



From Youth Voice to Education Policy Change

Insights from UC Berkeley's
HEAR US Initiative



**CENTER FOR
CITIES+SCHOOLS**
UNIVERSITY OF CALIFORNIA BERKELEY

AGENDA: HEAR US!

Overview & Context for HEAR US Action Research

- ❑ **Student Spotlight:** Oakland High LSJ Academy Y-PLAN
- ❑ **Deepening Academic Rigor** for College Readiness
- ❑ **Connecting Housing** to MKV Education Policy
- ❑ **Sustaining the Change:** System-building innovations

Discussion





CENTER FOR
CITIES+SCHOOLS
UNIVERSITY OF CALIFORNIA BERKELEY

UC Berkeley Center for Cities + Schools

Mission:

To promote high quality education as an essential component of urban and metropolitan vitality to create **just** and **joyful** communities for all.



Who currently engages students/youth in their MKV planning and/or programming?



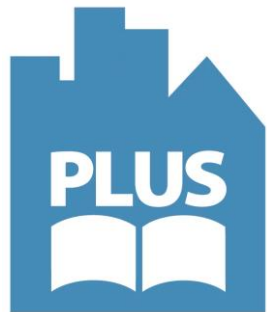


HEAR US

Homeless Education Action Research - Uniting Systems



Two-pronged action research strategy mobilizing young leaders from California high schools through Y-PLAN civic learning initiative and university students through the PLUS leadership initiative



Goal: Improve learning systems for K-12 youth facing homelessness and housing instability



GRADUATE RESEARCH FELLOWS



Anthony Carrasco

JD/PhD Candidate
Berkeley Law



Ingrid Ang

Goldman School of
Public Policy



Jeremy Simon

Goldman School
of Public Policy

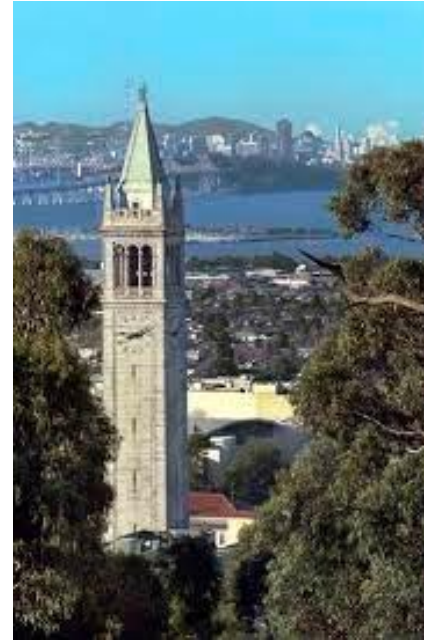


Debbie Shen

Goldman School
of Public Policy



Anthony R. Carrasco





OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Law & Social Justice Pathway

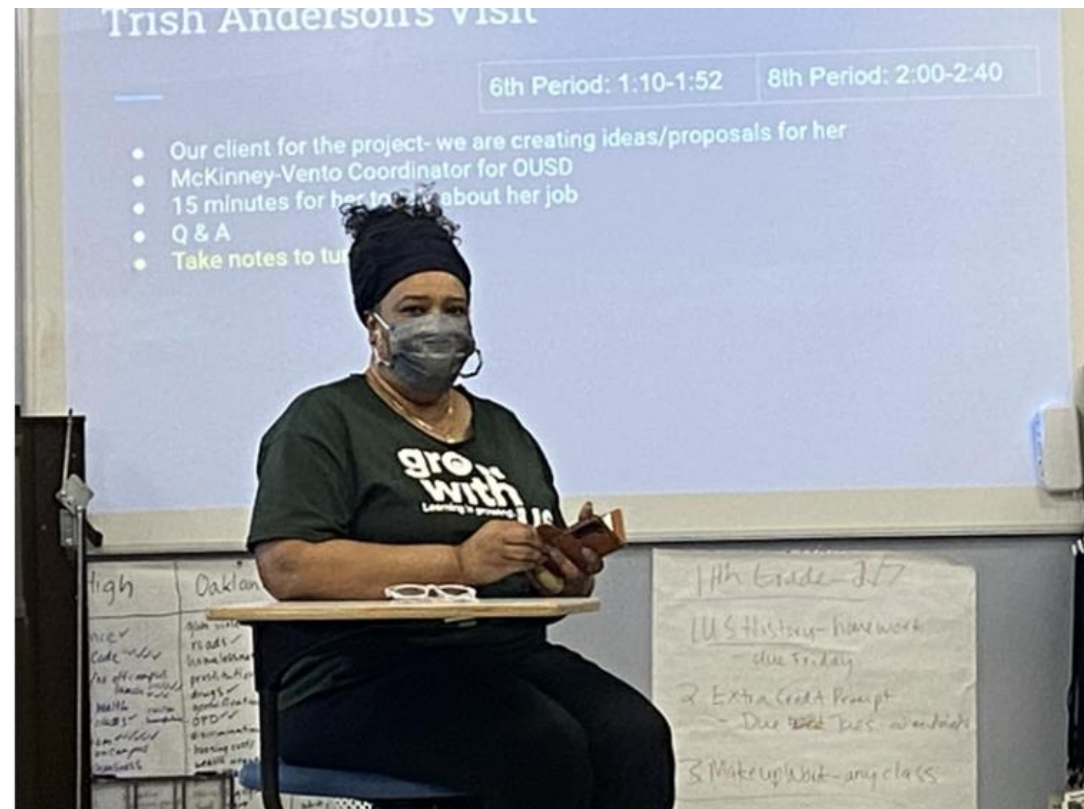
Mission:

The Law & Social Justice (LSJ) pathway **informs** and **prepares** students for careers in law, social work, community organizations, and education with a focus on social justice and current events.



LSJ Pathway Y-PLAN Civic Project

- Tackled authentic questions posed by client: Trish Anderson, OUSD MKV Coordinator
- Follows research process supporting deeper learning
- Aligned to core academic program goals (ie, Social Studies and CTE classes - “Linked learning”)

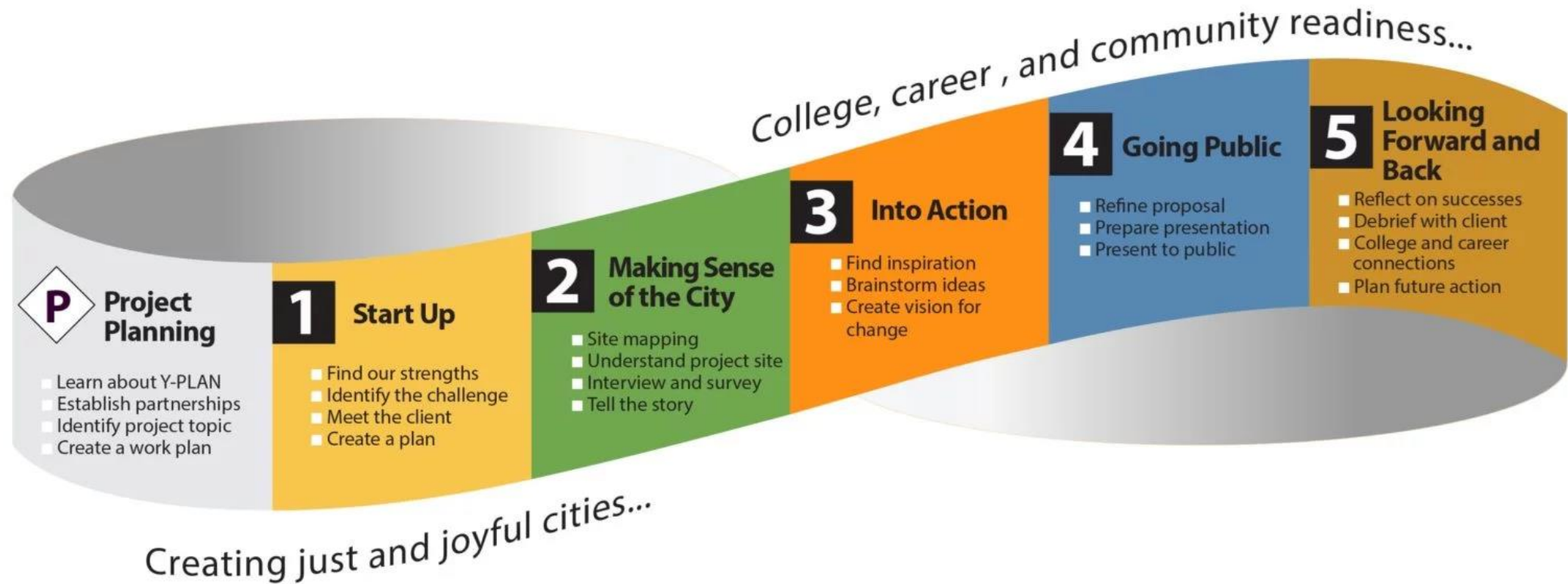


MKV Coordinator Trish Anderson asked,

How can we best improve the support & outcomes for unhoused youth in Oakland Unified School District (OUSD)?

Equip students with the resources and supports they need to meet them?

Y-PLAN 5 Step Research Process



1. Start Up

Met their client and learned about the project question.



2. Making Sense of the City

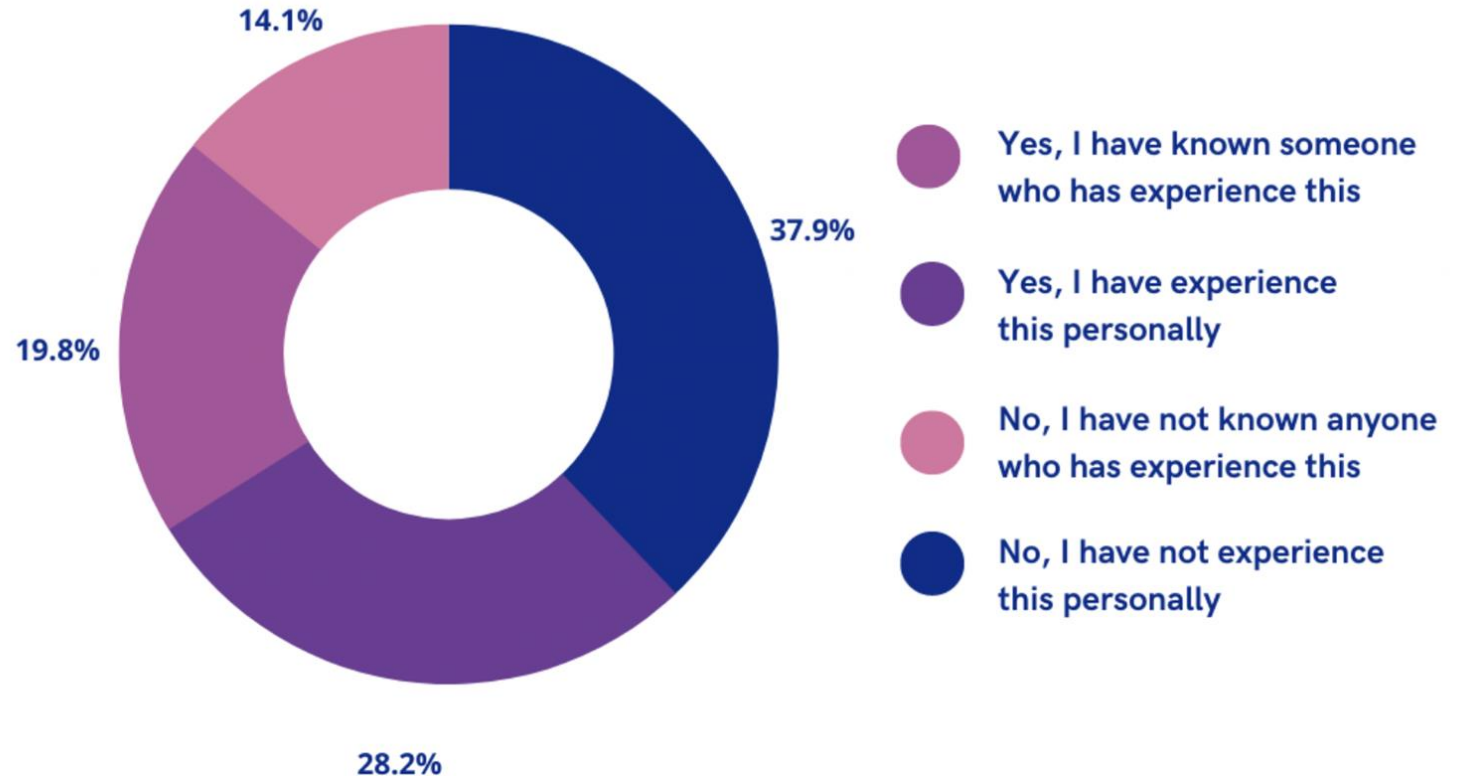
Conducted interviews, surveys, and site visits.



Key Insight: the power of data!

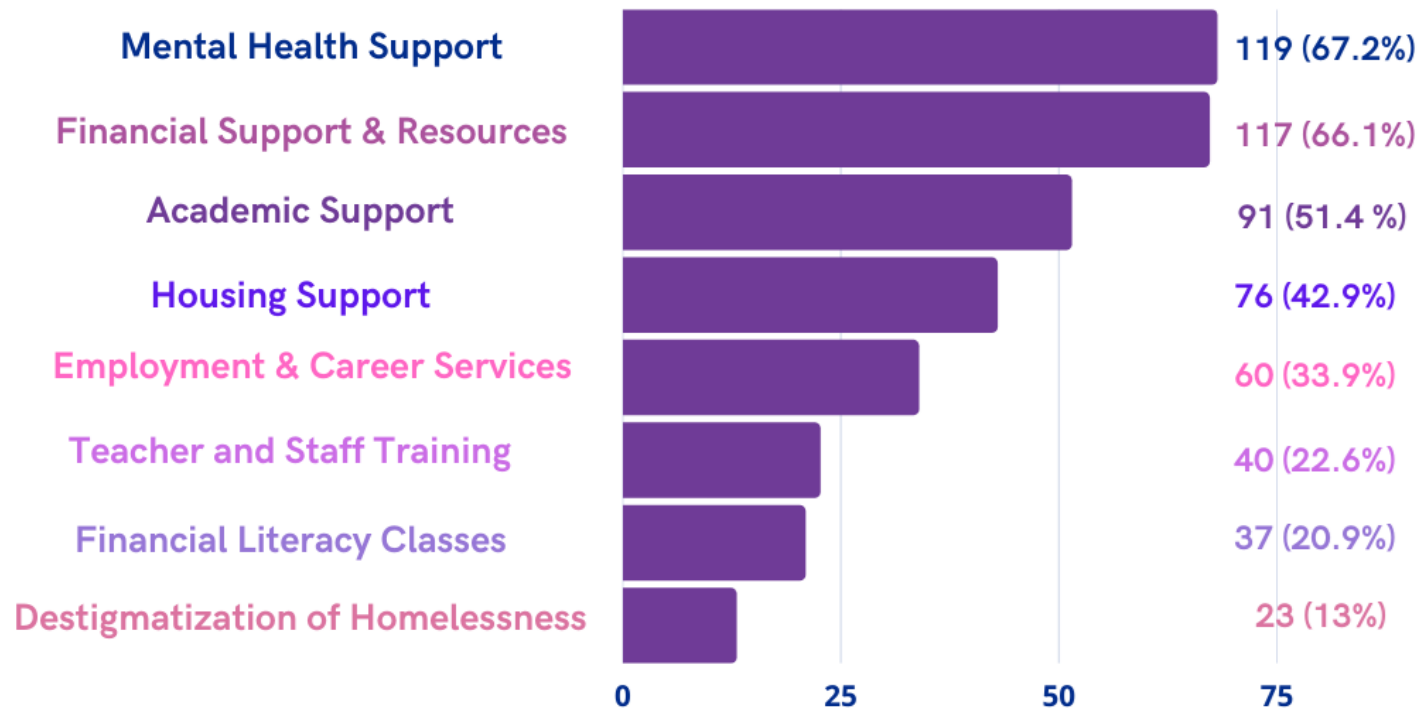
“There is no one definition of homelessness”

Have you known someone or have you experience housing instability while attending elementary, middle, or high school?



Key Insight: the power of data!

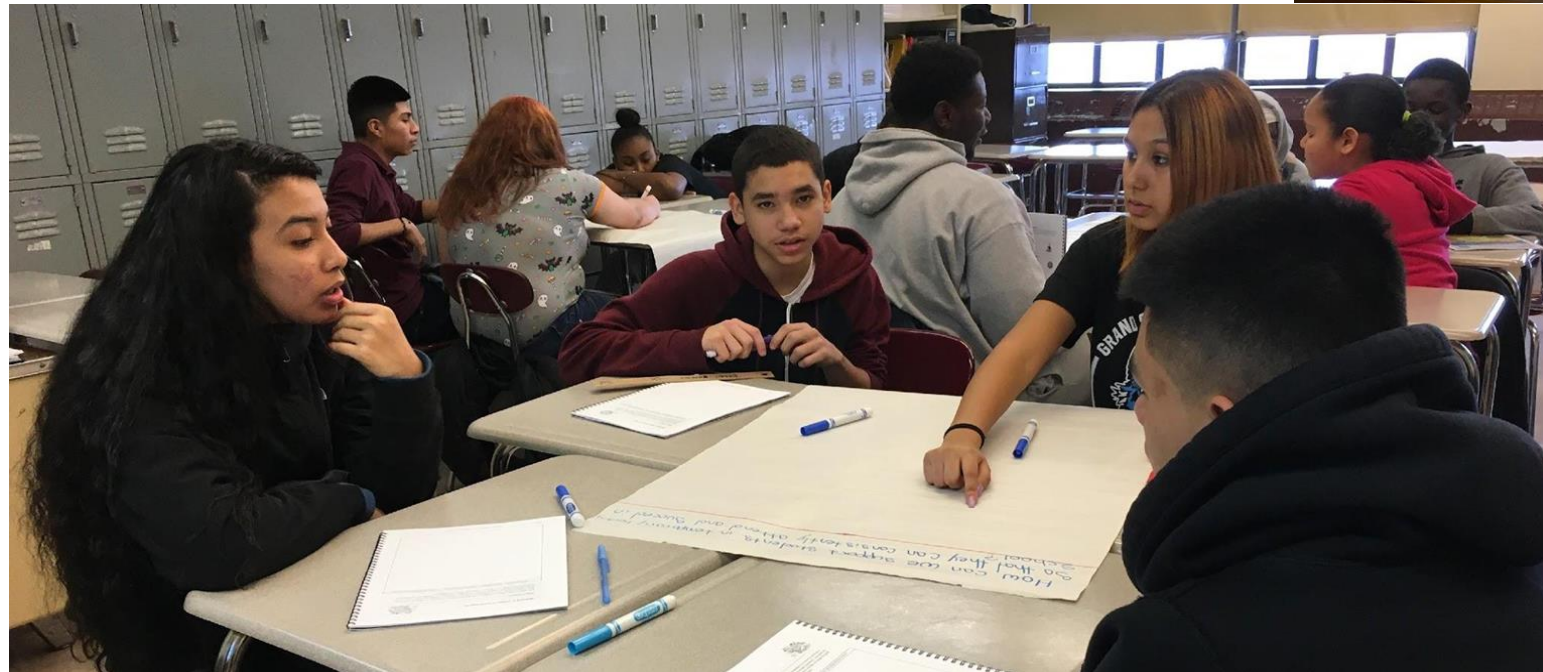
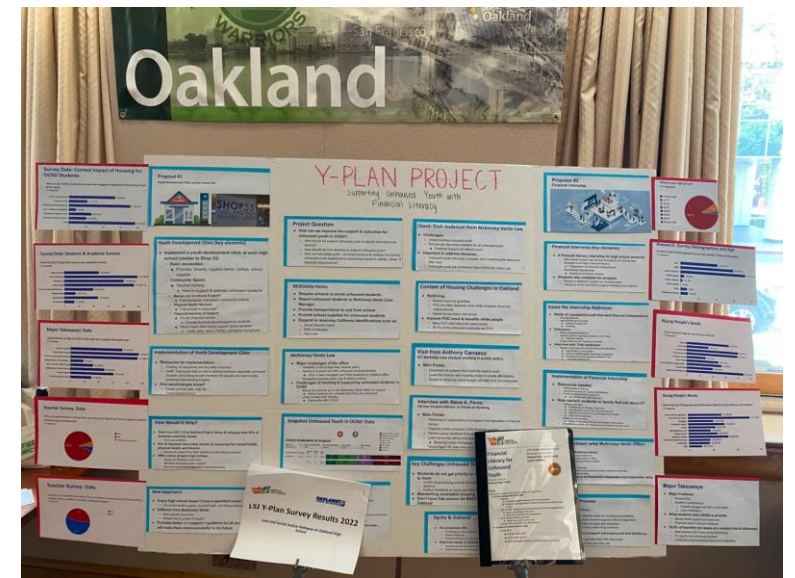
Check the top 3 things you think OUSD could do to support unhoused youth:



“Students face a **lack of mental health support** and many basic needs to be successful in school and beyond”

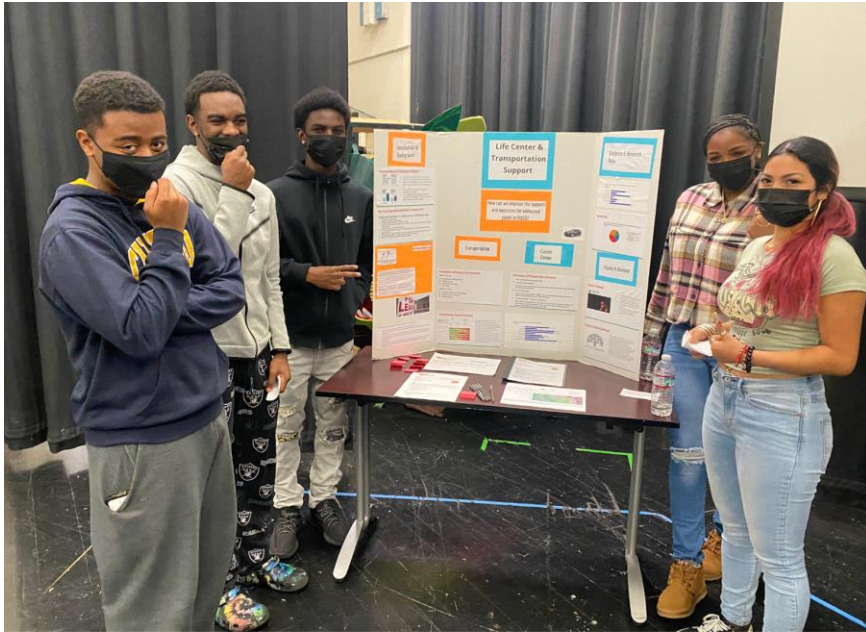
3. Into Action

Teams brainstormed solutions.



4. Going Public

Presented to civic clients and community leaders.



Two Key Recommendations:

College Readiness: Support and Networks



Housing Access



5. Looking Forward and Back

Shared ideas with local & statewide policy leaders.

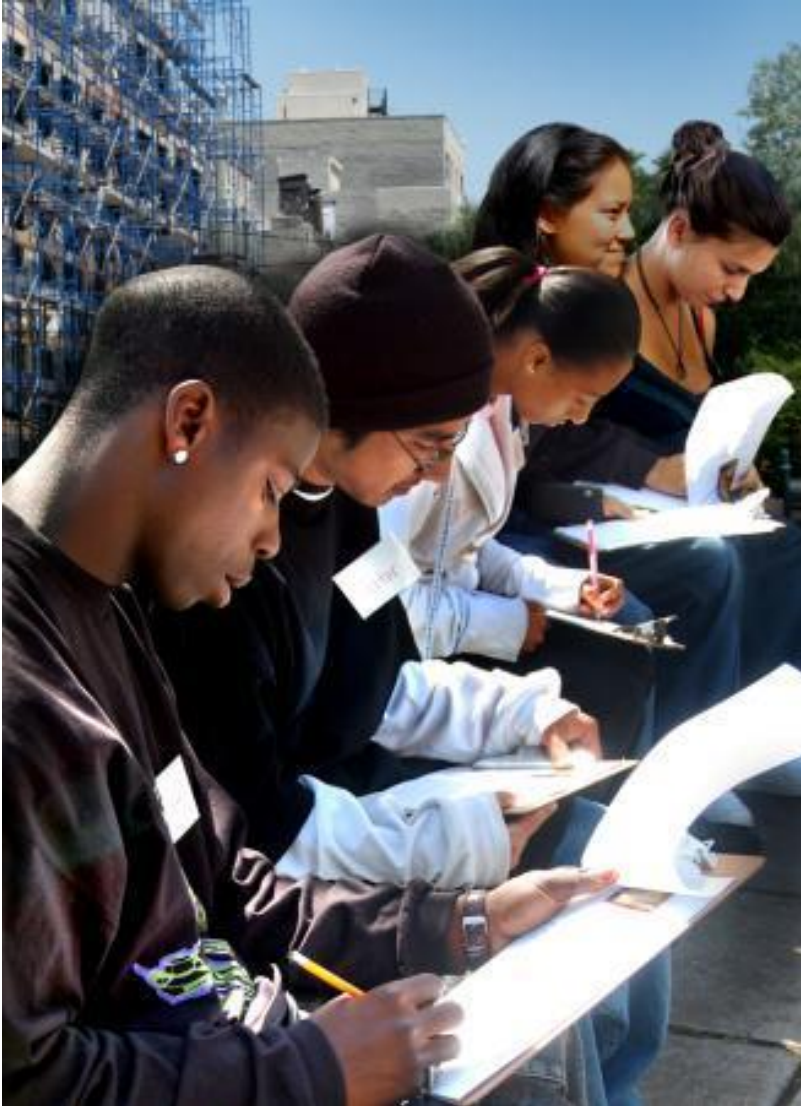


Teacher's Perspective

"My biggest takeaway is the knowledge and expertise our students have about their communities is critical to their education and their communities"

They should have a seat at the table when these decisions are being made"





Impact: Outcomes and Insights

2020-2021:

Following presentation, OUSD provided funding to hire **three new McKinney-Vento case managers**

2022-2023:

Y-PLAN student scholars **presented at national, statewide and regional** meetings to leverage and align CDE and other program resources to support homeless students.

More info: [Y-PLAN LSJ Storymap](#)

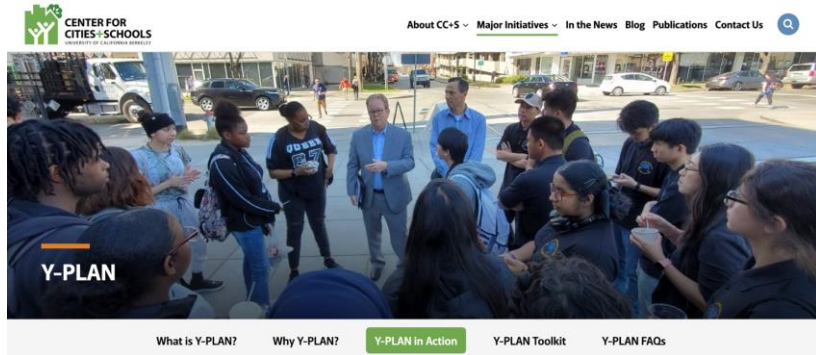


Transforming Homeless Education Policy & Practice



Youth Engagement in Action

CC+S Website & Toolkit



Y-PLAN (Youth – Plan, Learn, Act Now) is an award-winning, K-12 civic youth engagement strategy developed by UC Berkeley's Center for Cities + Schools (CC+S). It brings young people into the heart of city planning processes, enabling them to tackle real-world challenges in their communities! [Learn more](#) about Y-PLAN's history, methodology, and theory of change.

Project StoryMaps



Oakland, CA | High school students worked with Oakland's Climate Program Coordinator to understand how can green infrastructure can address local climate impacts and equity issues.



Oakland, CA | High school students and administrators at the Oakland Unified School District investigated how the district could better support homeless youth.



San José, CA | As part of its Vision Zero initiative to reduce pedestrian fatalities, San José's Department of Transportation collaborated with middle and high school students.



San Francisco, CA | Elementary school students partnered with San Francisco's Planning Department and administrators at Malcolm X Academy to make both their school and the Bayview neighborhood safer, more vibrant, and environmentally equitable.

Project Videos



Resilient By Design Youth Challenge | Bay Area, CA

[Resilient by Design Bay Area Challenge](#) (RbD) was a bold, regional initiative to prepare Bay Area cities for climate change impacts. Over 800 elementary and high school students worked with world-class architects, engineers, scientists, and city planners to create innovative, climate resilience strategies.



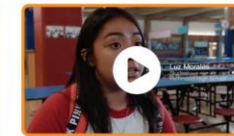
Connecting BART to the Community | Oakland, CA

In 2017, BART (Bay Area Rapid Transit), which connects the San Francisco region, faced the issue of declining ridership. To address this challenge, BART officials partnered with AAMA (African American Male Achievement) high school students to understand how its stations in Oakland could be better connected to the communities they serve.



Brightening Broadway | New York City, NY

Students from EBC High School partnered with Council Member Reynoso and New York City's Department of Transportation (DOT) to reimagine a two-mile stretch of Broadway, a major roadway in Brooklyn. Students developed proposals for how DOT's 'arterial' for the corridor could promote themes of inclusivity, diversity, and immigration.



Improving Student Health | Richmond, CA

Public school leaders and county officials participated in Y-PLAN in order to create more opportunity-rich learning environments for young people and to address social determinants that worsen health outcomes and fuel the school-to-prison pipeline. They collaborated with students from Richmond, California's De Anza High School, who developed strategies for improving students' social, emotional, and physical wellness.





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Deepening Academic Rigor to Support College Readiness



Do you have a seat at the table when it comes to academic planning for unhoused students?

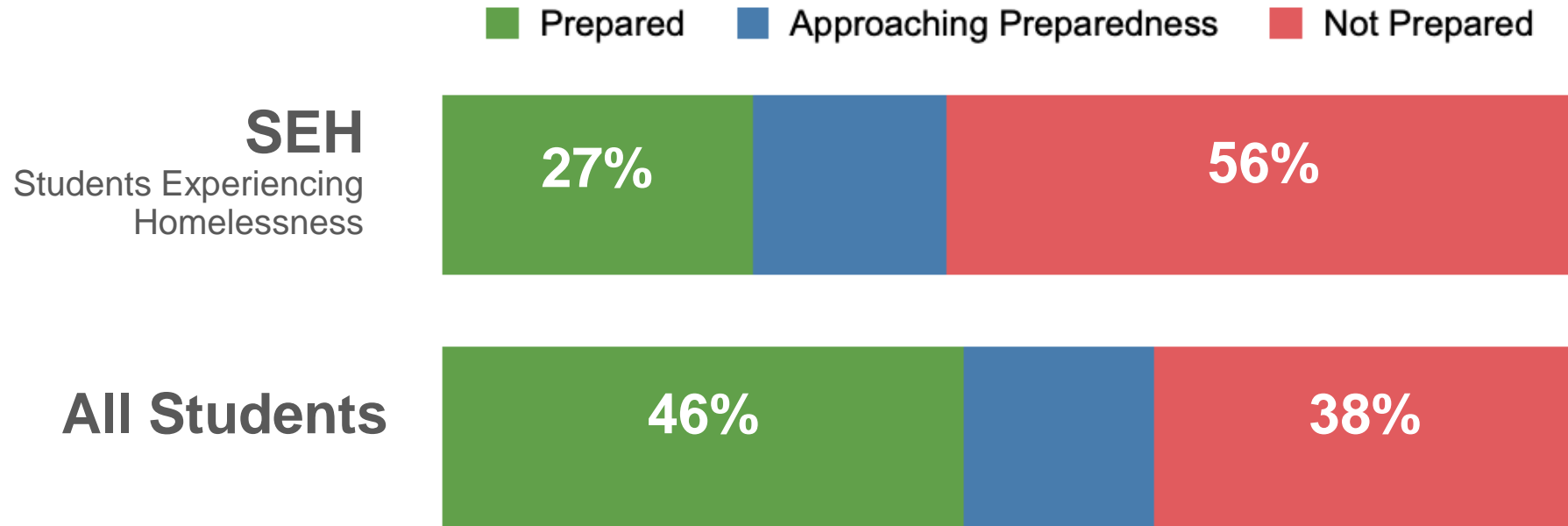


How can we as advocates...

**Hold our students
to rigorous
academic &
college-going
expectations?**

**Equip them with
the resources and
supports they
need to meet
them?**

Current Realities for Our Students



College & Career Readiness Measures for CA's 2020 Graduating Cohort*

**Latest public reporting year
n=29,413 for SEH and n=493,677 for all students
Data Source: CDE*

Current Realities for Our Students

**Scored 3 or Higher
on 2+ AP Exams**

6%

*compared to
18% of all students*

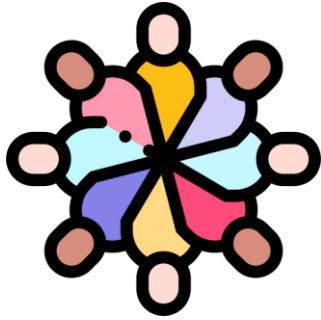
**Completed A-G
Requirements**

24%

*compared to
44% of all students*

Pathways to College & Career Readiness for CA's 2021 SEH Graduating Cohort*

National Inclusion of SEH in Perkins V (2018)



SEH are considered a “special population”

And therefore should be included in...



Comprehensive Local Needs Assessment (CLNA)



Evidence-based and targeted program implementation



Disaggregation and evaluation of achievement and progress

California Golden State Pathways Program Act (GSPP) (2022)



\$500 million allocated in 2022 state budget



Rigorously enhance the **college & career readiness** of high school students



Prioritizes funding for **LEAs with above-average SEH populations**

Inclusion of SEH in GSPP

Grantees must evaluate & disaggregate SEH data on...



All Perkins V
reporting
requirements



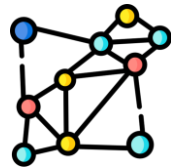
Academic performance



Pathway program completed

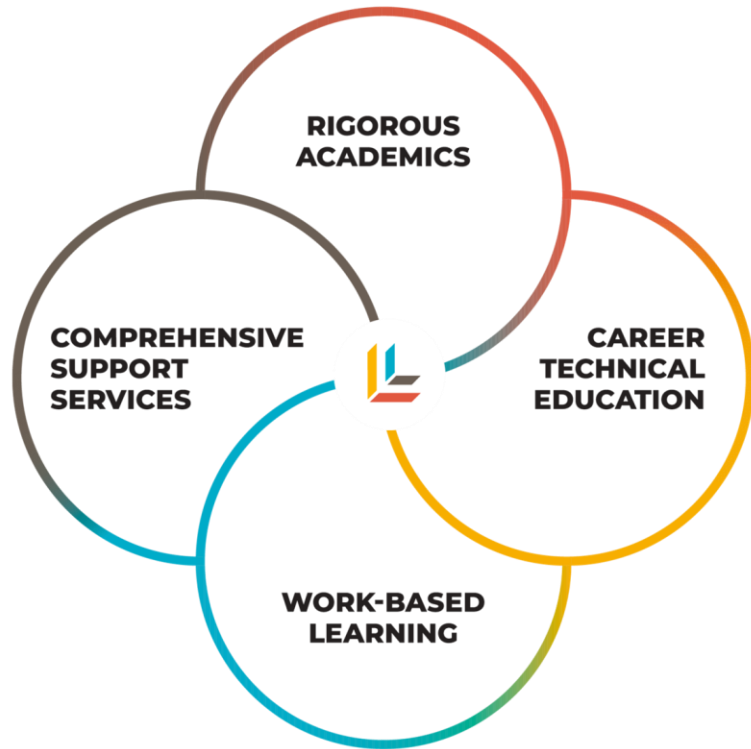


CA college & career measures



Internships & employment

Local Implementation: The Linked Learning Model



Through career pathways



Correlated with positive college & post-secondary outcomes



Implemented for other “special populations” of students



Piloted in California in 2009

Recommendations for Student Advocates



Connect with academic-focused staff at your school or LEA

- Linked Learning, GSPP

Advocate for SEH inclusion in experiences and programs

Data as a Tool for Advocacy in Oakland Unified School District

COLLEGE & CAREER PATHWAYS⁶

 **87.4%**

GRADE 10-12 STUDENTS
ENROLLED IN A PATHWAY IN
2020-21

33 Career-themed Pathways in
15 high schools/Grade 6-12 schools.

64% of housing insecure high school seniors participated
in College & Career Pathways¹
(in order of enrollment)

- Multimedia
- Newcomer Programs
- Health & Tech
- Law & Social Justice
- Visual & Performing Arts
- Sustainable Urban Design
- Engineering
- Computer Technology
- Hospitality
- Environmental Science
- Education & Community Health
- Community Leadership
- Media
- Architecture
- Health & Bio Science
- Health & Tech
- Technology



Graduating Seniors (2021-22)



66% (132 of 201) of housing insecure high
school seniors graduated²

Data Source: OUSD Fast Facts & McKinney-Vento Fact Sheet



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Connecting Housing Access to MKV Education Policy



Who here has supported a McKinney-Vento (MKV) family with housing services?



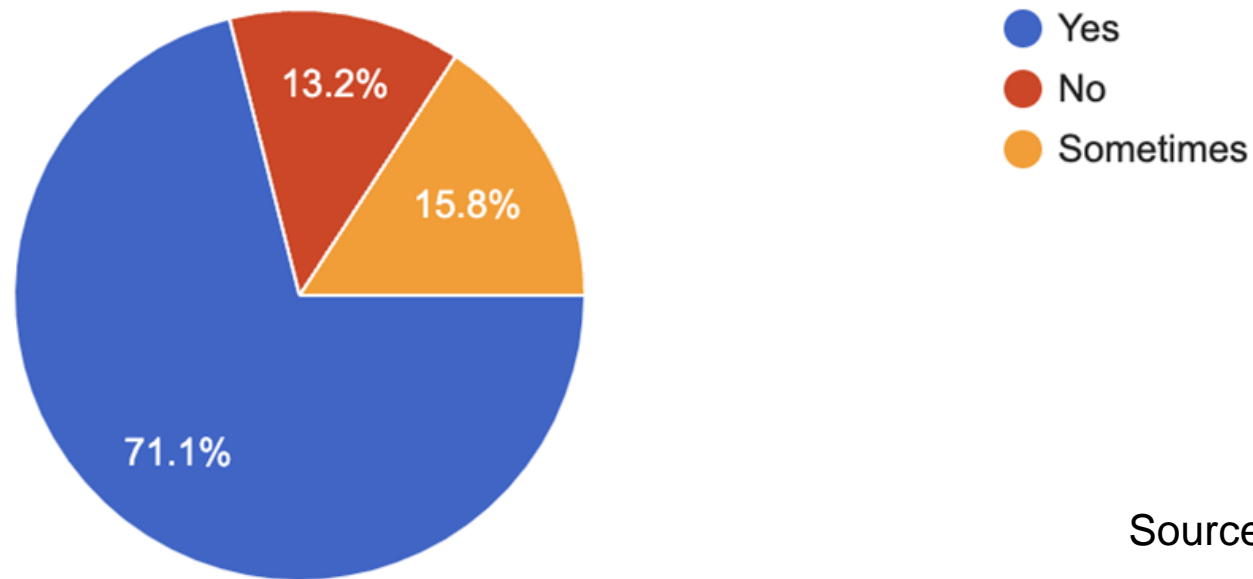
Questions Guiding My Research:

What are the existing barriers to coordination between education and housing services in California?

What are the best practices for integrating education and housing to support families facing homelessness?

Survey of COEs 2021 and 2023 Results

Coordination between County Offices of Education (COE) and Continuum of Care (CoC) is occurring throughout California, **but most participants indicate barriers**



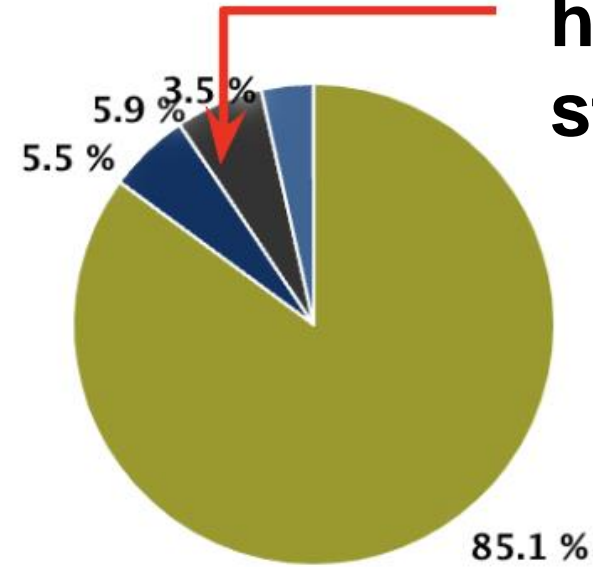
Source: California Department of Education

Homelessness Definition Qualifiers	HUD	HDIS	McKinney-Vento
Residing in a Place not Meant for Human Habitation Street, Bus/Train Station, Abandoned Building RV/Shelter without Plumbing or Electricity Substandard Housing Tent, Car, Encampment	Yes No No Yes	Yes Yes No Yes	Yes Yes Yes Yes
Temporary Housing Emergency/ Congregate Shelter and Safe Haven Transitional Housing, Hotels/Motels Paid by Programs Exiting an Institution (e.g. jail, hospital) Abandoned in Hospital	Yes Yes Yes No	Yes Yes Yes No	Yes Yes Yes Yes
Permanent Housing Projects Permanent Supportive Housing Housing Only Rapid Rehousing	No No No	Yes Yes Yes	<i>Depends</i> Yes Yes
Shared Housing Doubled or Tripled Up Couch Surfing	No No	No No	Yes Yes



*In the 2020-2021 school year, **227,612** McKinney-Vento students were identified*

- Shelters, transitional housing
- Doubled-up (e.g., living with another family)
- Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned building)
- Hotels/Motels



34,000 HUD housing eligible students

Questions Guiding My Research:

What are the existing barriers to coordination between education and housing services in California?

What are the best practices in integrating education and housing to support families facing homelessness?

- **Who in the room is connected with your local CoC?**

“Involvement on CoC is important, because a lot of time they do not discuss education, being at the table is important and every time you can say something, you should say something”

(Jennifer Kottke, Los Angeles

County Office of Education)

Best Practice 1: Connecting with CoC

CHYP You Count Dashboard by [California Research Bureau](#)



Dashboard Data Maps Find CoC CoC Info



You Count

Data on Youth Homelessness in California

Info On Your CoC

Select a CoC

San Diego

Institutions in San Diego CoC

County	Assembly District	Senate District
San Diego	52 74 75 76 77 78 79 80	18 32 38 39 40

Educational Institutions in San Diego CoC

School District	Higher Education	Trade School
Alpine Union Elementary School Di..	Alliant International University	ABC Apprenticeship Training
Bonsall Unified School District	Berean Bible College	Associated Technical College
Borrego Springs Unified School Dis..	California College San Diego	ATA College
Cajon Valley Union School District	California Miramar University	California Institute of Arts & Techn..
Cardiff Elementary School District	CSU San Diego	Center for Employment Training ,C..
Carlsbad Unified School District	CSU San Marcos	College, Career and Technical Educ..
Chula Vista Elementary School Dist..	Cuyamaca College	Concorde Career College
Coronado Unified School District	Design Institute of San Diego	Contractors State License Schools
Dehesa Elementary School District	John Paul the Great Catholic Unive..	Electrical Training Institute of San ..
Del Mar Union Elementary School D..	National University	Fast Track Medical Training Center
Encinitas Union Elementary School ..	NewSchool of Architecture and Des..	Glendale Career College
Escondido Union High School Distri..	Point Loma Nazarene University	Golden State Contractors School
Escondido Union School District	San Diego Christian College	ICOHS College
Fallbrook Union Elementary School..	San Diego University for Integrativ..	International Health Group
Fallbrook Union High School District	Southern States University	LearnMore
Grossmont Union High School Distr..	UC San Diego	License Instruction Schools
Jamul-Dulzura Union Elementary S..	University of San Diego	Pacific Health Educational Center
Julian Union Elementary School Dis..		PhlebotomyU Phlebotomy Training..
Julian Union High School District		San Diego Medical Billing School
La Mesa-Cajon Valley School Dist..		San Diego Medical College CMA Cert..

Contact Info

[Kathryn Durant](#)

858-292-7627 x22 | kathryn.durant@rtfhdsd.org

[Tamera Kohler](#)

858-292-7627 | tamera.kohler@rtfhdsd.org

Best Practice 2: HMIS Access

Request view or edit access of HMIS system (7 COEs currently have access) which includes background information on families

**HOMELESS
MANAGEMENT
INFORMATION
SYSTEM**

“HMIS tells us a more detailed story of a family, what housing agency is assigned to a family, and if students are enrolled in school”

(Donna Smith, Monterey County Office of Education)

HMIS System Can Support All MKV Students!

- **HMIS includes information on all agencies posting in HMIS (shelters, mental health, housing)** *ex: how many shelter beds are open/used*
- **Prevention and Intervention funding** (Sac, Alameda, San Diego) that doubled-up families would fall under, with access to rent/utility assistance

Best Practice 3: Updating the Housing Questionnaire

- The housing questionnaire has vastly **increased the number of McKinney-Vento identified students!**
- **Added sections to improve services:**
 - Veteran status of guardians
 - Pre-school members of family
 - Release of information
 - Would the family like to be referred to _____ services?

Other Innovative Ideas from Surveys

- Partner with local organizations to **create apps with homeless services (shelter, food, health, legal, education, transit, etc)**
- Focus on **HUD and Statewide housing programs/funding that prioritize families**
- Direct staff/funding towards **coordinated entry point/drop-in center** staffed by CoC, MKV Liaisons, and non-profit organizations



WIN app in Los Angeles



Sustaining the Change: System-Building Innovations

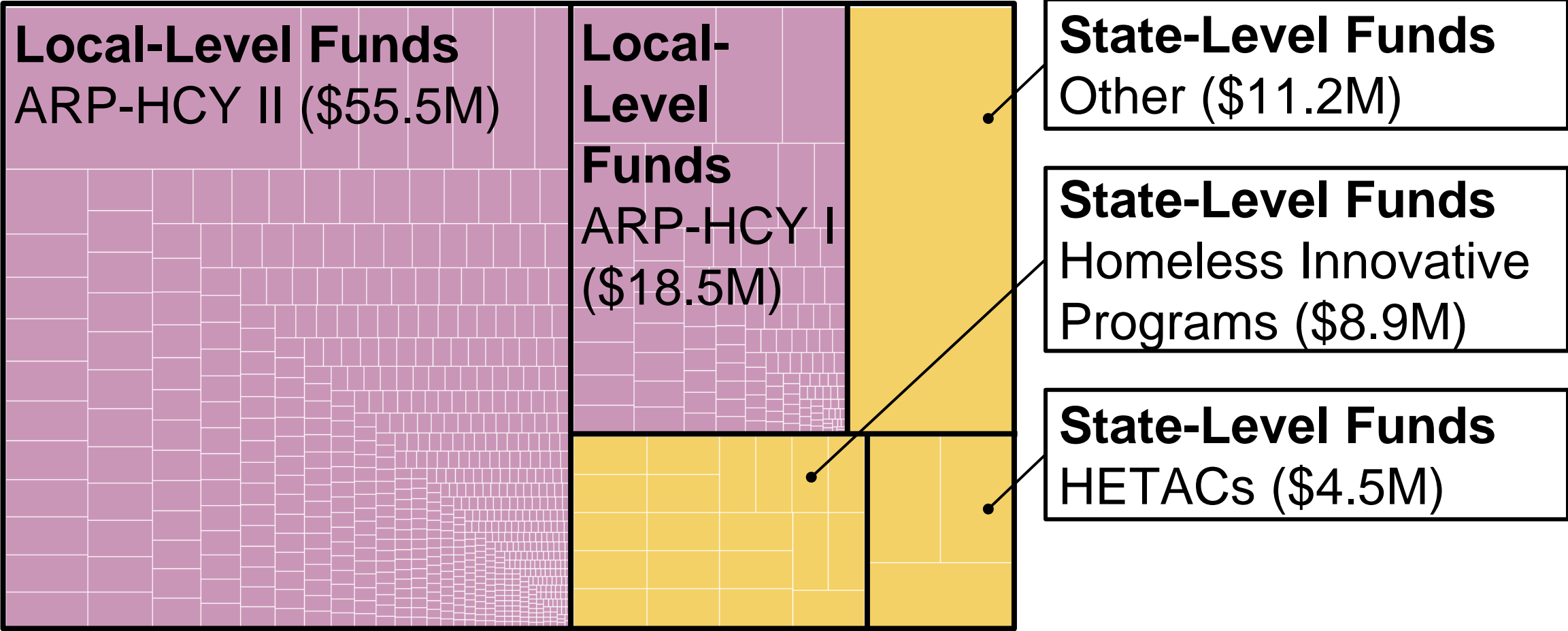
To understand how to fund and sustain these recommendations...

How is California leveraging its ARP-HCY funds to invest in and learn from **local innovative practices**?

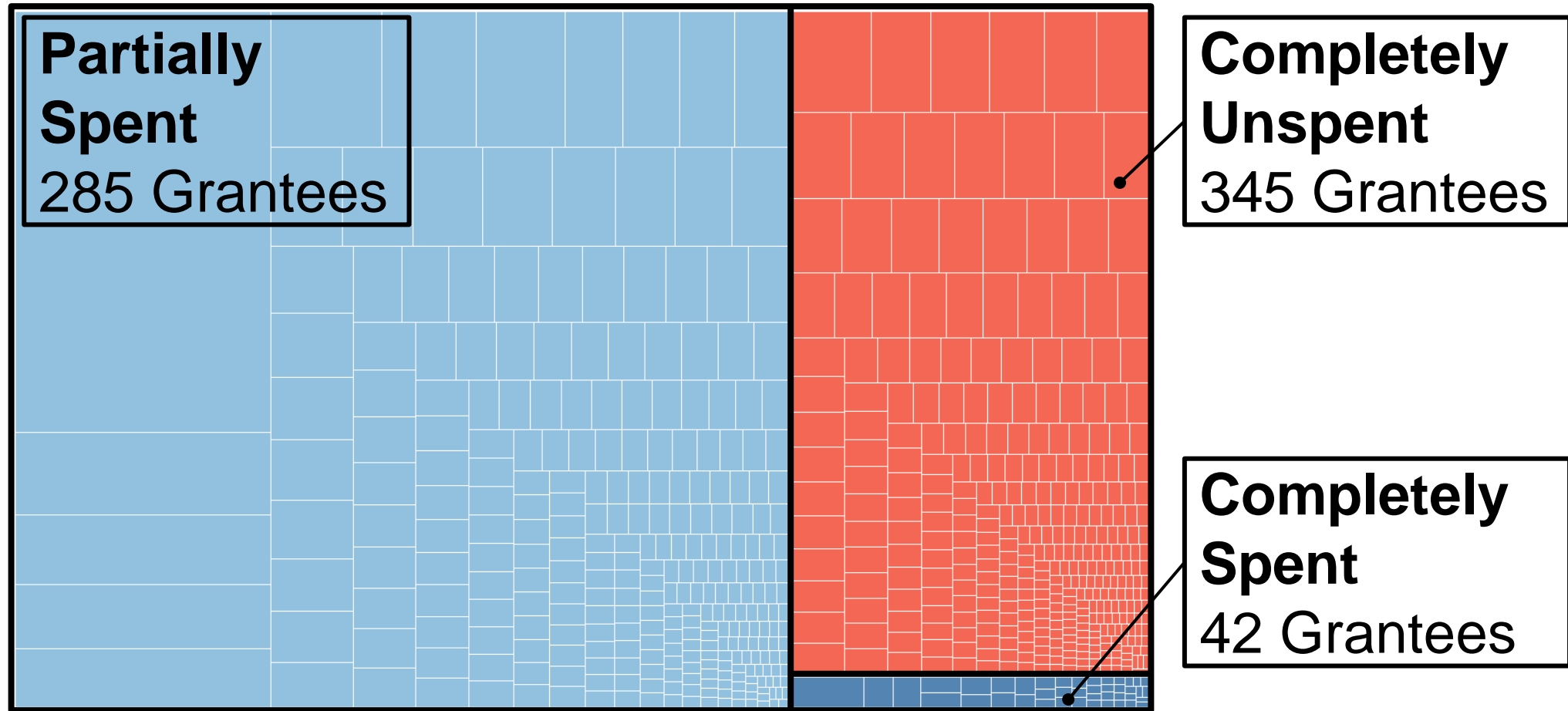
How do these investments prepare California to support SEH statewide **after the ARP-HCY funds expire in September 2024**?

What **promising practices** can inform how California maximizes its remaining ARP-HCY funds?

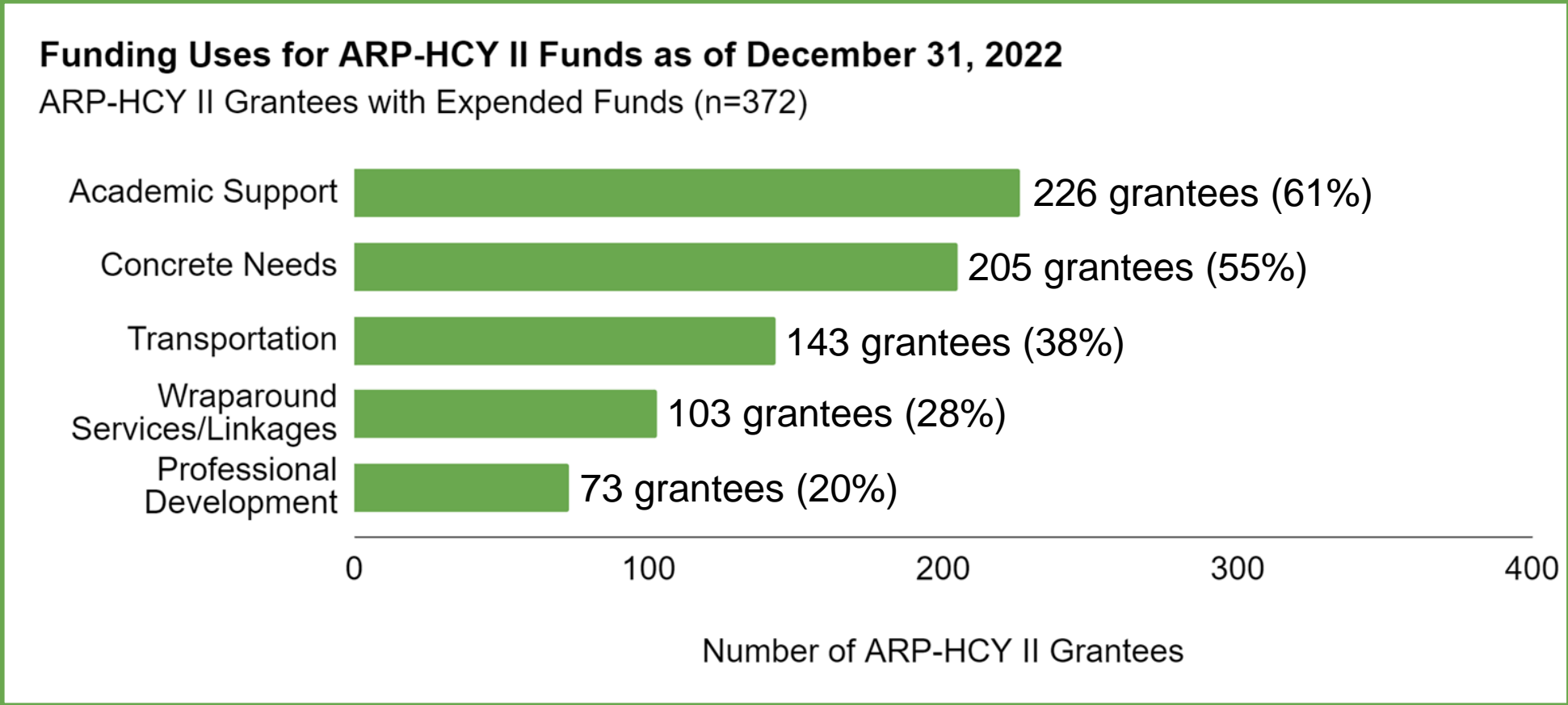
How California Allocated \$98.7M in ARP-HCY Funding to Support SEH



Almost Half of ARP-HCY II Grantees Have Partially or Completely Spent Funds



ARP-HCY II Funding Investments in Academic Support and Concrete Needs



Significant Opportunity to Maximize ARP-HCY II Funds by September 30, 2024

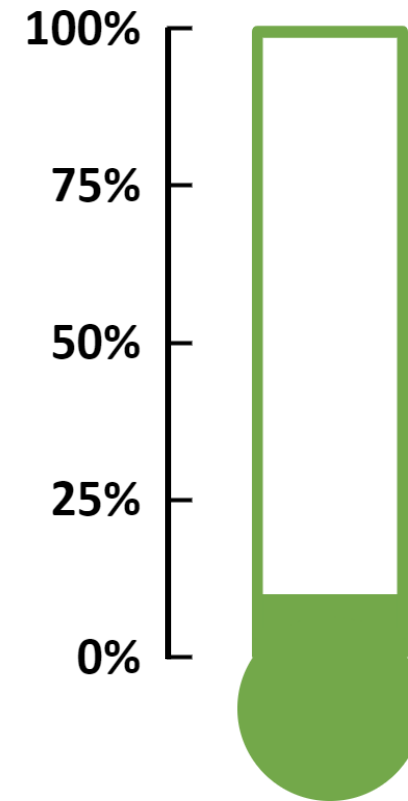
\$5,220,347

...has been expended (9%)


\$50,339,943

...needs to be expended (91%)

by September 30, 2024



Learning from Emerging Research







Federal and State Resources for Students Experiencing Homelessness

Daniel Espinoza, Michael Griffith, Dion Burns, and Patrick M. Shields

LEARNING POLICY INSTITUTE

MARCH 2023

PROGRESS & PROMISE:
An Early Look at COVID Relief Funds for Children and Youth Experiencing Homelessness

NCHC
National Center for Homeless Education
Supporting the Education of Children and Youth Experiencing Homelessness
<https://nche.ed.gov>

Providing Wraparound Services Under the American Rescue Plan Homeless Children and Youth Program

This NCHC brief

- provides an overview of the requirements to provide wraparound services for children and youth experiencing homelessness in the American Rescue Plan Homeless Children and Youth (ARP-HCY) program;
- discusses the ways that ARP-HCY funds have expanded the services that state educational agencies (SEAs) and local educational agencies (LEAs) are able to provide to children and youth experiencing homelessness;
- describes the opportunities and challenges for SEAs and LEAs in partnering with community-based organizations (CBOs) and providing wraparound services for children and youth experiencing homelessness;
- lists strategies to build SEA and LEA Education for Homeless Children and Youth (EHCY) program capacity to provide wraparound services; and
- spotlights examples of SEA initiatives to provide wraparound services for children and youth experiencing homelessness.

ARP-HCY and Wraparound Services

On March 11, 2021, President Biden signed into law the American Rescue Plan Act of 2021 (ARP) (HR 1319, Sec. 2001)¹ which included an \$800 million reservation within the Elementary and Secondary School Emergency Relief (ESSER) fund to address the specific and urgent needs of children and youth experiencing homelessness, in light of the challenges of the COVID-19 pandemic. In addition to the purposes of identifying children and youth experiencing homelessness and enabling them to attend school and participate fully in school activities, the law specifically mentions providing children and youth experiencing homelessness with wraparound services. These services include those that address the academic, social, emotional, and mental health needs of these children and youth.


The U.S. Department of Education (ED) awarded these funds to SEAs in two disbursements: ARP Homeless I (allocated in April of 2021) and ARP Homeless II (allocated in July of 2021). For both ARP Homeless I and ARP Homeless II funds, states were required to allocate not less than 75% of the funding to LEAs via subgrants.² SEAs were allowed to utilize up to 25% of the funding from each installment for state-level activities to support training, technical assistance, capacity-building, and engagement at the state and LEA levels. The availability of ARP-HCY funds ends in 2025.

¹ View the full statute of the American Rescue Plan Act of 2021: <https://www.congress.gov/117/bills/hr/1319/BILLS-117hr1319enr.pdf>
For additional information on the ARP-HCY program, view the ED ARP-HCY program web page: <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-secondary-school-emergency-relief-homeless-children-youth-arp-hcy/>. Also, view the ARP-HCY resources page of the National Center for Homeless Education: <https://nche.ed.gov/legislation/arp/>.

² See the ARP Final Requirements at <https://www.govinfo.gov/content/pkg/FR-2021-07-09/pdf/2021-14705.pdf>.


State-Level: Encouraging Interagency Collaboration and Capacity Building via Regional Systems

Homeless Education Technical Assistance Centers (HETAC)



About the HETAC


The HETAC is funded by the California Department of Education to serve as the state's homeless education technical assistance center. The HETAC is operated jointly by the Contra Costa, Los Angeles, and San Diego County Offices of Education.



Contra Costa County Office of Education

Alejandra Chamberlain, HETAC Lead, achamberlain@cccoe.k12.ca.us


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Los Angeles County Office of Education

Jennifer Kottke, HETAC Lead, kottke_jennifer@lacoed.edu

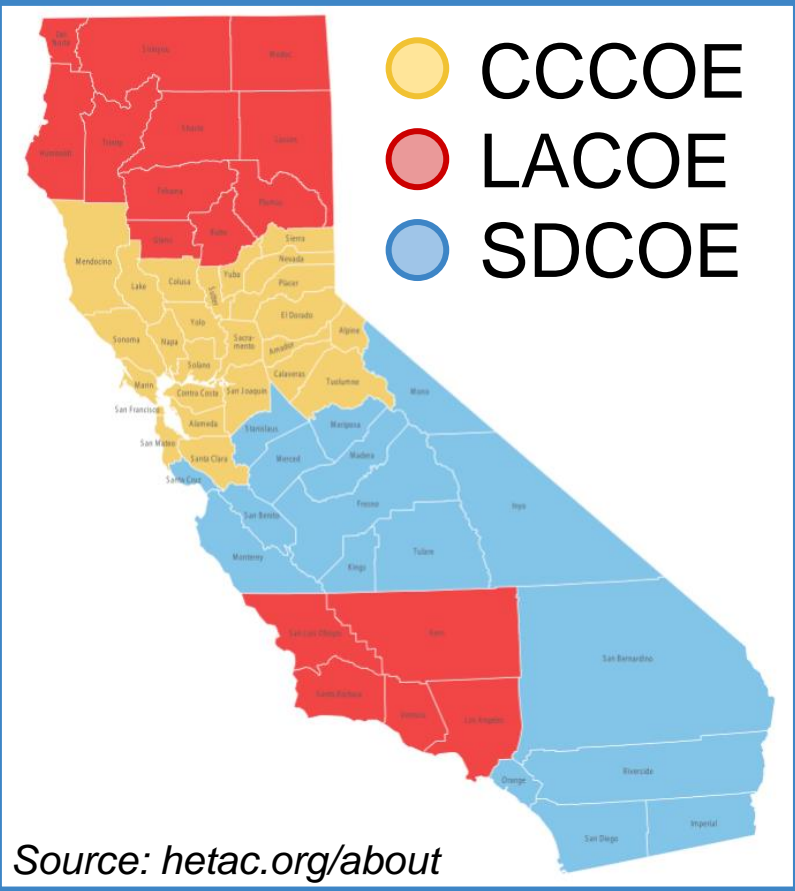
Serving Butte, Del Norte, Glenn, Humboldt, Kern, Lassen, Los Angeles, Modoc, Plumas, San Luis Obispo, Santa Barbara, Shasta, Siskiyou, Tehama, Trinity, and Ventura counties



San Diego County Office of Education

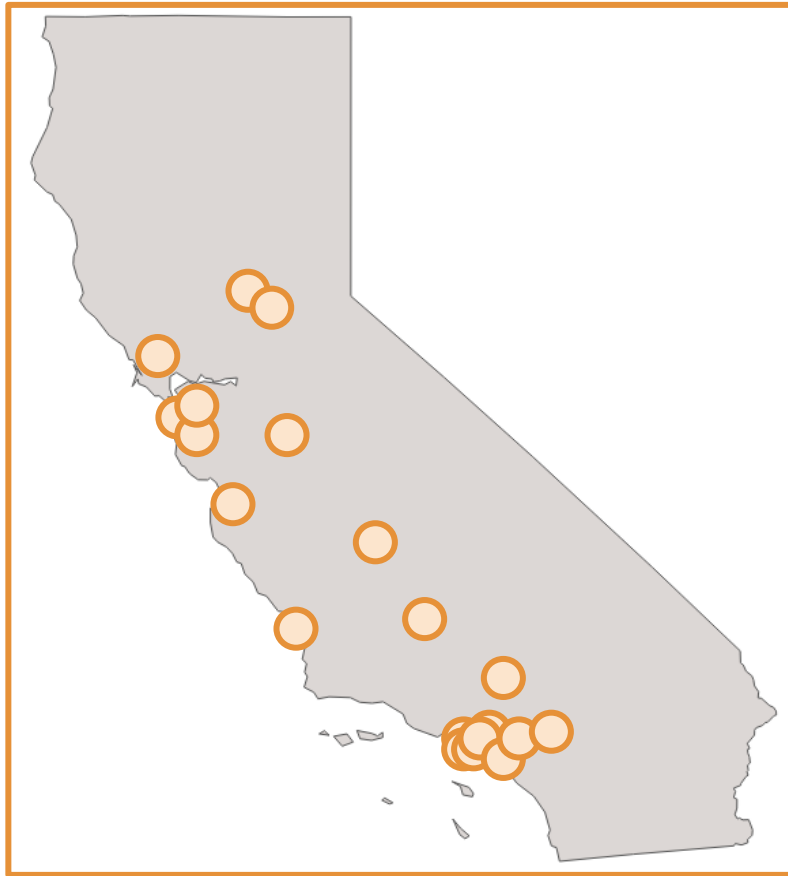
Susanne Terry, HETAC Lead, susanne.terry@sdcoe.net

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Source: hetac.org/about

State-Level: Identifying and Amplifying Local, Innovative Practices via HIP Grants



Homeless Innovative Programs (HIP) Grant

“...to identify models of innovative practice (MIP)...to improve the educational stability, access, support, and academic achievement of children and youth experiencing homelessness.”

Source: CDE Homeless Innovative Programs Grant Request for Applications

State-Level: Identifying and Amplifying Local, Innovative Practices via HIP Grants

History & Ideation

CDE believes that innovation comes from investing in equity and local communities and partnerships.

Learning Network

CDE is supporting a **statewide learning network** to uplift proven, innovative, and scalable practices that improve educational experiences for SEH.

Toolkits Coming!

In **July 2023**, grantees will release MIP toolkits and begin to actively disseminate practices statewide and nationwide.

State-Level: Target Activities Uplifted by Homeless Innovative Programs Grant



identify and serve **unaccompanied unhoused youth** and those involved in the **juvenile justice system** and in particularly **challenging situations**

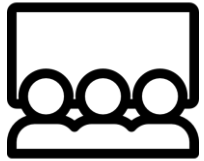


increase identification and support through **novel procedures**



demonstrate increased **educational outcomes**

State-Level: Target Activities Uplifted by Homeless Innovative Programs Grant



implement **professional development** across LEA and/or community



identify **evidence-informed** strategies and address **systemic inequities**

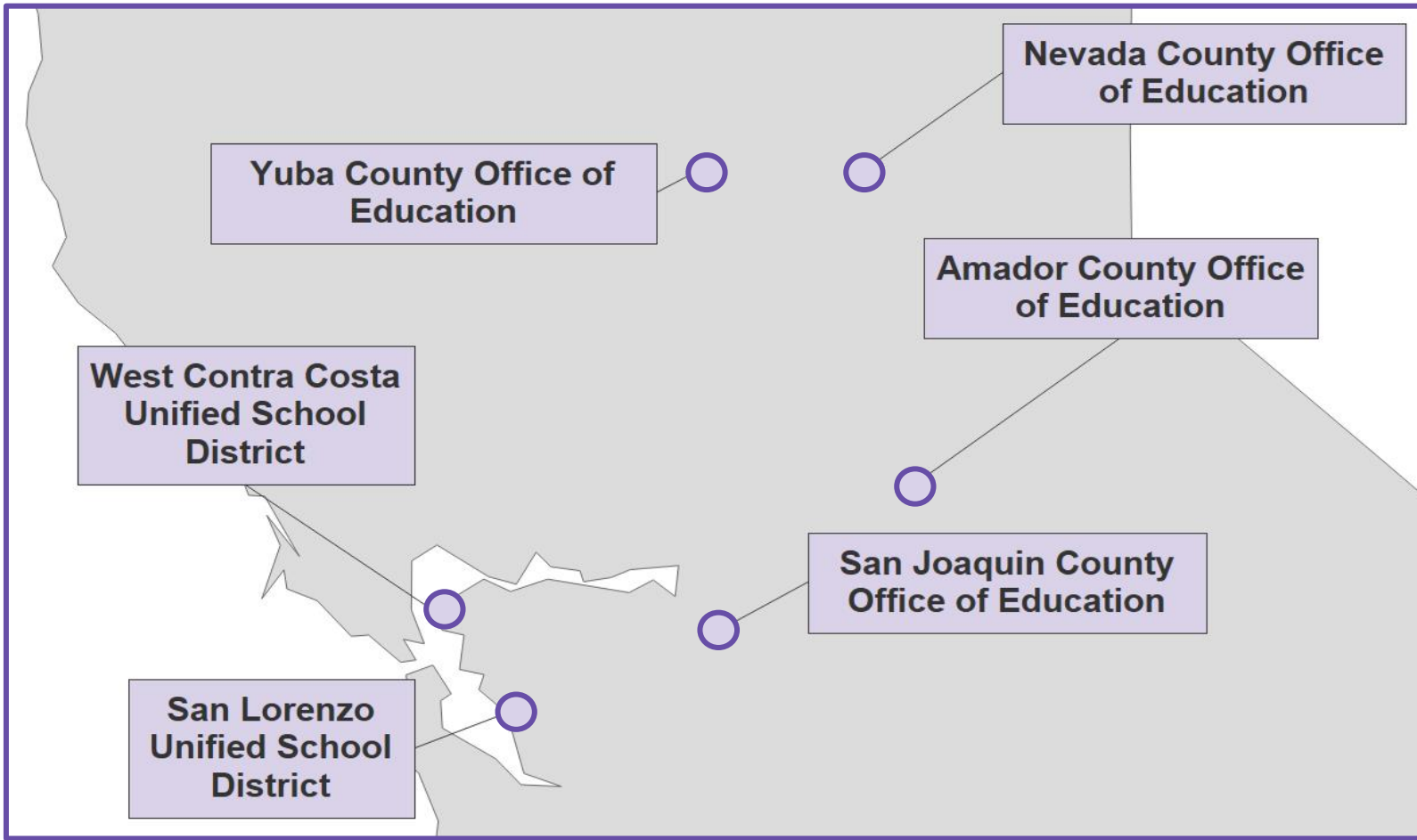


expand **collaboration** and **coordination** to support **whole child**



address **housing** needs including forming **partnerships**

Regional-Level: Strengthening Systems by Organizing Programming and Funding around SEH

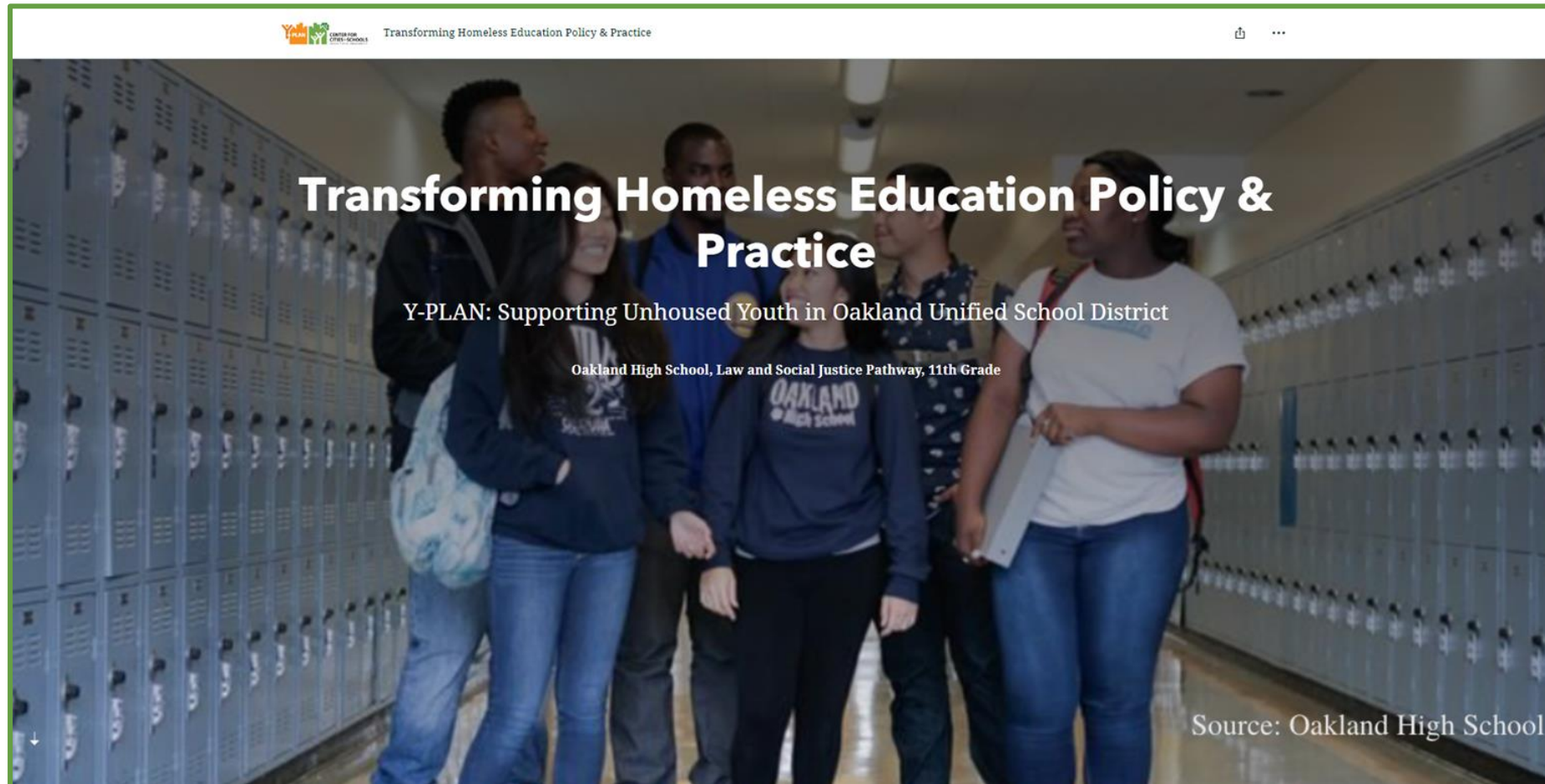


CCCOE Community Schools Mini-Grants



Alejandra Chamberlain
Youth Services Director

Local-Level: Activating Youth as Agents of Change in Homeless Education Policy and Practice



Who here can envision ways to spend ARP by engaging young people?



Are there any ideas of suggestions for future research that would be helpful?





Q & A



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