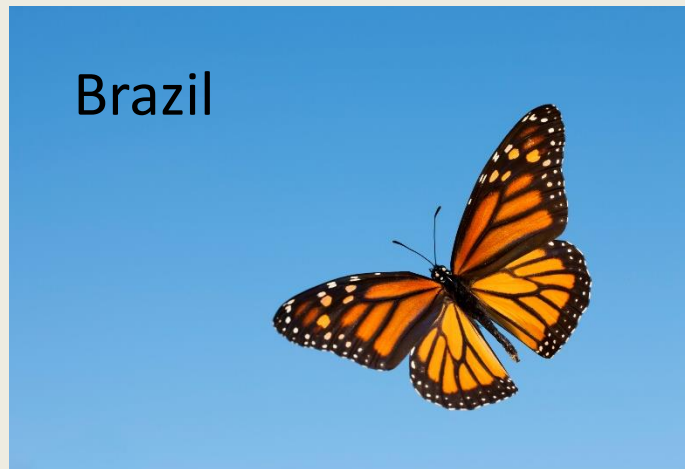
Perturbance

- The deviation of a system or process from its regular or normal state or path, caused by an outside influence.

Be an influencer!

Innovation Butterfly

- What happens when a seemingly minor disturbance, or change, in a system steers a project in a new direction?

Be an Innovation Butterfly Keeper

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Let your Innovation Butterfly take the: McKinney-Vento Act Charge

The state and it's school districts shall ensure that homeless children and youth:

- have equal access to the same free, appropriate public education, including preschool, as provided to others

- have laws, regulations, practices, or policies that are reviewed and revised so that they are afforded the same free, appropriate public education as provided to others

- are mainstream participants in a school district's education program

- have the opportunity to meet the same challenging State academic standards to which all students are held.

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How to Know Your Perturbance Worked: State HEP Outcomes

By June 30, 2021, all Florida Local Educational Agencies (LEAs) will:

- identify at least 5% of FRL as homeless
(Homeless Student Identification Rate: HSIR)

- achieve a 90% attendance rate for their homeless students
(Homeless Student Attendance Rate: HSAR)

- achieve a 90% grade promotion rate for their homeless students
(Homeless Student Promotion Rate: HSPR)

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Local Collaboration

- School staff
- District programs
- Community partners
- LEA leadership

Most of All . . . HCY!

- Finding them

- Enrolling them

- Helping them attend school every day

- Actively supporting their academic success

Programming Planning Framework: Abridged

Every three years with annual updates:

- Learn
    - The causes of the problem and what impedes improvement
    - The data and information that reflects the causes of the problem and impediments to improvement
    - What research says are the best practices for solving the problem or removing impediments
- Determine
    - Which best practices are the best match for your local needs
    - The level of effort needed to achieve desired outcomes
    - The kind and level of resource needed to support the level of effort
    - How to develop staff and partnerships to implement relevant best practices effectively

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Programming Planning Framework: Unabridged

Every three years with annual updates:

- September: learn
- October: learn
- November: learn and engage
- December: engage and learn
- January: engage and determine
- February: determine and finalize plan

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Sept. Perturbance: Research the Research

Sources:

- National Center on Homeless Education
  - nche.ed.gov
- Schoolhouse Connection
  - schoolhouseconnection.org
- National Association for the Education of Homeless Children and Youth
  - naehcy.org

Questions for the Research

Identification of HCY (sample)

- What are the causes of homelessness?

- Which causes are most prominent in our community?

- Who else in this LEA or community would have a good idea of the causes of family homelessness?

- What gets in the way of immediate enrollment or of newly homeless students not missing class in their school of origin?

- What are the best practices for identifying HCY and ensuring immediate enrollment?

- Who in this LEA or community has experience with these best practices?

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Innovation Butterfly:
Research Checklist Exercise

- Find at Attachment 6

- Find NCHE's *Confirming Eligibility for McKinney-Vento Rights and Services*

- How many can you find in this brief?

  - Points of relevant research

  - Underlying conditions

  - Best practices

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# Early October Perturbance: Collect Need Area Data

Identification of HCY

Three-Year Trend
- # HCY identified
- # FRL enrolled
- Calculate the annual HSIR
- Type of residence @ Identification
- UHY identified
- Current year HSIR expectation (higher, lower, same)

Snapshot of Previous Year
- # HCY identified by grade
- # FRL enrolled by grade
- HSIR by grade
- HSIR by school

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Early October Perturbance: Collect Need Area Data
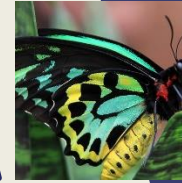
Attendance of HCY

Three-Year Trend
- % of days present for HCY
- % of days absent for HCY
- Calculate the annual HSAR
- % of out of school suspensions - HCY vs. Non-homeless
- % of HCY expulsions - HCY vs. Non-homeless
- % of HS dropout - HCY vs. Non-homeless
- Current year HSAR expectation (higher, lower, same)

Snapshot of Previous Year
- HCY % days present by grade
- Non-homeless % days present by grade
- UHY % days present by grade
- HSAR by grade
- HSAR by school level

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Early October Perturbance: Collect Need Area Data

Academic Success of HCY

Three-Year Trend

- # Homeless/NHMLS Students in Grades K-11 Promoted
- # Homeless/NHMLS Students in Grades K-11 Retained
- # Homeless/NHMLS Students in Grades 9-11 Promoted
- # Homeless/NHMLS Students in Grades 9-11 Retained
- # Homeless/NHMLS students who participated in FSA testing
- # Homeless/NHMLS students with level 3 or above ELA scores
- # Homeless/NHMLS students with level 3 or above Math scores
- Calculate K-11 HSPR and gap; 9-11 HSPR and gap
- Calculate grade level homeless/non-homeless ELA and Math scores
- Current year HSPR expectations (higher, lower, same)

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Early October Perturbance: Collect Need Area Data

Academic Success of HCY

Snapshot of Previous Year

- For both FSA ELA and Math Testing
  - # HCY and NHMLS who took FSA ELA and # who took FSA Math by relevant grades
  - % HCY and NHMLS scoring Level 3 or above for ELA and 3 or above for Math
- Grade Promotion
  - # HCY by grade
  - % HCY promoted to next grade
  - # UHY by grade
  - % UHY promoted to next grade

Early October Innovation Butterfly: Guiding Questions

For each need area:

- What stands out about the trend data?
- What makes the trends low or high?
- What questions does this data raise?
- What stands out about the snapshot data?
- How does the snapshot data explain the trend data or raise new questions?
- Who can help interpret this data?

Start a Needs Assessment Journal

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Late October Perturbance

- Consider the MV Capacity of:
  - Homeless Liaison
  - Homeless Program Staff
  - LEA and Community Partner

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Late October Innovative Butterfly

- Conduct a Strategic Capacity Desk Assessment
  - Homeless Liaison
  - Homeless program staff
  - LEA and community partners
- Do this with a colleague if possible

What are Strategic Partners?

- Strategic Partners can be school-level staff, LEA level programs, or community-based programs that understand what is needed and why (knowledge), have been trained in key processes (skills), and are motivated to carry out those processes in most helpful ways over time.

- When a Strategic Partner is not at the table, the ability of the program to achieve out-comes is significantly more difficult.

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Late October Perturbance: Collect Need Area Capacity Data

Homeless Liaison and Staff(?)

- What is their contribution potential?
  - Knowledge
  - Skills
  - Abilities

Let's Do It!!

Program Capacity Assessment Exercise

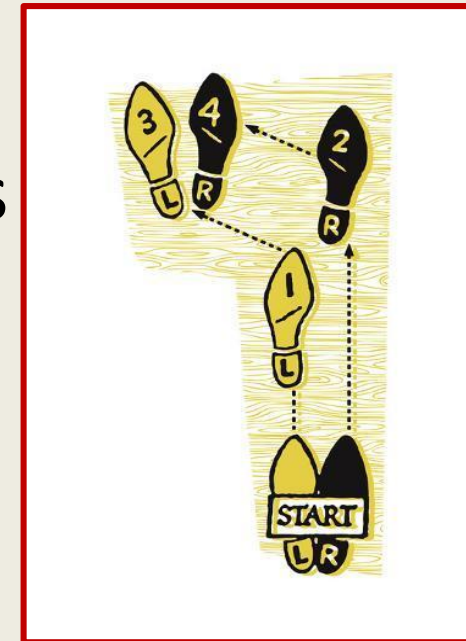FLORIDA DEPARTMENT OF
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Innovative Butterfly 4-Step

Exercise #1

- Find a copy of Attachment 1: *HEP Liaison and Staff Capacity Assessment*
- Homeless Liaisons – rate yourself and a few of your staff
- Calculate the staff averages
- Others – rate yourself
- 10 minutes

Innovative Butterfly 4-Step

Exercise #2

1. Rate the LEA and community partners on the list in each need area to get a feel for the process.

2. Transfer a few of the partners rated 3 on the Strategic Partner Assistance Worksheet and describe their greatest assistance or potential assistance to each need area

3. Rate each partner on the Strategic partner Current MV Capacity Assessment

4. Complete the Strategic Partner Capacity Needs Summary

5. 20 minutes . . . Go!

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Early November Perturbance: Prep for Strategic Partners Meeting

- Designed for highest rated partners as part of the needs assessment

- Bring in new perspective on research and data

- Engage partners as collaborators

- Build your LEA's homeless education team

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Early November Innovative Butterfly

Attachment 2: *Prepare for the Strategic Partner Meeting*

- Sample invitation

Early December Perturbance: Host Super Partner Meeting

Sample Agenda

- Welcome, Purpose, Outcomes
- Participant Introductions
- NCHE Brief Discussion
- Need Area Data Discussion
- Next Steps and Final Thoughts
- Adjourn

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Early December Innovation Butterfly

Attachment 3: Strategic Partner Meeting Guide

- Meeting prep tasks
- Room set-up
- Agenda talking points
- Guiding questions
- Meeting follow-up tasks

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Mid-December Perturbance: Prep for General Partnership Meeting

- Designed for all partners to inform of the findings of the needs assessment

- Invite questions and perspective on research, data, underlying conditions, and strategies

- Inform of collaboration opportunities and needed resources and services

- Continue to build the LEA's homeless education team

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Mid-December Innovation Butterfly

Attachment 4: *General Partner Meeting Planner*

- Information to be prepared and shared
- Sample invitation
- Meeting prep task list
- Room set-up
- Agenda talking points
- Discussion questions
- Meeting follow-up tasks

January Perturbance: General Membership Meeting

Agenda Template

- Welcome, Purpose, Outcomes

- Participant Introductions

- Needs assessment updates
  - How research information impacted the needs assessment
  - How data impacted the needs assessment
  - Underlying factors and conditions

- Discussion

- Next Steps and Final Thoughts

- Adjourn

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February Perturbance: Selecting Best Practices

- All the input is in

- One last perturbance is necessary to complete the planning circle

- Don't worry. . .

you got this!

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February Innovation Butterflies

- Attachment 5: *Research-Data-Conditions-Strategies Checklist*

  - *Identification of HCY*
  - *Regular school attendance*
  - *Academic success*

- Attachment 6: *Best Practices Selection Logic Model*

  - *Identification of HCY*
  - *Regular school attendance*
  - *Academic success*

Now you get a sticker!

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Every Student in Class Every Day or Bussed

Thank You for the Ride!

Florida Homeless Education Program

850-245-0749   bfep@fldoe.org   http://www.fldoe.org/policy/federal-edu-programs/title-x-homeless-edu-program-hep.stml

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