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The California American Rescue Plan – Homeless Children and Youth Implementation Evaluation

- Samira Soleimanpour, PhD, MPH
- Sara Geierstanger, MPH
- Christina Agostino, MPH
- Joanne Yang, MPH

School Health Evaluation & Research Team

University of California, San Francisco

Presentation Learning Objectives

By the end of the presentation, participants will be able to:

- Describe evaluation methods used to document the reach and impacts of American Rescue Plan-Homeless Children and Youth (ARP-HCY) funding to identify and support students experiencing homelessness.
- Identify how local educational agencies (LEAs) statewide expended ARP-HCY funding to increase identification and serve students experiencing homelessness.
- Discuss common barriers to implementing ARP-HCY-funded strategies and how LEAs statewide overcame potential barriers.

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Evaluation Overview

- University of California, San Francisco (UCSF) is evaluating the implementation of the overall ARP-HCY statewide investment and each program component:
  - Homeless Education Technical Assistance Centers (HETACs)
  - Homeless Innovative Program (HIP) Grant
  - ARP-HCY I and II Grants

- Findings will:
  - Demonstrate the reach and impacts of identifying and serving students experiencing or at risk of experiencing homelessness
  - Describe successes, challenges, and common strategies implemented with ARP-HCY funding

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Homeless Education Technical Assistance Centers (HETACs)

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HETAC Overview

- HETACs provide homeless education support to the state's 58 County Offices of Education (COEs) and their respective LEAs
- Grant Amount: $4.5 million per year for 3 years

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HETAC Activities

- Serve as a facilitator, capacity builder, and resource connector and provide support, guidance, and expertise to COE Homeless Education Liaisons regarding the McKinney-Vento Homeless Assistant Act

- Each of the three HETAC COE leads facilitates ongoing training, webinars, and conferences for COEs in their assigned region

- Specific activities:
  - Facilitation of trainings, webinars, and conferences
  - Development of resources connector and HUB website
  - Capacity building through technical assistance and coaching
  - Collaboration with community-based organizations and partnering agencies

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HETAC Region Specific Tasks

Contra Costa County Office of Education (CCCOE)	• Coordinating and facilitating webinars that meet the needs of CA liaisons and students experiencing homelessness. • Assisting rural counties with the issues that they specifically face as they relate to homeless education.
Los Angeles County Office of Education (LACOE)	• Assisting rural counties with the issues they face regarding homeless education. • Planning and facilitating an annual and/or biannual statewide homeless education conference.
San Diego County Office of Education (SDCOE)	• Developing online training materials, guidance, tools, best practices, etc., in the various areas of homeless education. • Developing a resource hub or website to house/host resources, guidance documents, updates, training modules, etc.

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HETAC Evaluation Methods

- Annual COE Liaison Survey/Needs Assessment
- Webinar, Meeting, Technical Assistance/Training and Website Tracking and Feedback
- Annual Reports

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HETAC Facilitation of Trainings, Webinars, and Conferences

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- **Facilitated State Conference for CA Homeless Education Liaisons**
  - ~400 attendees in 2023 and ~700 in 2024

- **Led 20+ webinars (http://www.hetac.org), including:**
  - Addressing the Needs of Students Experiencing Homelessness Who Have Disabilities
  - Cross-System Collaboration and School-Community Partnerships
  - Expanded Learning and Summer Programs for McKinney-Vento Students
  - Housing Questionnaire: Legislation and Guidance
  - It's Time to Spend Your ARP-HCY Funds: Allowable and Strategic Uses
  - Supporting Immigrant and Refugee Students
  - Supporting Young Children Experiencing Homelessness

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HETAC Resource Development

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Developed Numerous Toolkits, Tip Sheets, and Guides, such as:

- Addressing the Needs of Students Experiencing Homelessness Who Have Disabilities
- California Early Care and Education Resource Guide
- Expanded Graduation Options for Students Experiencing Homelessness in California
- Local Early Care and Education Programs: A Resource for Families in Transition
- LEA Homeless Education Policies: Understanding and Implementing Federal and California Law
- National Homeless Youth Awareness Month Toolkit
- School-Community Partnerships Toolkit

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HETAC Metrics

Since November 2021*:

- 63,154 HETAC website views
- 2,101 meeting attendees
- 1,108 webinar attendees
- 533 technical assistance contacts

*Data through December 2023, except website views through April 2024

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HETAC: April 2023 COE Liaison Survey Findings

Has your confidence increased due to the HETAC's support in the last year in any of the following McKinney -Vento Act topic areas? *(N=40 COE Liaisons)*	% reporting increased confidence
Offering professional development and other support to school personnel providing McKinney-Vento Act services	85%
Providing sample templates, forms, and procedures as defined in state and federal legislation	80%
Training on the McKinney-Vento Act	75%
Identifying student needs and services/resources to address them	75%
Developing/revising policies and procedures	70%
Identifying homeless children and youth (HCY)	63%
Meeting the needs of unaccompanied youth	63%

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HETAC: April 2023 Needs Assessment Findings

Has your confidence increased due to the HETAC's support in the last year in any of the following McKinney -Vento Act topic areas? *(N=40 COE Liaisons)*	% reporting increased confidence
Reviewing/using data to target technical assistance and monitoring	58%
Resolving disputes regarding educational enrollment, eligibility, and school selection	55%
Accessing and using support service and educational outcome data to improve support systems	55%
Identifying and serving the 0-5 year old (non-enrolled) population	48%
Connecting children and youth experiencing homelessness in historically underserved populations to educationally related support and wraparound services	45%
Informing parents/guardians of the educational and related opportunities and providing meaningful opportunities to participate	38%

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Homeless Innovative Programs (HIPs)

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Homeless Innovative Programs (HIPs)

- 20 LEAs that had proven innovative practices received funds through a competitive process to develop **Model Innovative Practice (MIP)** Toolkits.

- The HIPs disseminated their MIP Toolkits to the field to improve the identification, educational stability, access, support, and academic achievement of children and youth experiencing homelessness.

- Grant Amounts: $9 million total state funds allocated to 20 grantee recipients over a two-year period resulting in $450,000 per LEA.

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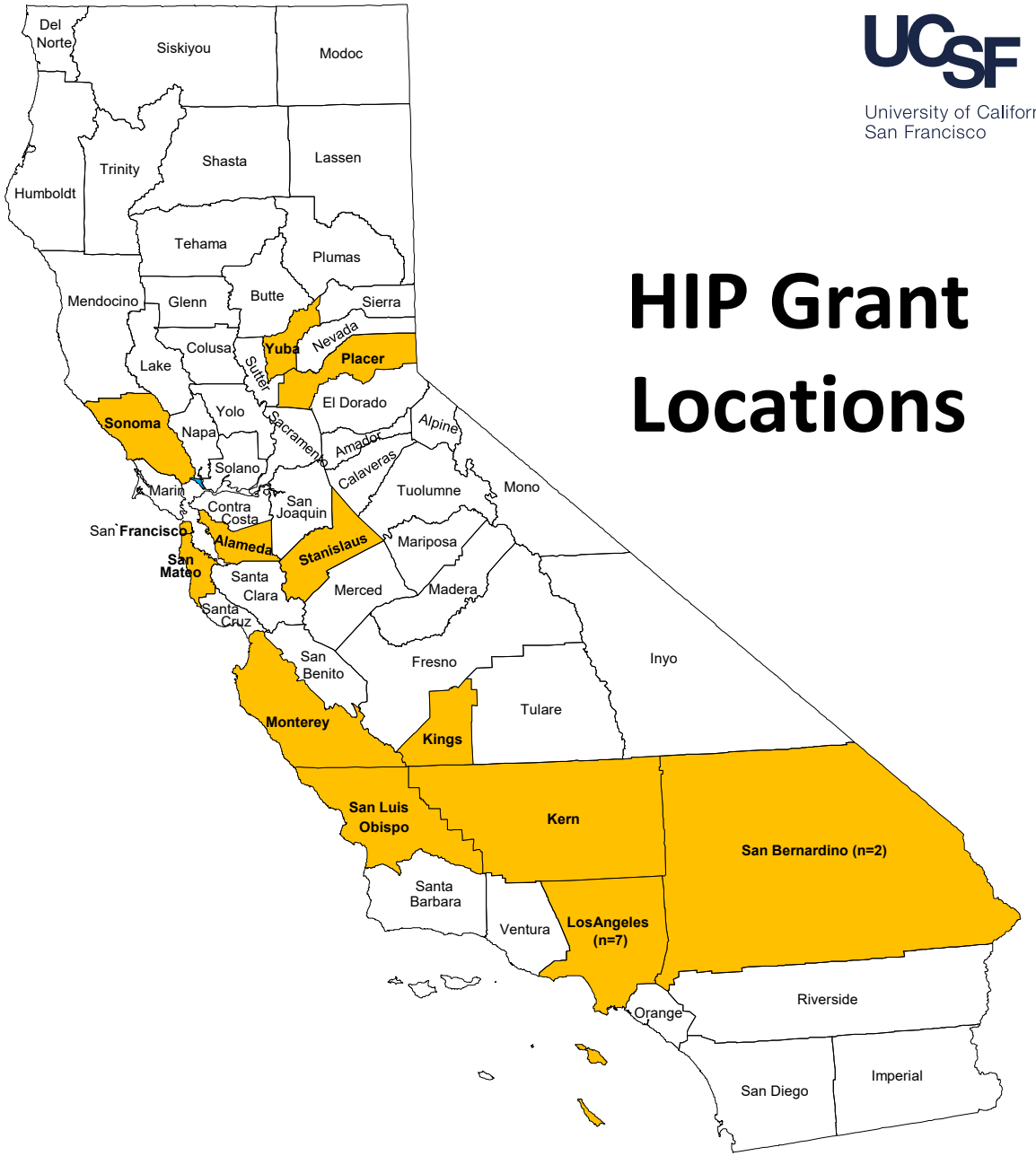
- Alhambra Unified School District (USD)
- Antelope Valley Union High School District (UHSD)
- Chino Valley USD
- Cotati – Rohnert Park USD
- Da Vinci Rise High
- Fusion Charter School
- Hacienda La Puente USD
- Kern County Superintendent of Schools
- Kings COE
- Latitude High School
- Lennox School District (SD)
- Monterey Peninsula USD
- Placer COE
- Redwood City SD
- San Bernardino County Superintendent of Schools
- San Francisco USD
- San Luis Obispo COE
- Scholarship Prep
- Torrance USD
- Wheatland UHSD



HIP Grant Locations

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HIP Evaluation Methods

- *Presentation Tracker*
  - HIP grantees document where they present MIP Toolkits, as well as the location and reach of presentations
- *Post Presentation Surveys*
  - HIP grantees ask participants to complete this survey to document the usefulness of the presentations and anticipated use of the MIP Toolkits
- *Grantee Interviews*
  - UCSF interviewed each HIP grantee about MIP Toolkit development and dissemination efforts
- *Annual Reports*
  - HIP grantees complete this progress report

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HIP MIP Toolkit Strategies

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- Developed **comprehensive resource manuals or guides** that compile best practices, templates, and guidelines for supporting students experiencing homelessness
  - *Cotati – Rohnert Park USD developed a manual with guidance on conducting needs assessments, establishing relationships, and implementing a program to support families experiencing homelessness.*

- Leveraged **community partnerships** to support students and families experiencing homelessness comprehensively
  - *Chino Valley USD collaborated with community-based alliances and developed strong partnerships with the local city government.*

- Developed or expanded **case management** systems to support students and families
  - *Redwood City SD expanded its collaboration with a community-based organization to provide case management services to identified families.*

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HIP MIP Toolkit Strategies

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- Improved **methods for identifying and assessing the needs** of students experiencing homelessness.
  - *Placer COE expanded a referral outreach form and increased the identification of students experiencing homelessness through community partnerships.*

- Provided student/ family **support services and basic needs** including resources for housing, clothing, and food.
  - *Alhambra USD partnered with community housing agencies to address student/ family housing insecurity and created parent and family educational workshops and videos.*

- Prioritized the **mental health needs of students** through targeted interventions and partnerships.
  - *Da Vinci Rise High collaborated with community organizations to provide wraparound services for students experiencing homelessness, including access to mental health support.*

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HIP MIP Toolkit Strategies

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- **Engaged students experiencing homelessness** in developing and implementing support programs.
  - *Kern County Superintendent of Schools empowered students experiencing homelessness to tell their stories through podcasts and "Student Voice Matters" Days.*

- Provided **professional development** opportunities for working with students experiencing homelessness.
  - *Hacienda La Puente USD formalized district-wide professional development for mentors, families, administrators, and classified and certificated staff.*

- Used **Talking Circles** to build community and identify students experiencing homelessness.
  - *Fusion Charter implemented talking circles for orientation, staff meetings, and conflict resolution.*
  - *Scholarship Prep utilized talking circles as part of a morning meeting toolkit.*

- Developed **curricula tailored to develop skills and resiliency among youth**.
  - *Latitude High incorporated tiny village house construction into the school curriculum to teach students about homelessness by involving them in construction of tiny houses for unhoused youth.*

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HIP Grantee Interviews: *Key Successes*

- Increased **partnerships and collaboration** with local schools, community organizations, and government agencies
  - *Used community partnerships to streamline processes, share resources, and provide a more comprehensive range of services.*
  - *Increased collaboration and communication locally, allowing for deeper work.*

- Development of **comprehensive toolkits, resources, and frameworks**
  - *Created a library of resources for parents, including instructional/educational videos.*

- Involved and **engaged students experiencing homelessness** in developing programs
  - *Integrated aspects of student voice by empowering students experiencing homelessness to tell their stories.*
  - *Utilized themes like college varsity, superheroes, and travel to create an engaging curriculum for students.*

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HIP Grantee Interviews: *Key Successes*

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- Innovative **strategies to identify** homeless students and **provide them with targeted support**
  - *Worked with community partners using a collaborative referral form.*
  - *Developed a special platform for a weekly universal screener to assist with the identification of HCY.*
  - *Embedded the housing questionnaire in their digital registration process to identify HCY before they begin school.*

- Positive **impact on student outcomes**, including attendance and graduation rates among homeless students thanks to directed services and supports

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HIP Interviews: *Dissemination*

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Websites and online resources to share MIP toolkit materials and strategies, including videos, manuals, and shared online folders.

Local outreach and collaboration.

- Created local liaison collaboratives
- Provided training and technical assistance.

Local, statewide, and national conferences and presentations.

- 138 presentations conducted to 11,169 participants through April 2024

Highlights of 2023-24 HIP Presentation Venues	Location
National Association for the Education of Homeless Children and Youth (NAEHCY)	New Orleans
California Association of Administrators of State and Federal Education Programs (CAASFEP)	Sacramento
California Foster Youth Education Summit	Sacramento
California Association of Supervisors of Child Welfare and Attendance Conference	Monterey
California Mental Health Advocates for Children & Youth	Asilomar
California All Titles Conference	Los Angeles

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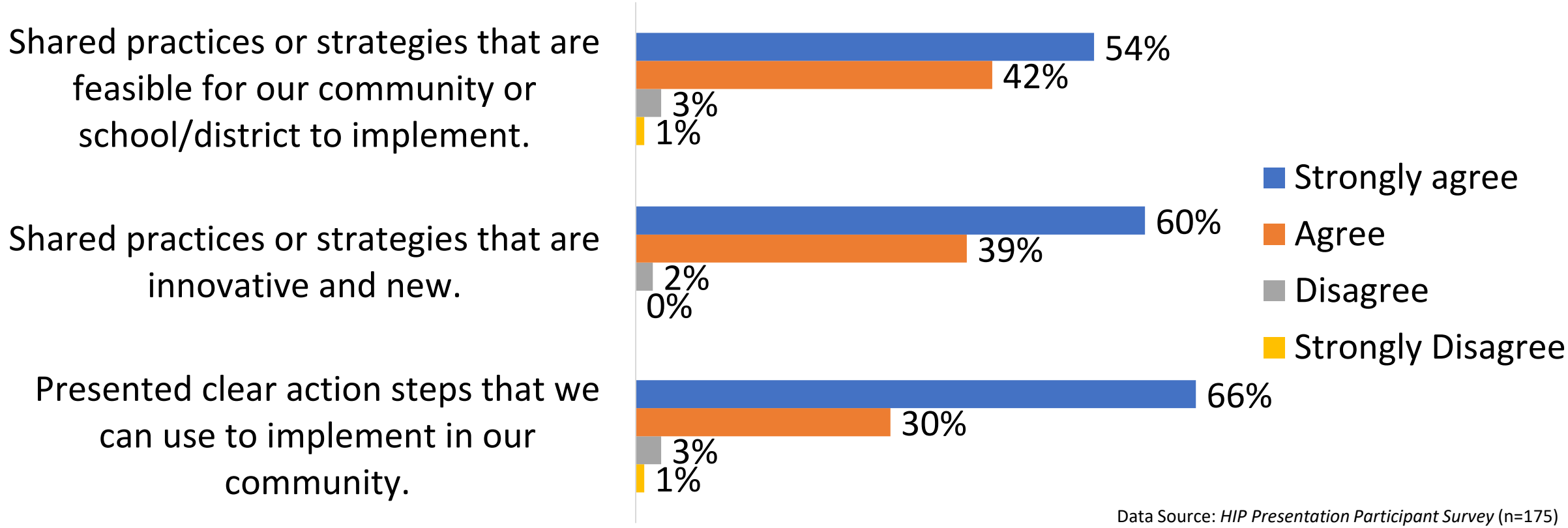
HIP Presentation Feedback Survey

How much do you agree/disagree with the following statements about the HIP Presentation?



Data Source: *HIP Presentation Participant Survey* (n=175)

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HIP Interviews: *Sustainability*

- Grantees expressed confidence in their ability to sustain at least parts of their programs after the funding ends through alternative funding streams or the integration of the program into their existing models

- Yet, most will **need to make modifications or face limitations due to reduced funding**, for example:
  - *The toolkit will remain on the website, but conference attendance may decrease.*
  - *Attend fewer in-person conferences and rely more on virtual presentations.*
  - *Won't be able to provide as much technical assistance for the toolkits.*
  - *Updating the videos and website will be challenging without funding.*
  - *Staff will have to take on additional responsibilities.*
  - *District's focus might shift away from the HCY population.*

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ARP-HCY I and II

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ARP-HCY I and II Overview

- **ARP-HCY I***:* 120 LEAs that were Education for Homeless Children and Youth (EHCY) recipients received $18,507,888 from ~July 2021 to September 2024 to supplement existing allocations to facilitate the identification, enrollment, attendance, and success in school for children and youth experiencing homelessness.

- **ARP-HCY II:** 120 ARP I and an additional 552 non-ARP I LEAs received $55,560,291 from ~July 2021 to September 2024 to identify homeless children and youth, provide wraparound services, and ensure they can attend school and participate fully in school activities. The allocation per LEA was based on a formula written in statute.

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ARP-HCY I and II Data and Methods

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Data Sources	Collected By	Sample/Analysis
ARP I Semi-Annual Fiscal and Annual Program Reports (through 12/23)	California Dept. of Ed. (CDE)	Summarized by year, region, and urbanicity
ARP II Quarterly Fiscal and Annual Reports (through 12/23)	CDE	
LEA Homeless Education Liaison Survey (Spring 2024 – *Preliminary Data*)	UCSF	141 ARP and 112 non-ARP responses (*as of 4/1/24)*
ARP-HCY Grantee Interviews (Spring 2024)	UCSF	Forthcoming
Young Adult and Family Surveys (Spring 2024)	UCSF	Forthcoming

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ARP-HCY I and II Funding Expenditures

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As of December 2023:

63% of the

$18,507,888

of ARP I funds have been spent

36% of the

$55,560,291

of ARP II funds have been spent

35% **of the 120 ARP I grantees have spent all their funds**

21% **of the 672 ARP II grantees have spent all their ARP II funds**

Data Source: *ARP I and II Fiscal Reports*

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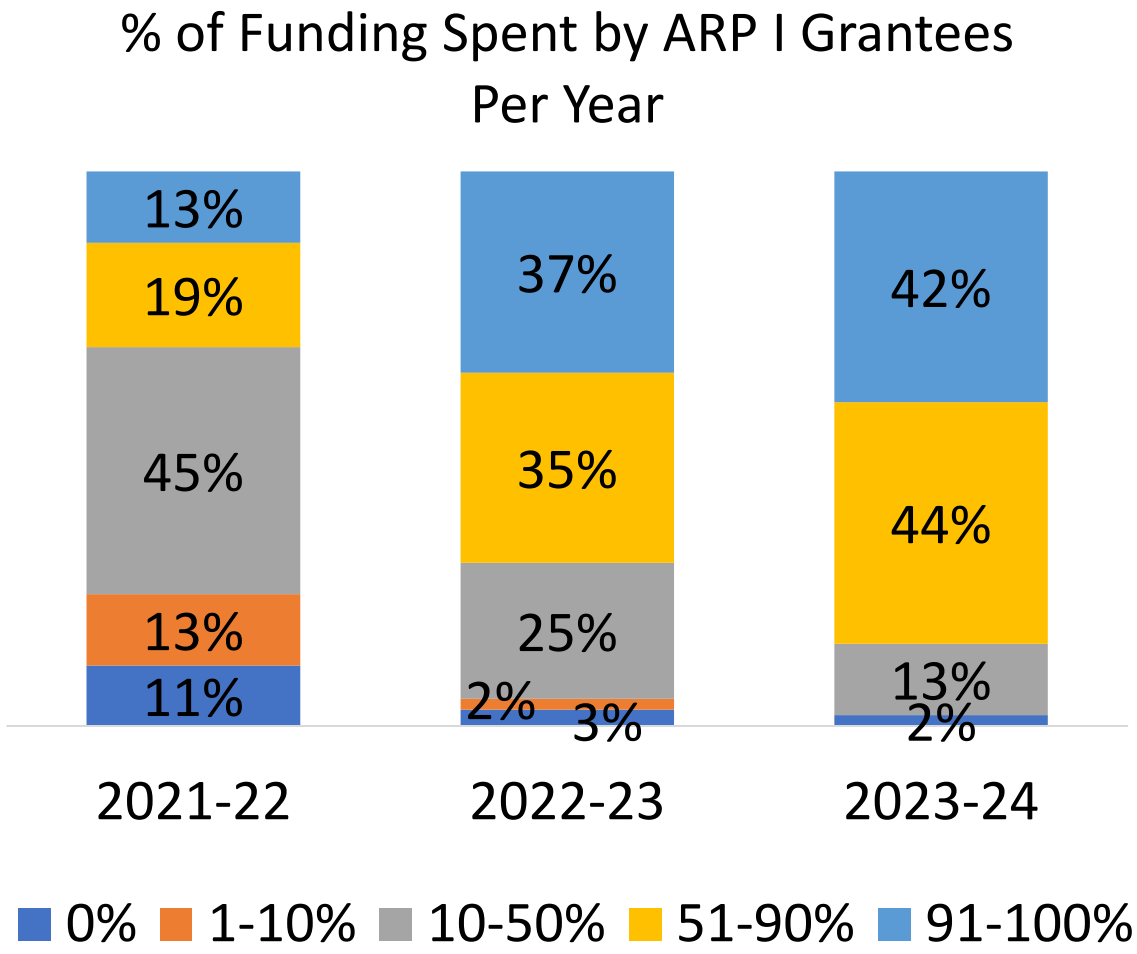
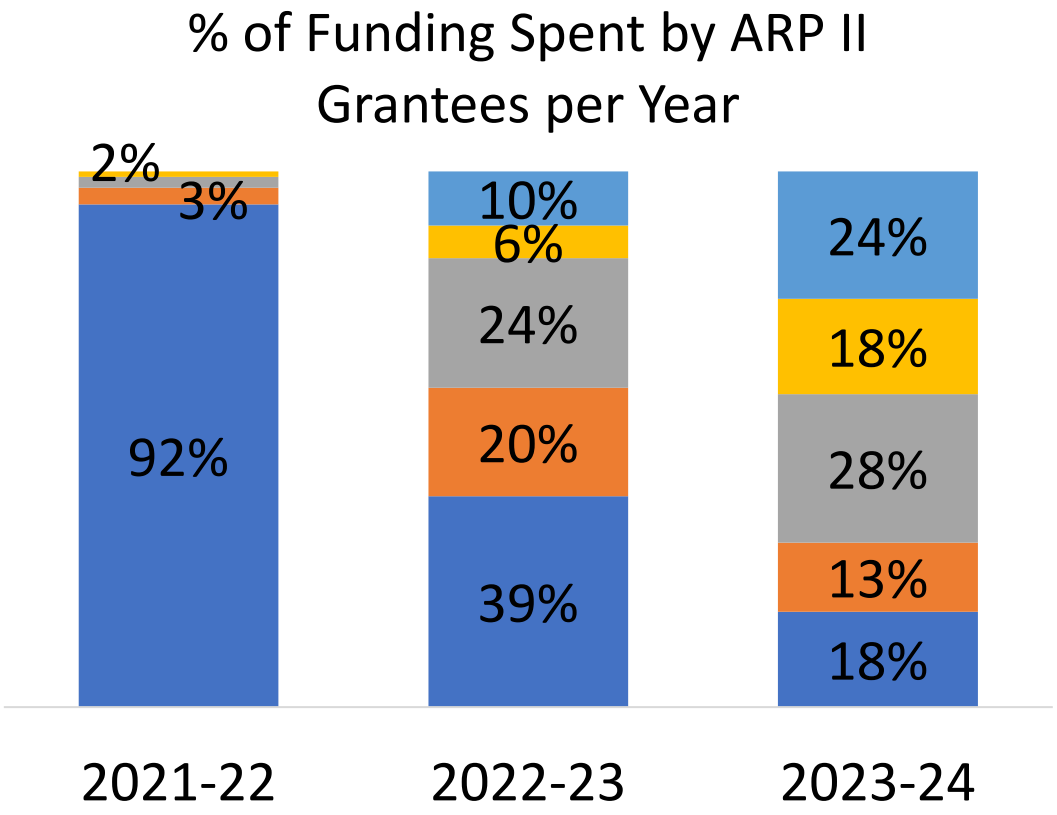
ARP-HCY Spending Percentage by Year





Data Source: *ARP I and II Fiscal Reports*

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ARP-HCY I and II Spending by Region

	Region	# LEAs	Total Funding	% Spent (as of Dec 2023)
ARP I	Rural	24	$575,141	89%
	Suburban	33	$2,903,631	75%
	Urban	63	$15,029,116	60%
ARP II	Rural	98	$1,836,720	52%
	Suburban	190	$9,145,888	46%
	Urban	384	$44,577,683	33%

Data Sources: *ARP I and II Fiscal Reports;* *CA State Association of Counties*

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ARP-HCY I and II Spending by GLA

- **Geographic Lead Agencies:** Build the capacity of COEs to ensure that counties are equipped to build the capacity of their LEAs to support the continuous improvement of student performance within the state priorities (https://www.cde.ca.gov/sp/sw/t1/crss.asp)

  - Shasta COE
  - Sonoma COE
  - Placer and Sacramento COE
  - Santa Clara COE
  - Tulare COE
  - Kern County Superintendent of Schools
  - Riverside and San Diego COE

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ARP-HCY I and II Spending by GLA

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	ARP 1			ARP II		
GLA	**# LEAs**	**Total Funding**	**% Spent (as of Dec 2023)**	**# LEAs**	**Total Funding**	**% Spent (as of Dec 2023)**
Kern	27	$6,787,673	56%	180	$22,705,639	27%
Placer/ Sacramento	21	$1,522,510	73%	79	$4,332,988	36%
Riverside/San Diego	26	$7,236,458	61%	154	$18,684,849	40%
Santa Clara	10	$806,445	75%	81	$3,564,166	52%
Shasta	10	$538,980	88%	49	$985,163	55%
Sonoma	5	$196,259	89%	32	$679,672	30%
Tulare	21	$1,419,563	79%	97	$4,607,814	51%
TOTAL	120	$18,507,888	63%	672	$55,560,291	36%

Data Sources: *ARP I and II Fiscal Reports; CDE GLA Page*

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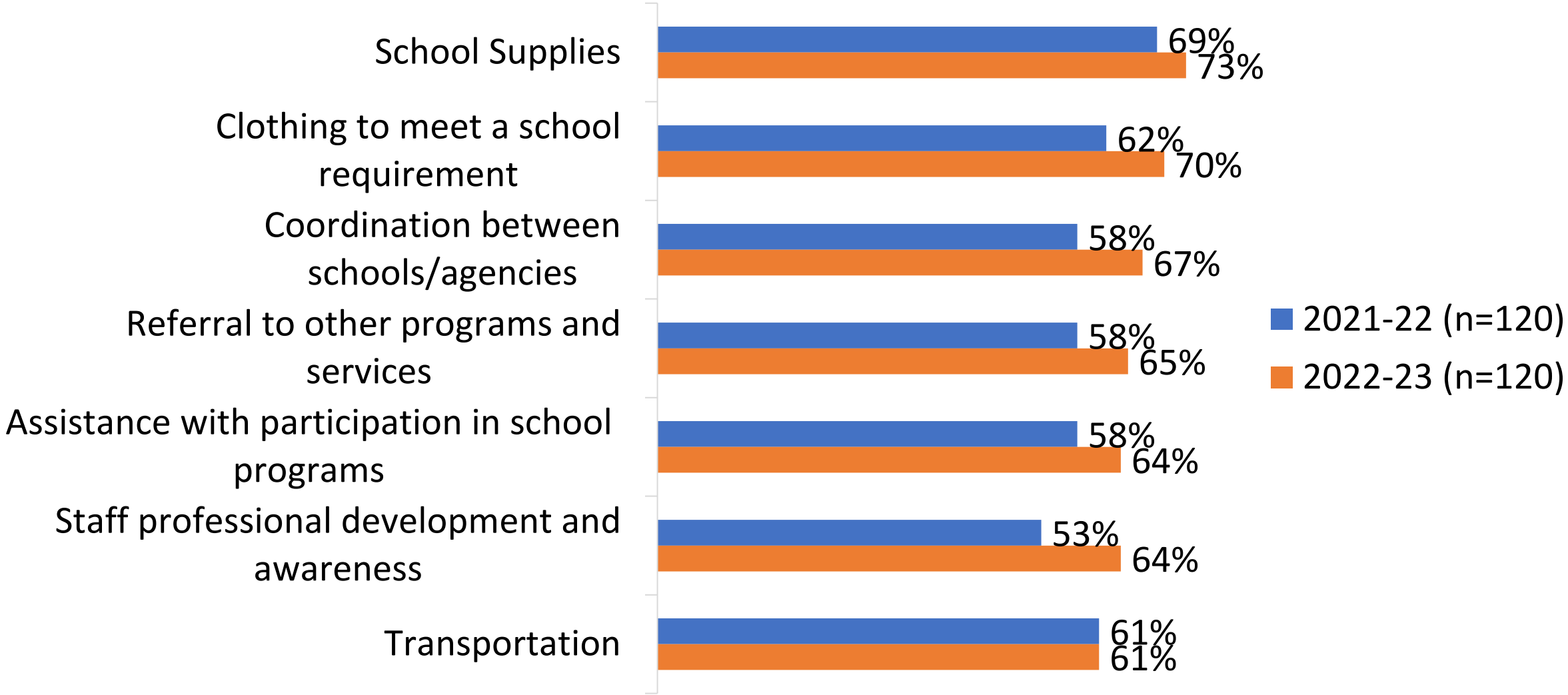
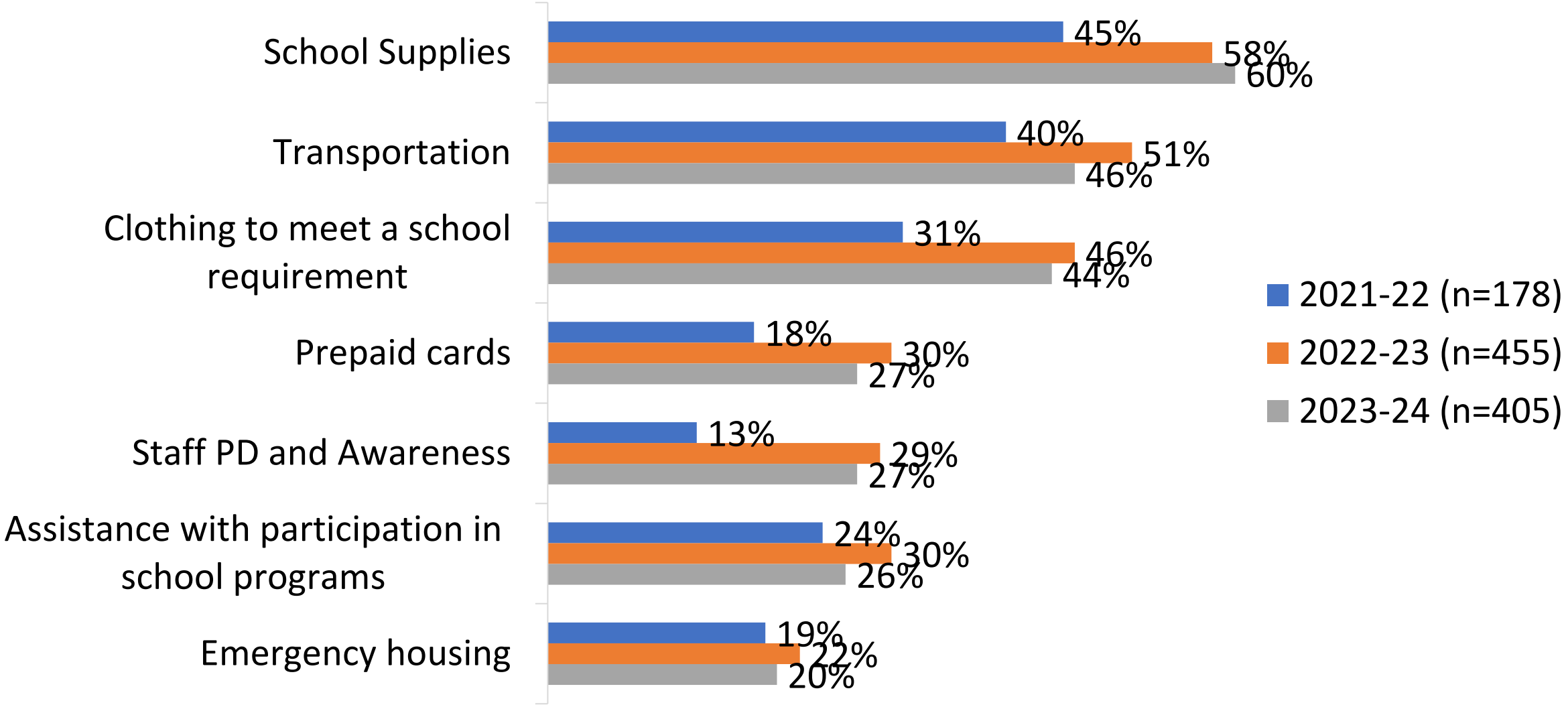
ARP-HCY I Program Activities



Data Source: *ARP I Program Reports*

ARP-HCY II Program Activities



Data Source: *ARP II Program Reports*

ARP-HCY LEA Liaison Preliminary Survey Findings: *ARP I and II vs. Non-ARP Grantees*

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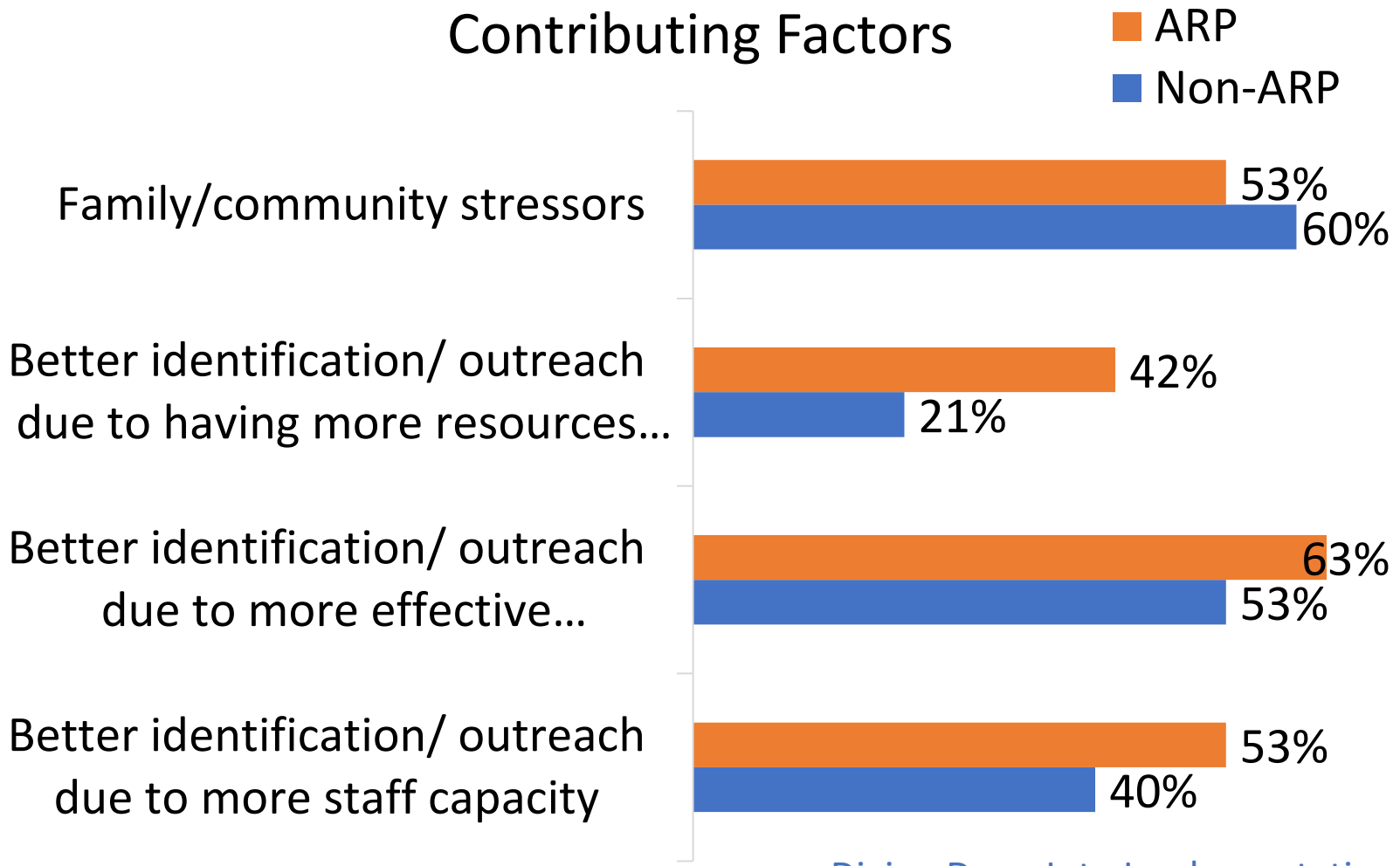
71% vs. 43%

ARP Non-ARP

Reported that **current numbers of identified HCY** were **higher** compared to the 2021-22 school year (before additional ARP funds were dispersed).



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Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *ARP I and II vs. Non-ARP Grantees*

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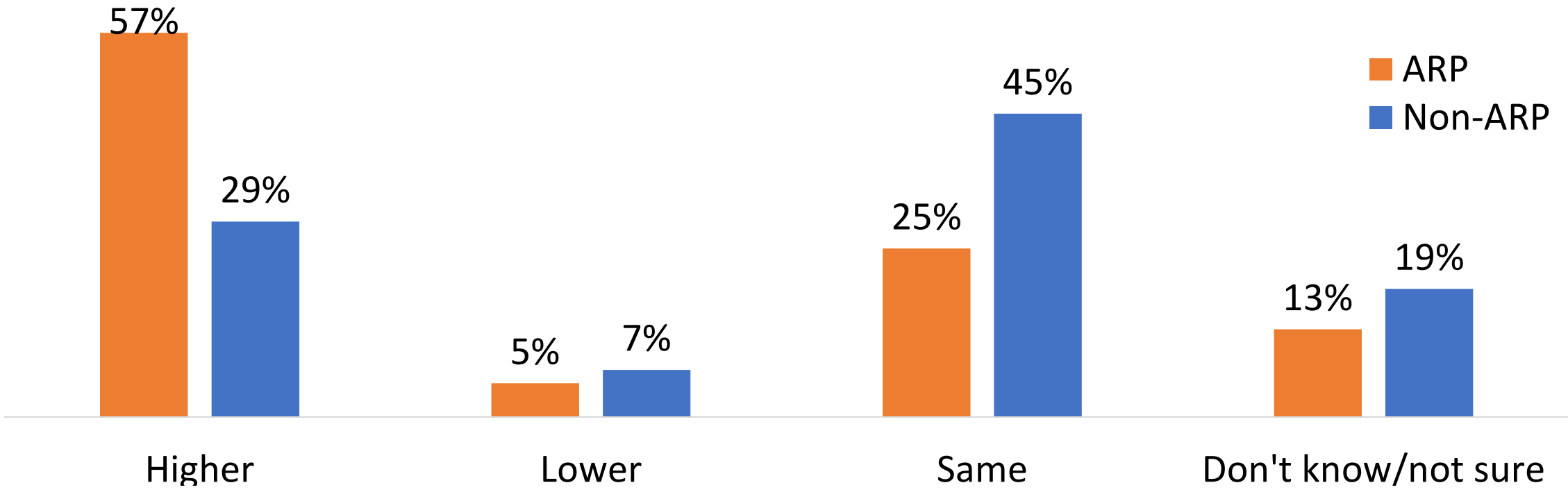
Capacity to support identified students experiencing homelessness compared to 2021-22 school year (before additional ARP funds were dispersed)



Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *ARP I and II Grantees*

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59%

Agree or strongly agree that their **LEA has sufficient resources to support the needs** of HCY in the current 2023-24 school year

77%

Agree or strongly agree that they **are concerned about their LEA having sufficient resources to support the needs** of HCY in the coming 2024-25 school year

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Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *ARP I and II Grantee Successes*

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84% Biggest positive impact of the ARP-HCY funds was **helping more students/families meet their basic needs**

Other positive impacts of the ARP-HCY funds were:

55% **Increased identification of HCY**

47% **Increased student attendance/reduced absences**

Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *ARP I and II Grantee Successes*

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How ARP-HCY funds have been effective/useful in helping LEAs better serve HCY for survey respondents

70% **Providing essential supplies** (e.g., store cards, gas cards, hygiene)

67% **Having more flexible resources to meet youth/family needs**

49% **Heightened awareness and understanding of HCY among school staff**

48% **Identifying children and youth experiencing homelessness**

Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *ARP I and II Grantee Challenges*

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Top 3 barriers encountered in using ARP-HCY funds:

34%

Not being able to hire staff with short-term funds

34%

Hesitation to launch new programs/services with time limited funds

31%

Limited amount of time to spend the funds

Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *Strategies for Overcoming Challenges*

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- Expanded staff hours with funds instead of hiring.
- Arranged transportation services for students to access academic intervention offered in summer months.
- Contracts for community-based organizations to help procure food and other basic needs items into the future.
- Short-term emergency housing at motels

- *"We found that allocating funds for needs families were facing (food, transportation, supplies) helped them in focusing on the items that we had less control over such as supporting with a deposit on a new rental property. The direct funds (through store or other cards) were incredibly helpful to get funds to families fast and removed barriers in other spaces that were hard for families."*

Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *What's Needed*

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When asked **what kind of assistance would be most useful to help respondents use ARP-HCY funds** to effectively identify and support HCY, respondents reported:

58% **Funding to sustain practices after ARP-HCY** funding ends

49% **More time** to spend funds

43% **Less restrictions** on how to use funds

Data Source: LEA Liaison Survey, Spring 2024

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ARP-HCY LEA Liaison Preliminary Survey Findings: *Sustainability*

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64% of respondents reported it is **very likely** that their LEA will obligate all its ARP-HCY funding by the September 30, 2024 deadline.

When asked **how their programming will be affected when the ARP-HCY funding ends:**

55%

Decreased provision of **store cards/prepaid debit cards**

55%

Decreased provision of **needed personal supplies** *(e.g., clothing, hygiene kits, eyeglasses, internet, cell phones)*

44%

Decreased **assistance with emergency/ temporary housing**

42%

Decreased provision of **school supplies**

42%

Decreased **transportation assistance**

HETAC Los Angeles County Office of Education SchoolHouse Connection

Data Source: LEA Liaison Survey, Spring 2024

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Conclusions and Next Steps

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Preliminary Evaluation Takeaways

- **HETAC**
  - Numerous resources, webinars and trainings
  - COE liaisons reported increased confidence due to HETAC support
- **HIP**
  - 20 LEAs created and disseminated toolkits with strategies to identify and support HCY
  - Can sustain some components, but most will need to reduce their efforts once funding ends
- **ARP-HCY I and II**
  - As of December 2023, 63% of ARP I and 36% of ARP II funds were spent
    - *56% of survey respondents felt it was very likely their LEA will obligate all funding by 09/24*
  - More ARP vs. non-ARP LEAs reported higher numbers of HCY identified due to increased capacity to support and better strategies
    - *Most ARP survey respondents were concerned about having sufficient resources to support HCY in coming school year*

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Preliminary Recommendations

- Increase **funding and support** designated for HCY programming, as well as more flexible funding options
- Continue providing **training and technical assistance** to LEAs, particularly those just starting to develop their HCY programs or need increased awareness of McKinney-Vento provisions
- Promote **collaboration and alignment** across agencies and funding streams to serve diverse needs of HCY

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ARY-HCY Evaluation Next Steps

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- Analyze final HETAC, HIP and ARP-HCY data from 2023-24 school year
- Continue conducting ARP-HCY COE and LEA Liaison Surveys and Interviews
- Collect Youth and Family Surveys
- Submit final evaluation report to CDE in Fall 2024

Take the Liaison Surveys!

FOR LEA LIAISONS:

FOR COE LIAISONS:

HETAC · Los Angeles County Office of Education · SchoolHouse Connection

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Questions & Discussion

For more information:

Samira Soleimanpour: Samira.Soleimanpour@ucsf.edu

University of California, San Francisco

https://schoolhealthresearch.ucsf.edu/

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