



Structuring Academic Success for Homeless Students:

Raising Expectations and Learning Outcomes by Tapping into California's "Golden" Funding Opportunity!

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Students



WELCOME & INTRODUCTIONS



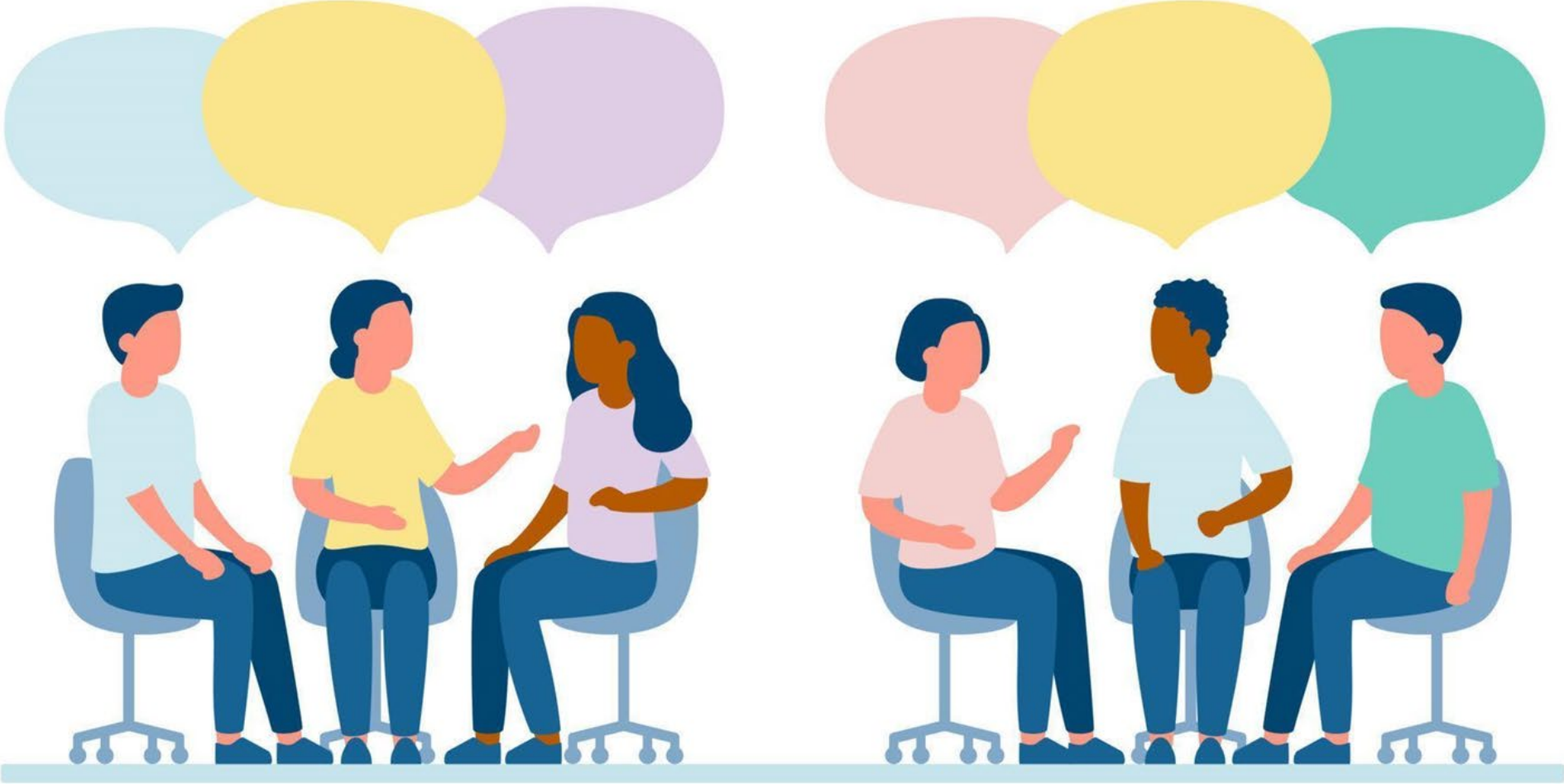
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WHO IS IN THE ROOM?



PULSE CHECK



*Who works with directly with students to support academic success ie, graduation?
How?*

Who has a school/district academic referral system for MKV students?

Who has heard of California's Golden State Pathways?



Overview and context setting

- Golden State Pathways and more!

Our Educational Imperative

- Identification
- Tailored counseling
- Pathway placement supports
- Structuring success through pedagogy

Agenda



Youth/Student Perspective

In Action: Two Case Studies

Tabletop Discussion: Activating ideas at home



Overview and context setting

- California recently invests millions in the **Golden State Pathways Program (GSPP)** and Career Pathways
 - (“Career and Technical Education” +)
- **A key component of this work is to increase access and equity within career pathways** i.e., how pathways can best support special student populations such as homeless students.



CONTEXT:



\$500 million allocated state budget - being released in 2024



Aims to enhance the college & career readiness of CA's high school students

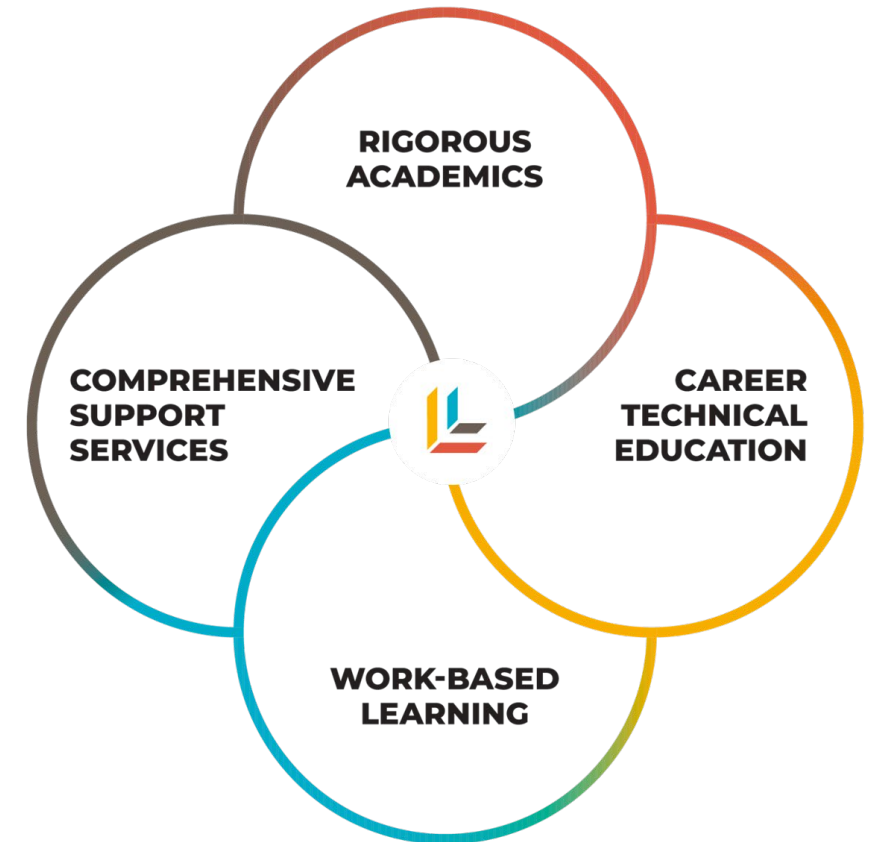


Prioritizes funding for LEAs with above-average SEH populations



4 Key Components of California's Linked Learning Pathways

- 1) Rigorous academics
- 1) Career technical education
- 1) Work-based learning
- 1) Comprehensive support services



WHY IS AN ACADEMIC FOCUS NEEDED TODAY?

WHAT DOES DATA TELL US?

Good Trends and Challenging Ones



2020-2021 Four-Year Graduation Rate Comparison

CTE Concentrators vs. All Students Experiencing Homelessness (SEH)

96%

4-Year Graduation Rate of
**SEH who are
CTE Concentrators***

**From Perkins V Data Explorer
n=3749 total SEH students*

68%

4-Year Graduation Rate of
All SEH**

***From CDE's DataQuest
n=33,935 total SEH students*



California School Dashboard: College & Career Readiness Measures for CA's 2020* Graduating Cohort

■ Prepared ■ Approaching Preparedness ■ Not Prepared

SEH



All Students



Students Experiencing Homelessness are less likely to be prepared and more likely to be unprepared in California's measures of college & career readiness.

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



STUDENT PERSPECTIVE!

Top 3 most important ways to improve learning systems for students experiencing homelessness



OUSD MKV

Academic Counseling

Kimberly



Diving Deep Into Implementation

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Secondary Educational Support



Academic Counseling Seven Step Program:

- ❖ **Step 1:** A referral is received from high school academic counselors, CSM's, and support staff
- ❖ **Step 2:** An appointment is scheduled with the school site academic counselor
- ❖ **Step 3:** Upon determination of academic need an appointment is scheduled with the student
- ❖ **Step 4:** After meeting with the student and gaining an understanding of their living situation MKV program eligibility is determined
- ❖ **Step 5:** Once all the MKV paperwork is completed the student is officially enrolled into the MKV program
- ❖ **Step 6:** In collaboration with the students school counselor together we outline a comprehensive graduation plan for the student
- ❖ **Step 7:** Quarterly meetings are scheduled with the student to make sure they are receiving all of the accommodations and supports they are entitled to

Educational Entitlement AB 1806 and Supports



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

- A High School student may be entitled to a credit reduction if they qualify under AB 1806 for MKV and have transferred schools after their 10th grade year
- **Supports include:**
 - Transcript review and evaluation
 - Outlined graduation plan
 - Academic case management for attendance improvements
 - Transportation support in the form of bus tickets
 - Clothing and Shoe donations
 - Food/Restaurant gift cards
 - Tutoring services

Equitable Access to Deep Learning Opportunities

Important Points about the Case Examples

1. Illustrate how a shift from *content-centered* to *student-centered* schools can the remove barriers to deep learning that marginalized students experience.
 - a. Content-Centered schooling focuses on the academic core
 - a. Deep Learning **does not happen in the academic core** (typical classroom setting) (Jahl Mehta, Harvard University)



Equitable Access to Deep Learning Opportunities

2. Deep Learning happens in the “Periphery” of the high school experience.

- Electives, Advisories
- Capstone Courses, Portfolio Development
- Projects, Internships, WBL/Dual Enrollment opportunities

3. If we are not making sure that we are removing barriers to entry and success in the periphery...we will not achieve equity goals for students experiencing trauma and instability such as homelessness..

4. The case examples illustrate efforts to create equitable access to deep learning for ALL youth, including HHM youth



Deep Learning: What to look for in the examples

Deep Learning (Fullan & Quinn)

- **Character** (empathy, integrity, perseverance, self-management)
- **Citizenship** (social consciousness, systems knowledge)
- **Collaboration** (Interpersonal skills)
- **Communication**
- **Creative Expression** (artistic, social, entrepreneurialism)
- **Critical Thinking** (making connections; synthesizing information; coding/decoding language; logical reasoning).



INTO ACTION: CASE STUDIES

Gardner Center Youth Participatory Action Research (YPAR)

Rudsdale Newcomer High School: An Alternative Option for Newcomer High School Students with Interrupted Learning

Oakland High's Law and Social Justice Pathway Y-PLAN collaboration

Youth Civic Action Project focused on serving Homeless and Highly Mobile Students in Career Pathways and Community Schools.



RUDSDALE - OUSD



Youth Participatory Action Research Projects:

- Banking/Credit
- Housing (Leases/Renters' Rights)
- Getting a Driver's License
- Community/Biographical Photography

<https://gardnercenter.stanford.edu/sites/g/files/sbiybj24036/files/media/file/rudsdale-newcomer-hs-jgc-1.pdf>



CASE STUDY #2 - Y-PLAN at Oakland High's Law and Social Justice Pathway



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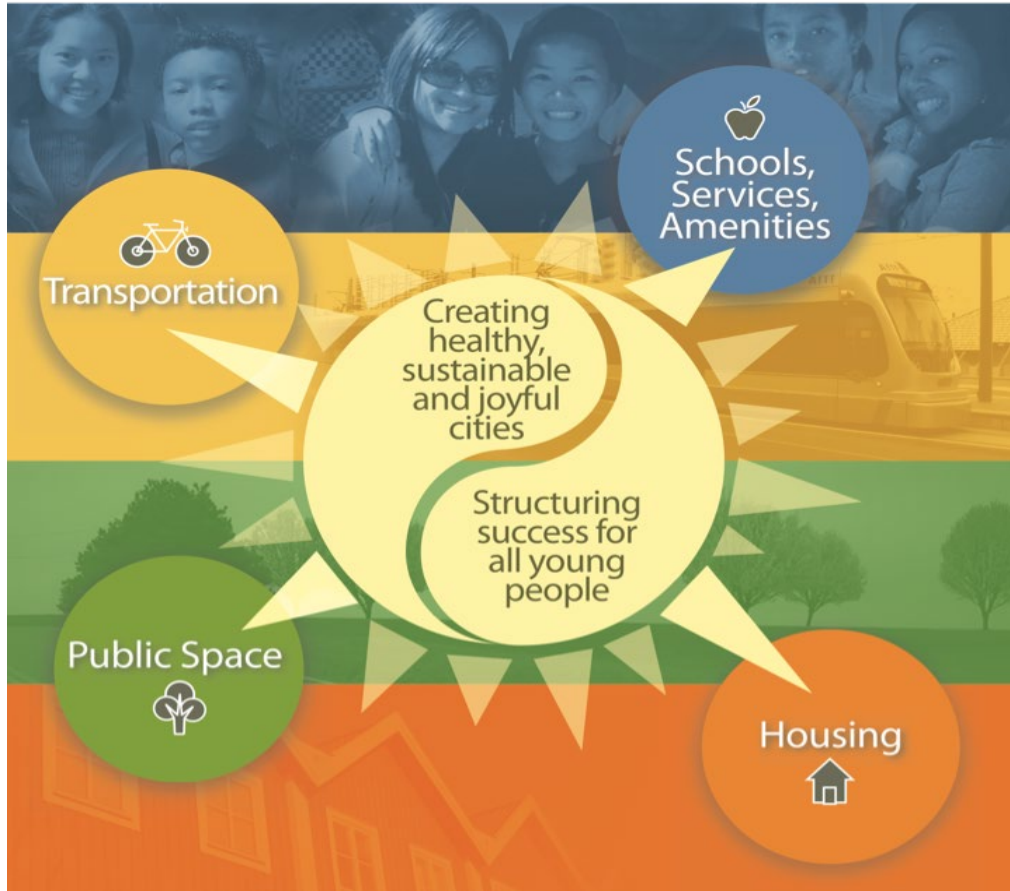
Oakland, CA | High school students and administrators at the Oakland Unified School District investigated how the district could better support homeless youth.





Y-PLAN

Youth - Plan, Learn, Act, Now



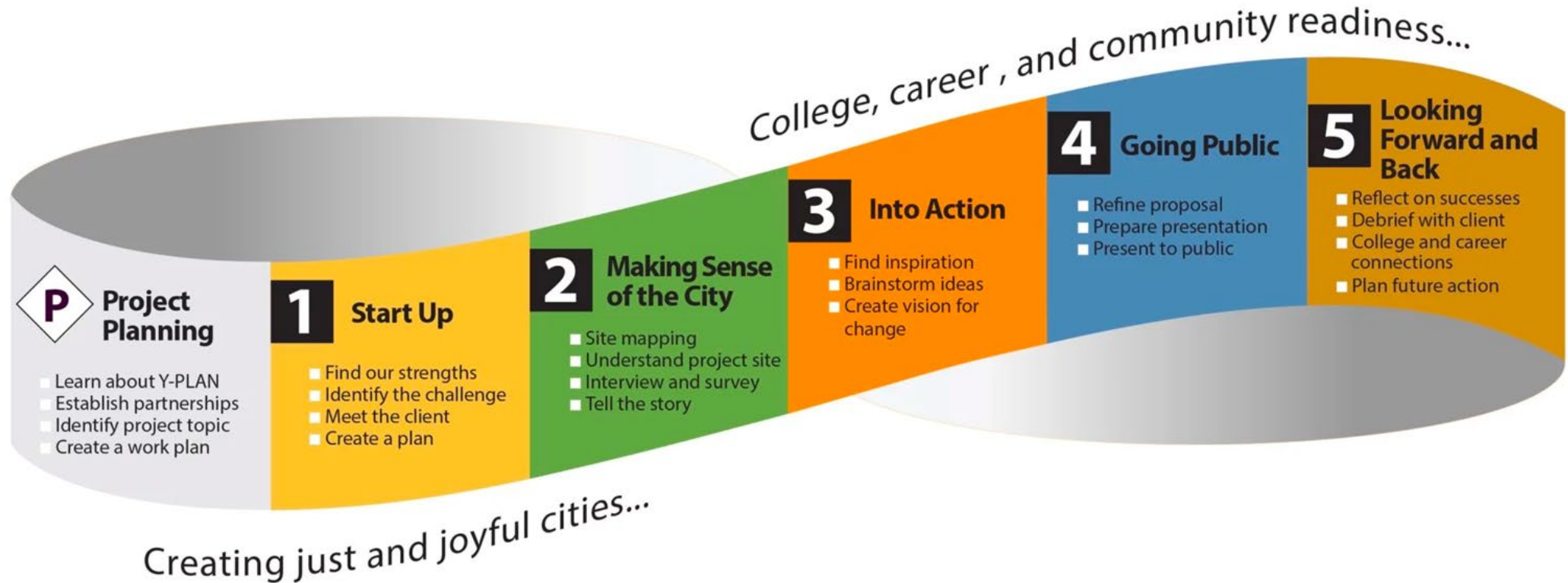
- A civic learning strategy, developed from career academy research, bringing young people and schools into the heart of city planning and community change
- A unique in-school K-12 work based learning opportunity
- A regional and global network



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5 - Step Civic - WBL Experience



Learn more on our [Story Map!](#)



Transforming Homeless Education Policy & Practice



Transforming Homeless Education Policy & Practice

Y-PLAN: Supporting Unhoused Youth in Oakland Unified School District

Oakland High School, Law and Social Justice Pathway, 11th Grade



1. Start Up

Met their client (OUSD MKV Liason) and learned about the project question.



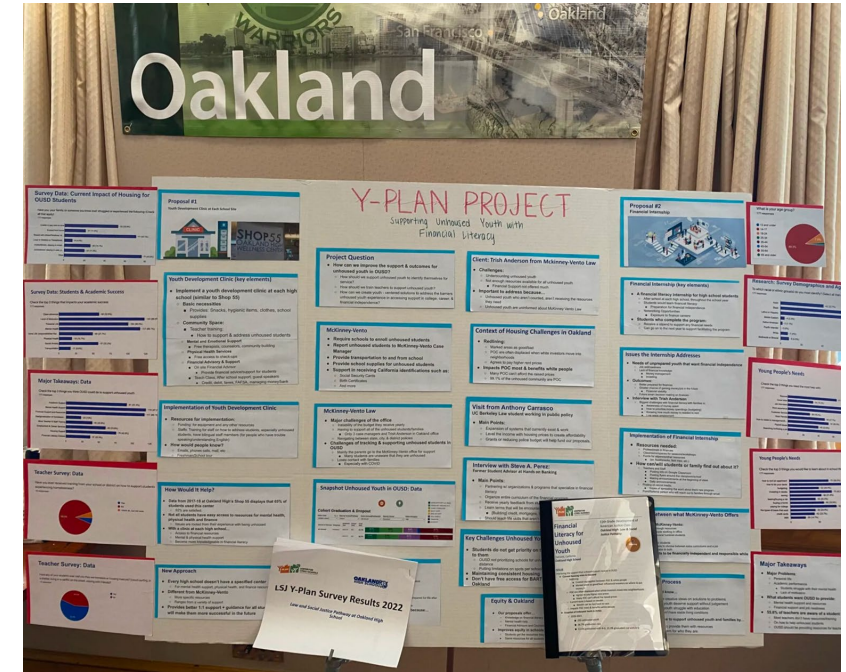
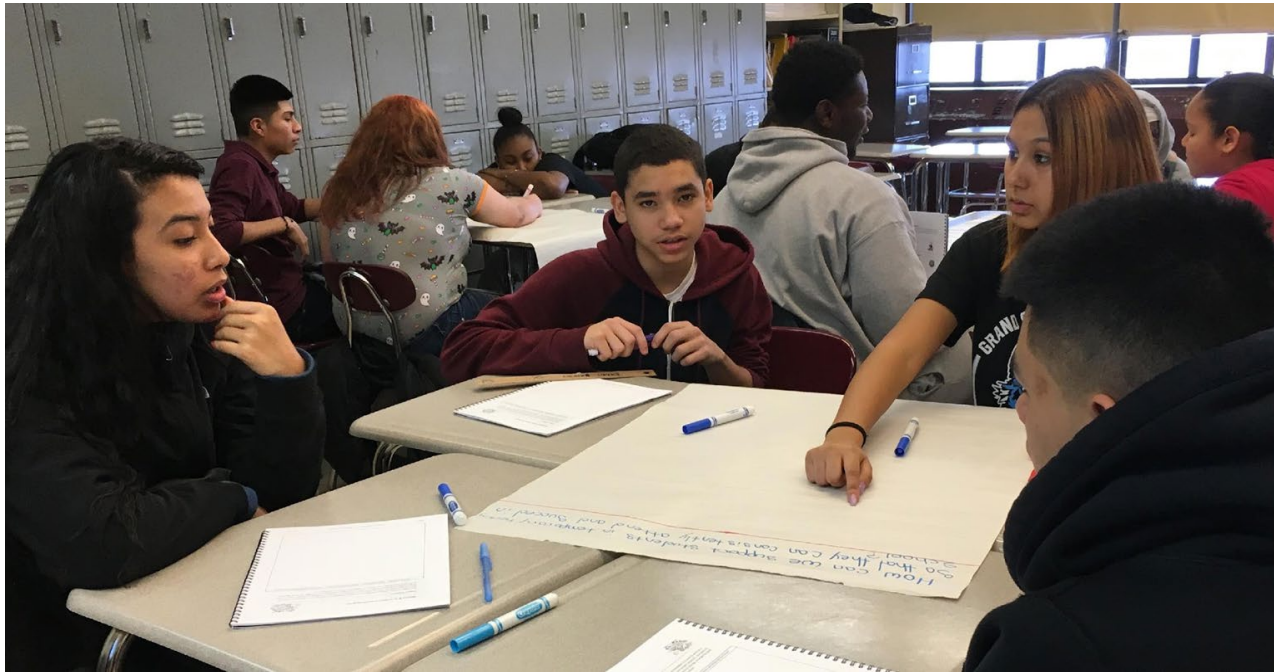
2. Making Sense of the City

Conducted interviews, surveys, and site visits.



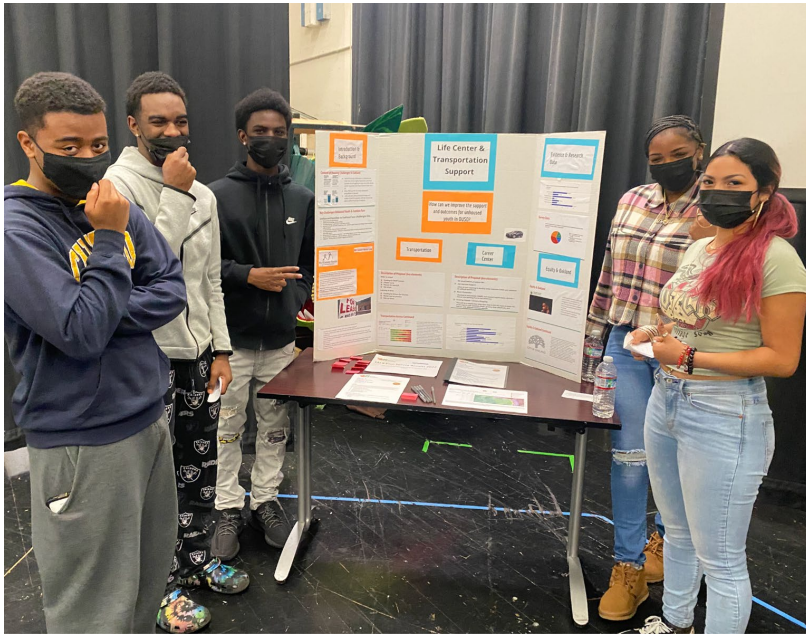
3. Into Action

Teams reviewed data & brainstormed solutions.



4. Going Public

Presented to civic clients and community leaders.



5. Looking Forward and Back

Sharing ideas with local & statewide policy leaders.

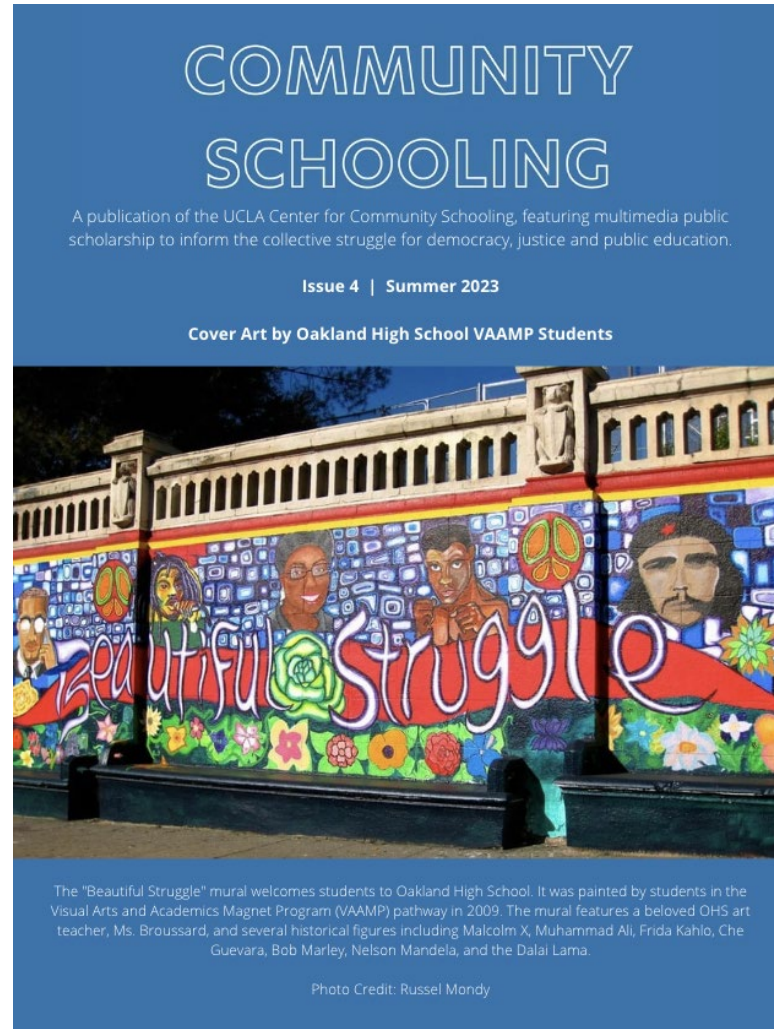


We are college, career, and community ready.

We are Oakland Community Schools.

Community Schooling Journal

Read Issue #4 of Community Schooling



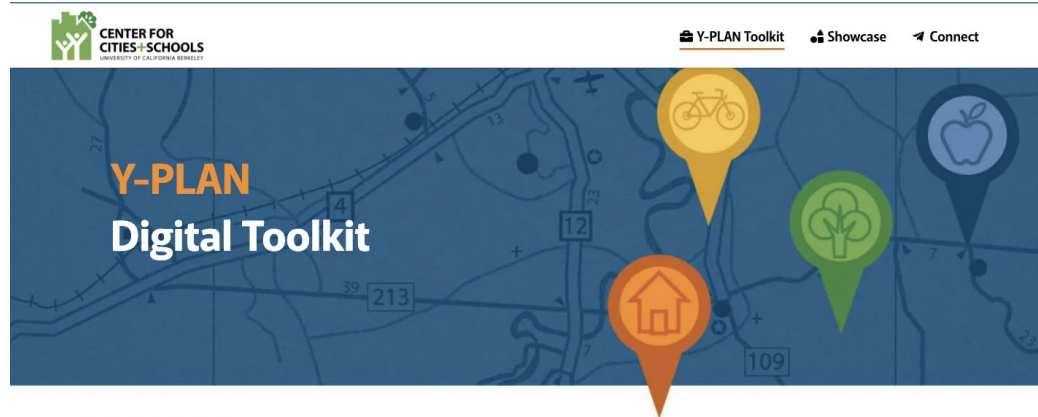
<https://communityschooling.gseis.ucla.edu/journal/>

ROUNDTABLE ACTIVITY

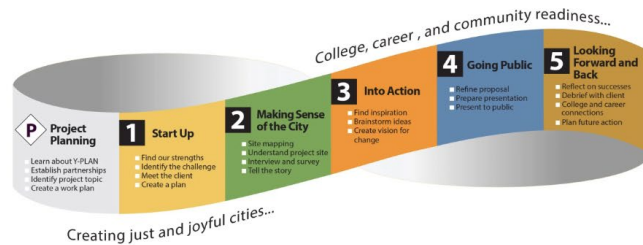
Participants are invited to engage directly in planning how to better connect McKinney-Vento/homeless education policy with **Deeper Academic Readiness and Preparation** in their districts and hometowns.



Y-PLAN Public 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.



Y-PLAN Roadmap: Young people follow a rigorous 5-step methodology, modeled both on professional research methodologies and participatory planning techniques.

Y-PLAN
(Youth - Plan, Learn, Act, Now) is an award-winning educational strategy and action research initiative that prepares young people to be agents of change to create just and joyful cities for all.

Data-driven Insight + Perspective

PROJECT SPOTLIGHT
Transforming Homeless Education

Y-PLAN students scholars at Oakland High School's Law and Social Justice Career Pathway engaged in district and statewide policymaking for homeless students, forging improvements of McKinney-Vento federal legislation.

Storymap

<https://y-plan.berkeley.edu/toolkit/>

Questions?



Thank You!



citiesandschools.berkeley.edu

<https://y-plan.berkeley.edu/toolkit/>





Diving Deep Into Implementation

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Case Examples

*A Guide to Integrated Student Supports for
College and Career Pathways*

Lessons from linked learning high schools

Jorge Ruiz de Velasco, Editor



John W. Gardner Center for Youth and Their Communities

★ CHAS/LAUDS (Ch 2)

Capstone Course Projects

- + YPAR
- + HHM/newcomer students focused on Healthcare access/promoters

★ O'Connell High (Ch 3)

Advisory Classes

- + (Push-in by Counselors; College Tutors/Advisors)
- + FAFSA Preparation
- + Behavioral Health

<https://gardnercenter.stanford.edu/publications/college-career-and-civic-readiness/guide-integrated-student-supports-college-and>

