



**(C3) Addressing
Overlapping Challenges:**

**A Live Data and Donuts
Session**

**3:30 p.m. - 4:45 p.m.
Thursday, May 8**

Town & Country Ballroom D





Data and Donuts

Addressing Overlapping Challenges:

LIVE Data & Donut Session

Host: Jennifer Kottke – Los Angeles County Office of Education (HETAC Lead)

Guests:

- Deborah McKoy – U.C. Berkeley
- Astha Agarwal– U.C. Berkeley
- Alejandra Chamberlain – Contra Costa COE
- Rosie Reid – Homeless Liaison for Mt. Diablo Unified SD



Food For Thought

Raise virtual hand to speak

Use the chat for questions and comments

Please stay to the end

Do not give personally identifiable information (PII)

The more you engage, the more successful these office hours will be!



Agenda



Introductions



Center for Cities and Schools Overview



Research Findings from UC Berkeley PLUS Research Fellows



Spotlight Panel – Inspiration from the field



Interactive Activity



Closing & Raffle



ADDRESSING OVERLAPPING BARRIERS

Berkeley Center for
Cities + Schools



Deborah Mckoy, PhD



POLL #1

Join at menti.com | use code 5156 0535

Have you worked with MKV students who have experienced intersectional challenges that impacted their access to education?

Select all that apply.



POLL #2

Join at menti.com | use code 5156 0535

Which resource limitations have presented the greatest barrier to serving MKV students with these intersecting identities?



POLL #3

Join at menti.com | use code 5156 0535

What has been the most helpful or transformative resource for supporting your MKV students who are facing overlapping challenges?



CC+S Mission



To promote high quality education as an essential component of urban and metropolitan vitality to create **equitable, healthy, and sustainable** communities for all.

Strong Cities, Successful Young People

Strategies



PLUS (Planning and Learning United for Systems-change) Leadership Initiative



Y-PLAN (Youth-Plan, Learn, Act, Now)





Complex and Overlapping Challenges: Serving Students Experiencing Homelessness and System- Impacted Students (e.g., Foster Care)

Astha Agarwal

May 8, 2025

Statewide Homeless Education Conference

Partners:

Homeless Education Technical Assistance Centers
HETACs





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Introduction



- PhD Candidate, Berkeley School of Education; School Psychology
- Berkeley Hope Scholar, former homeless youth
- Graduate Student Researcher, Transition-Age Youth Research Hub
- Areas of Expertise: Educational Resilience in Maltreated Youth, Foster Youth in K-12 Education, Foster Youth in Higher Education
- Dissertation: Foster Youth Pathways and Outcomes through the California Community College System





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Background

- Homeless, foster, and justice-involved youth experience both similar and unique educational challenges
- Across all three groups, researchers have found increased rates of school instability, chronic absenteeism, exclusionary school discipline, enrollment in special education, and poorer graduation and postsecondary outcomes
- Homeless youth are the only population that self-identify
- Students served by different systems (e.g. child welfare, juvenile justice, education)





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Research Questions

- What overlapping challenges (e.g. disability, justice system involvement) do homeless students in California experience?
- What barriers do service providers experience when serving students with these overlapping challenges?
- What strategies have been successful for serving students with these overlapping challenges?





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Key Points

1. Students who are homeless and highly mobile are **likely to have an overlapping barrier/challenge** (e.g. English learner, disability status, foster, justice involvement)
1. Homeless and foster students **often have similarly poor academic outcomes** (e.g. attendance, suspension, graduation + A-G)
1. Serving homeless and highly mobile students effectively requires **understanding and addressing their overlapping barriers to school success** as much as possible





Homeless and Foster Student Outcomes: A Quick Look at Key Indicators

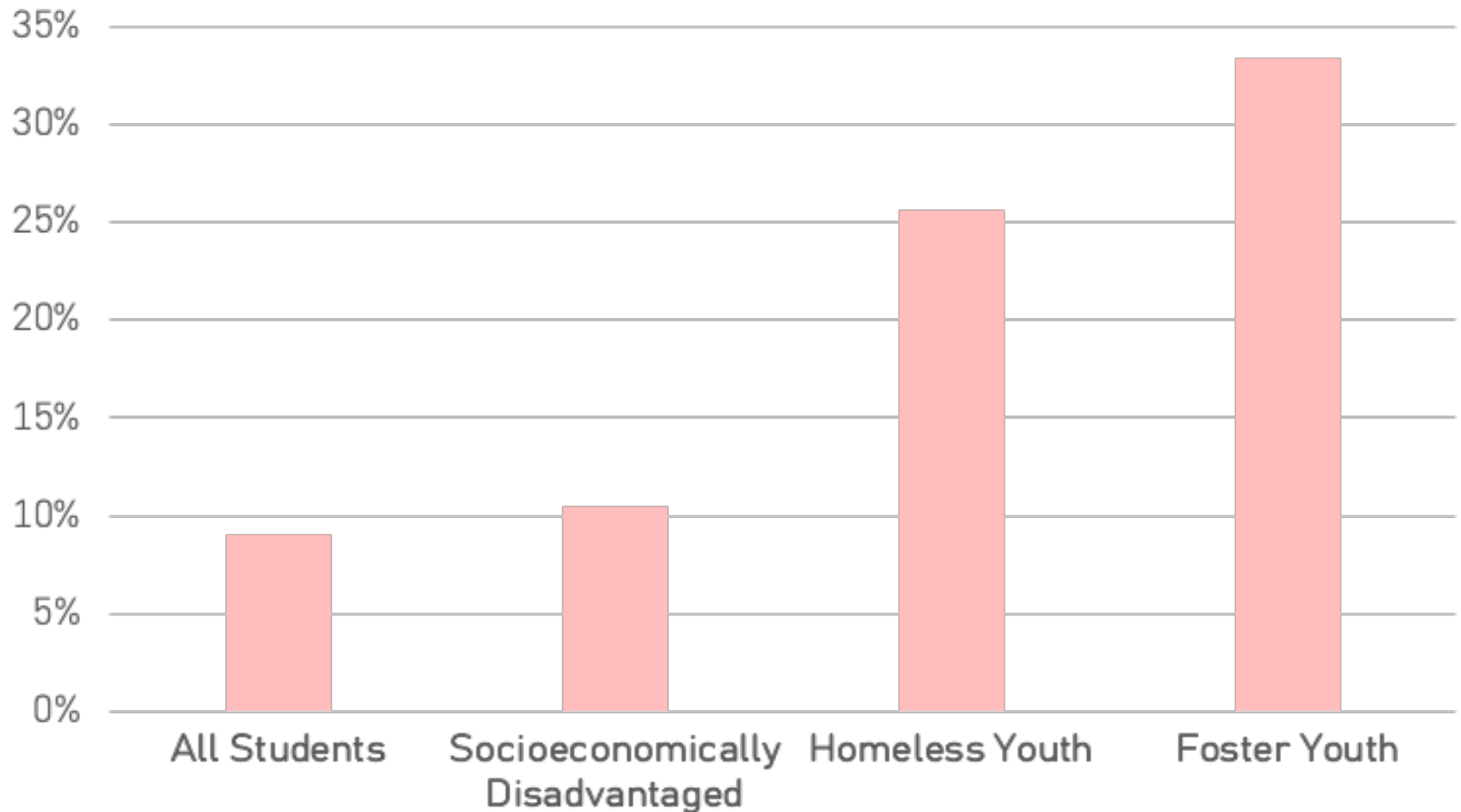




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Rate of School Instability 2023-2024

Non-Stability Rate: Percentage of enrolled students without 245 consecutive calendar days at the same school (and no disqualifying exit e.g. truancy, expulsion)

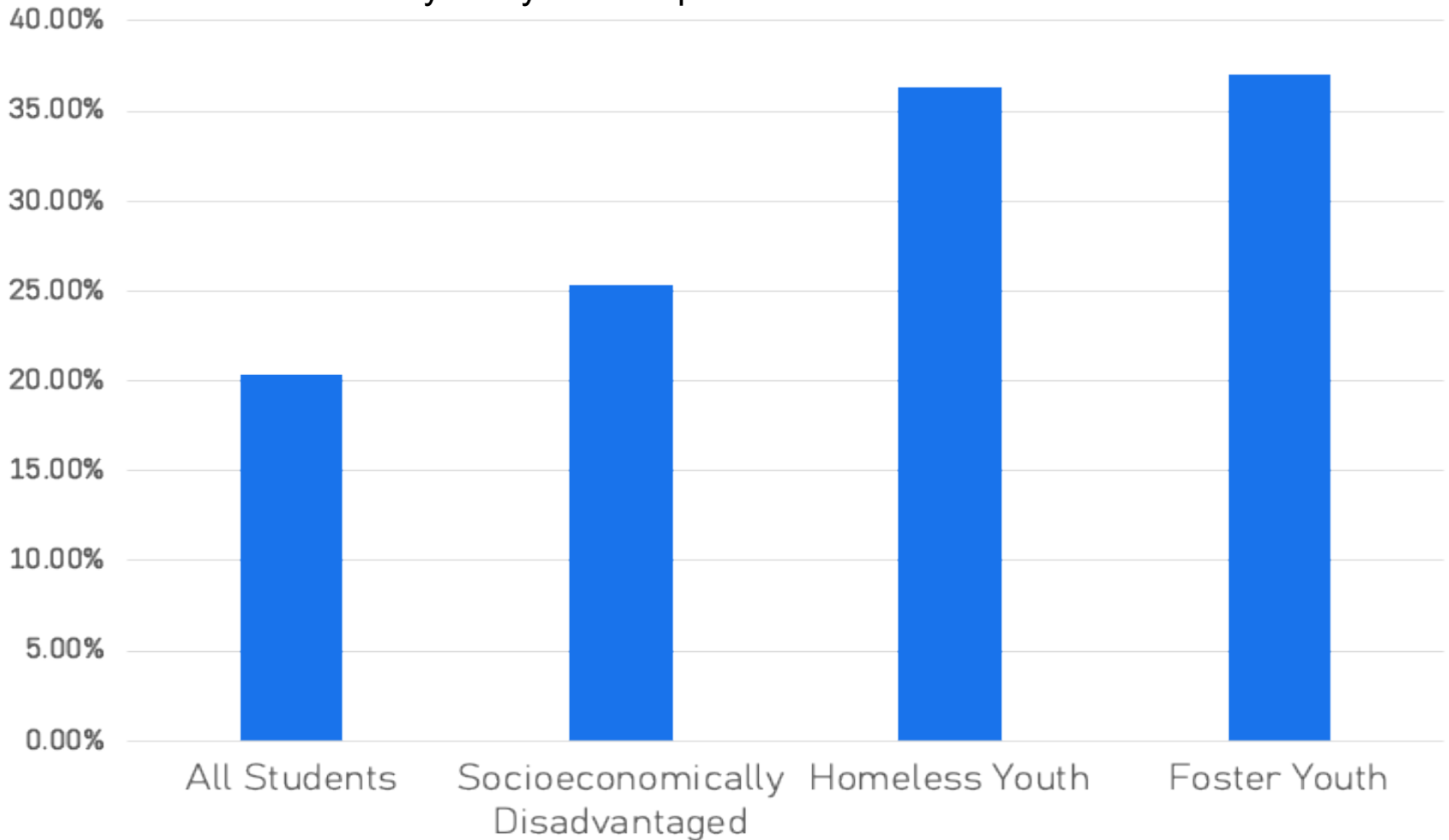




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Chronic Absenteeism 2023-2024

Chronic Absenteeism: Students were absent for 10% or more of the days they were expected to attend.

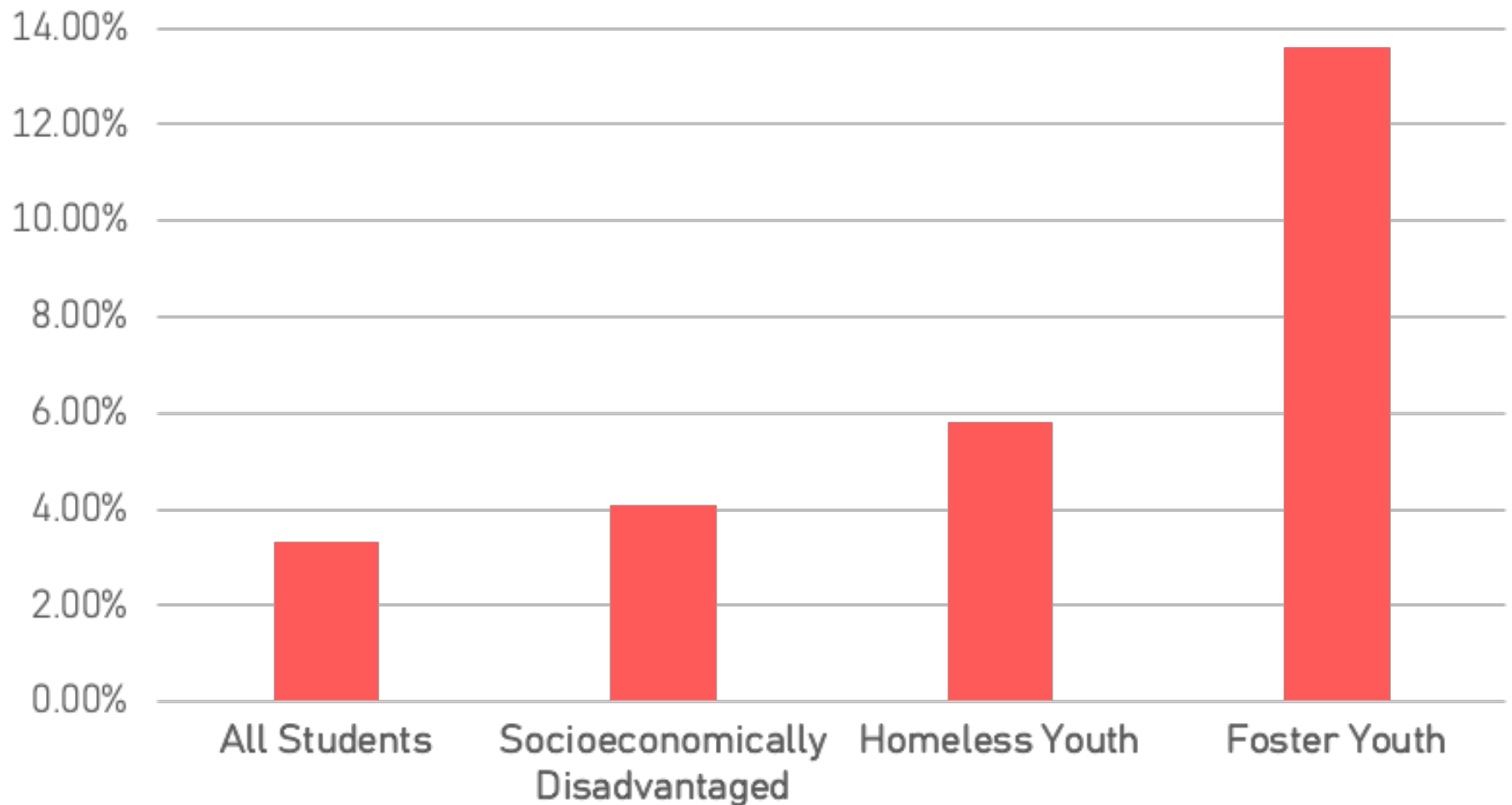




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Suspensions 2023-2024

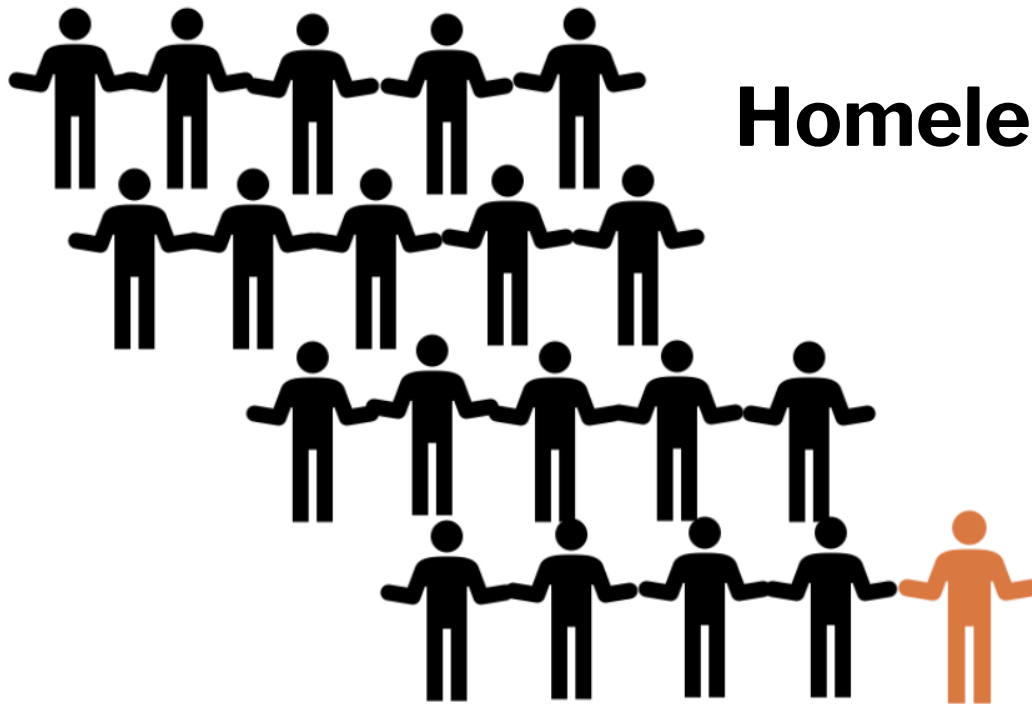
Suspension Rate: Unduplicated count of students suspended divided by cumulative enrollment





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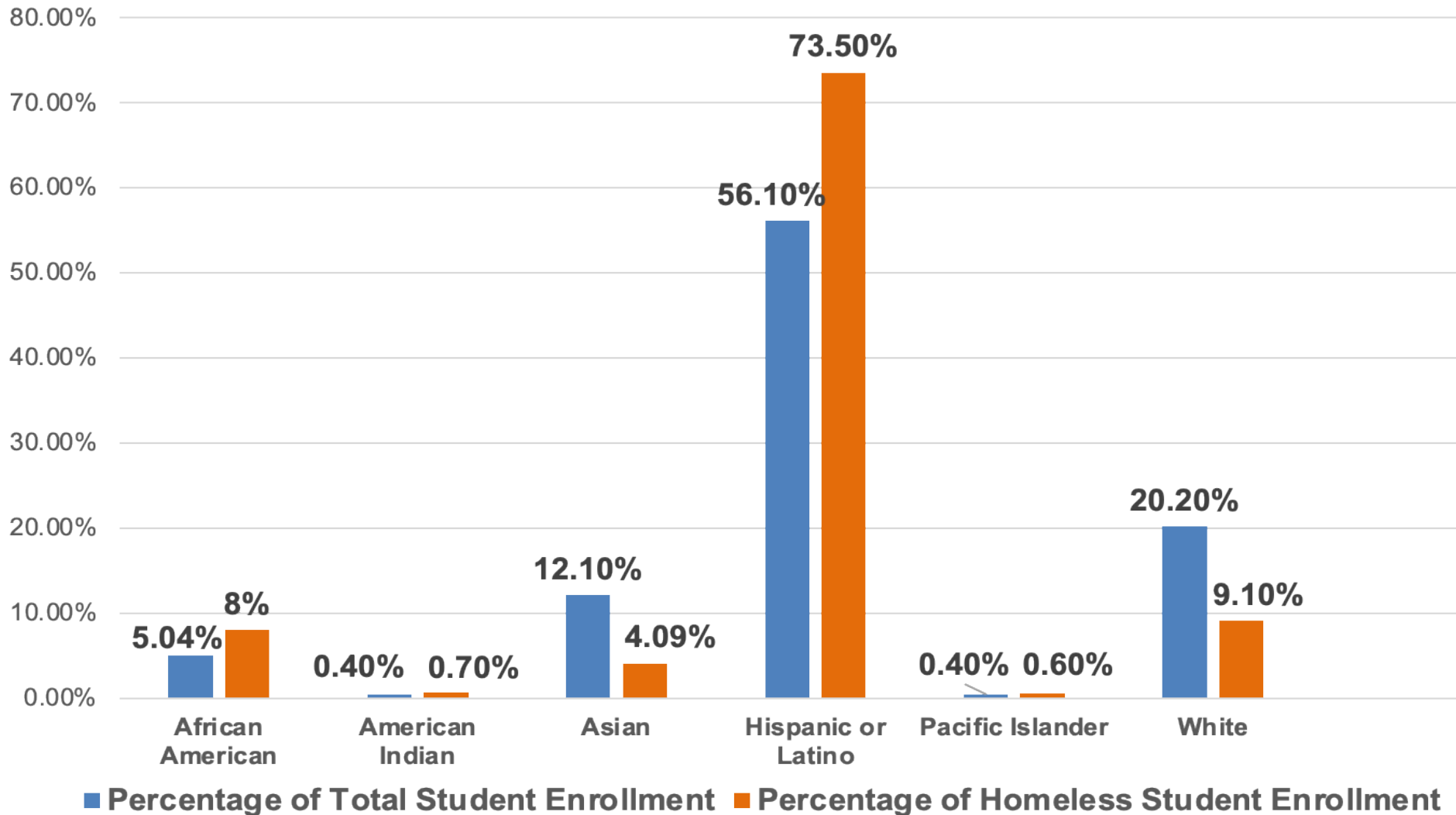
California's Homeless Student Population



Homeless students made up
5% of California's
student population
in 2023-2024

Homeless Students by Race/Ethnicity: 2023-2024

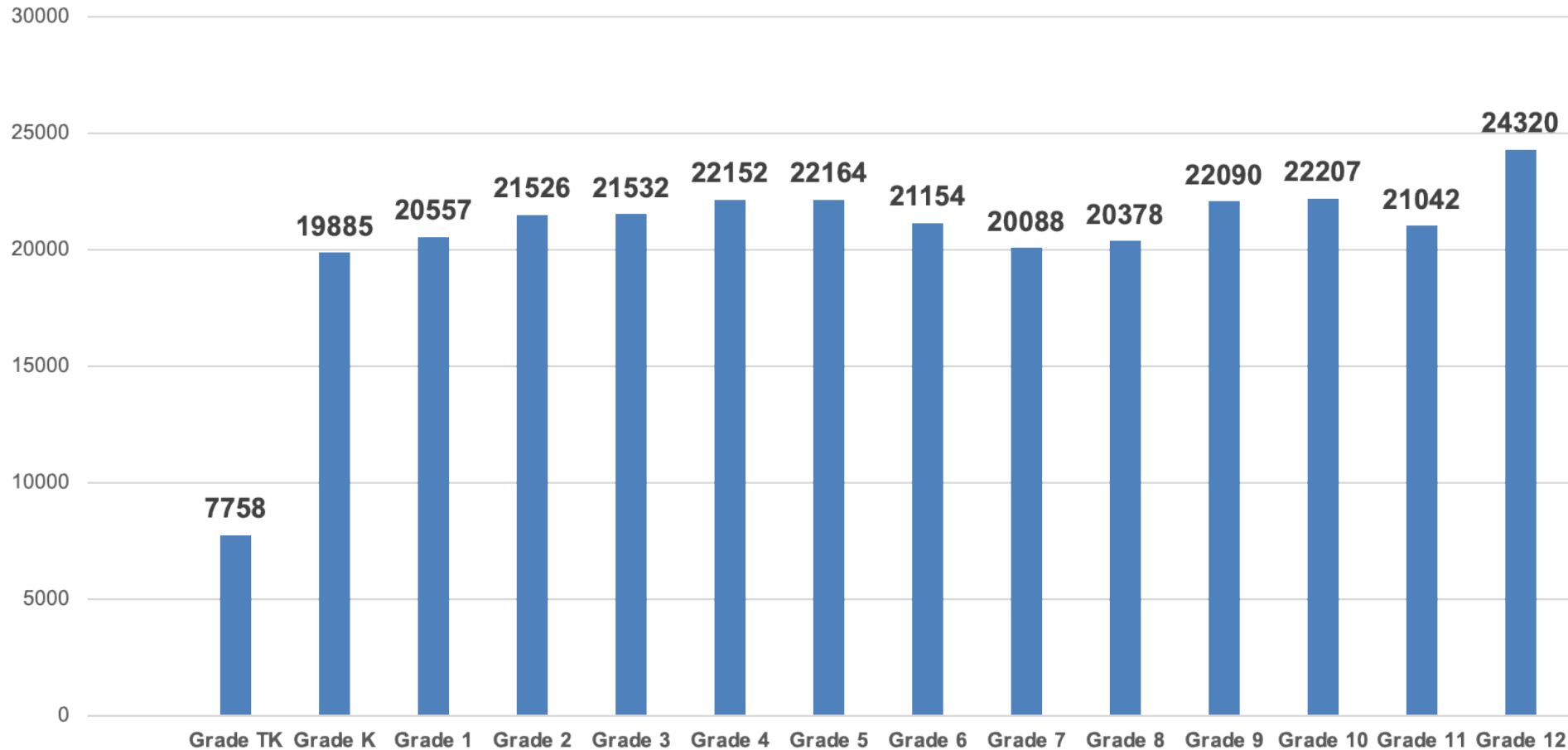
Homelessness by Race/Ethnicity





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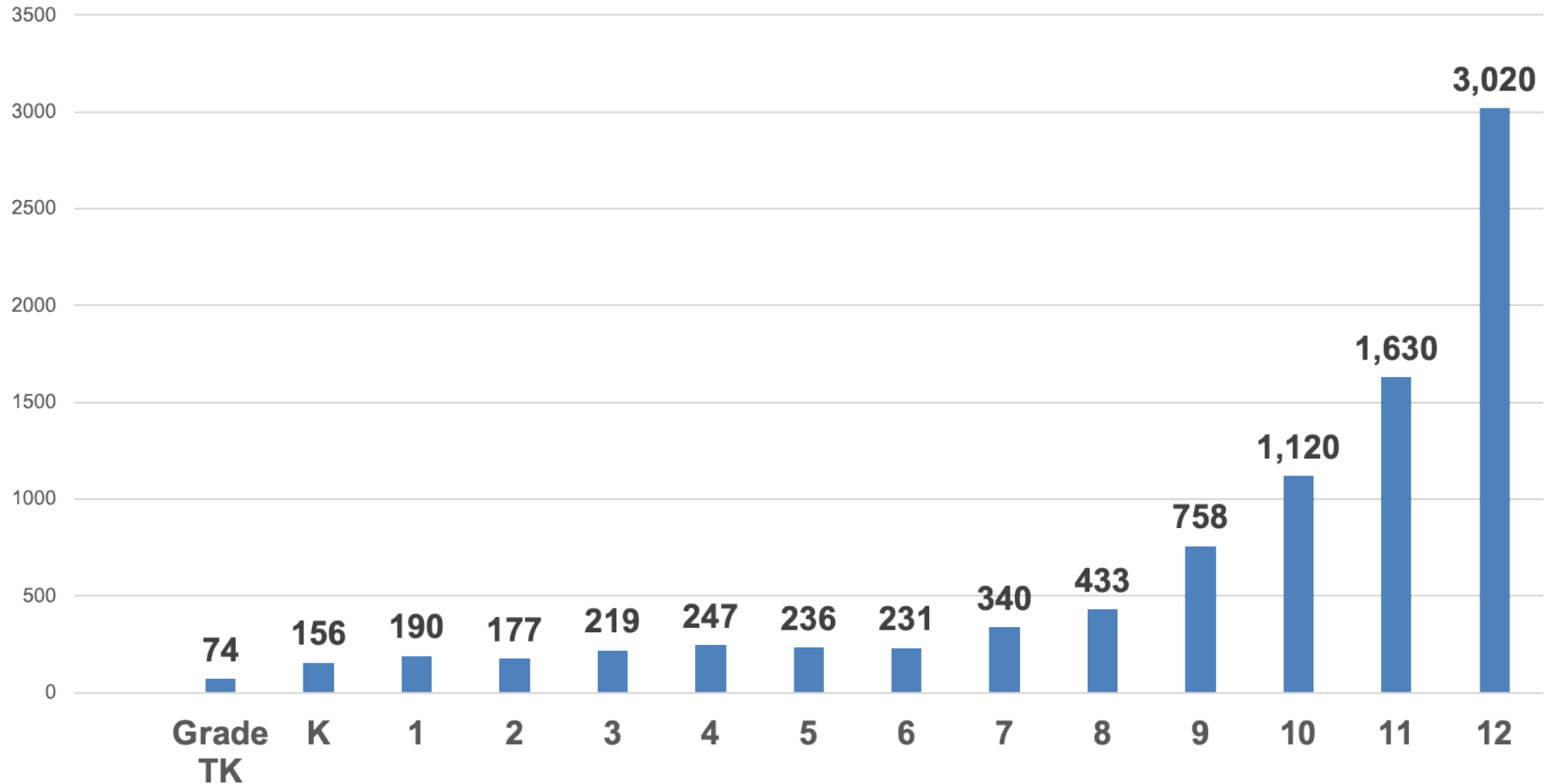
Homeless Student Enrollment by Grade Level: 2023-2024





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Unaccompanied Homeless Students by Grade Level: 2023-2024





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Overlapping Challenges

Of homeless students statewide in 2023-2024...



38%
were English Learners

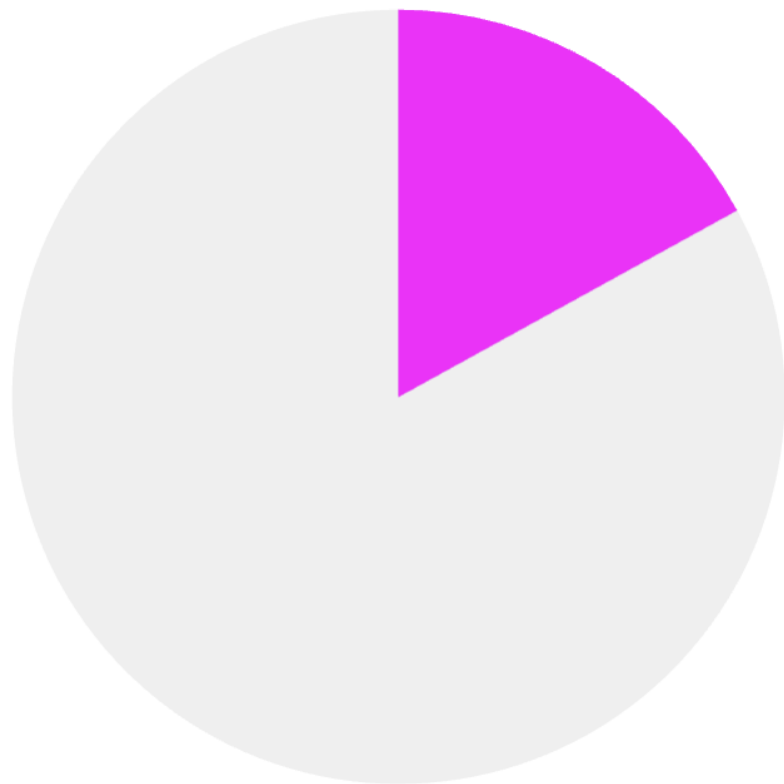




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Overlapping Challenges

Of homeless students statewide in 2023-2024...

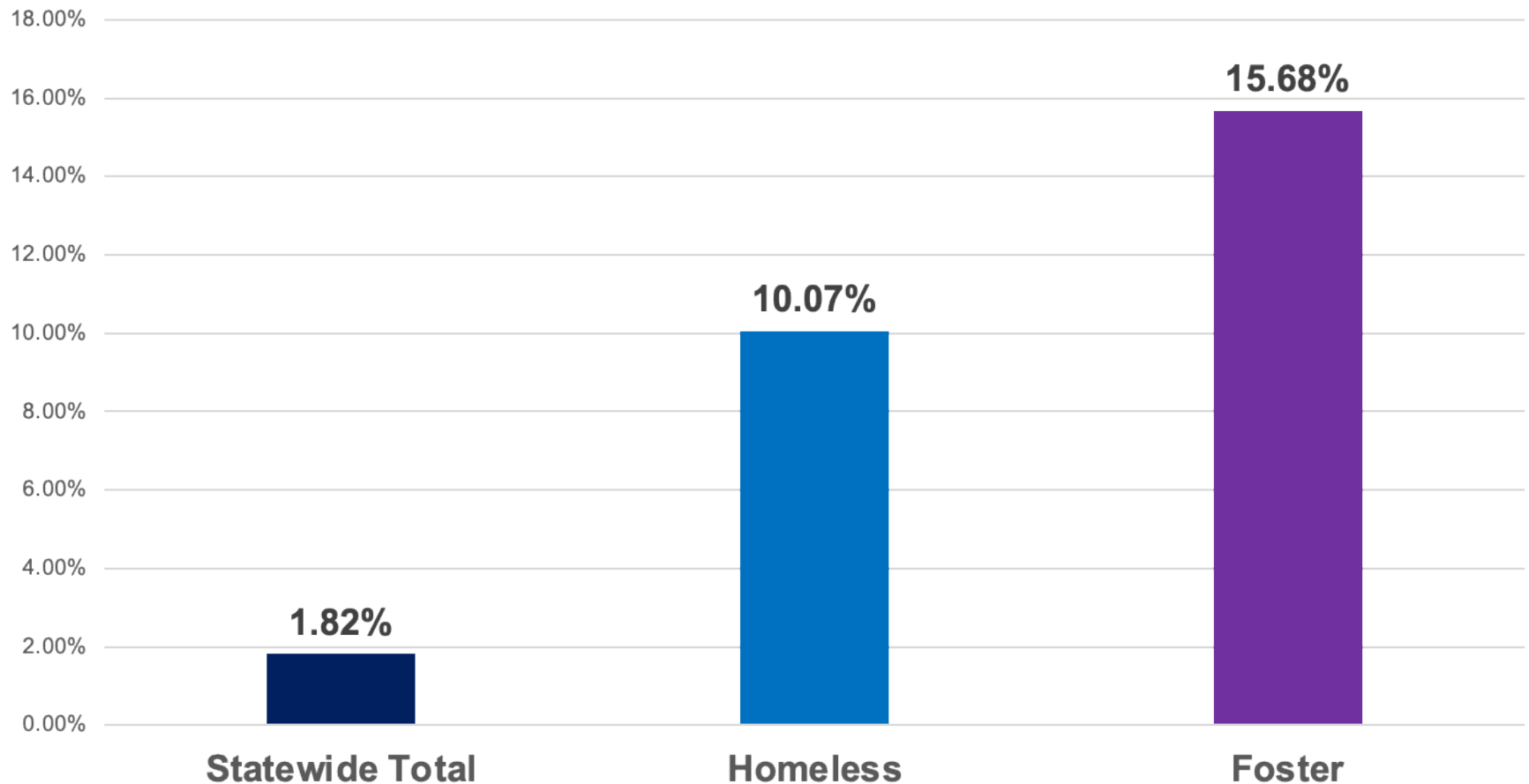


17%
were in Special Education



Local Requirements Exemption: 2023-2024 cohort

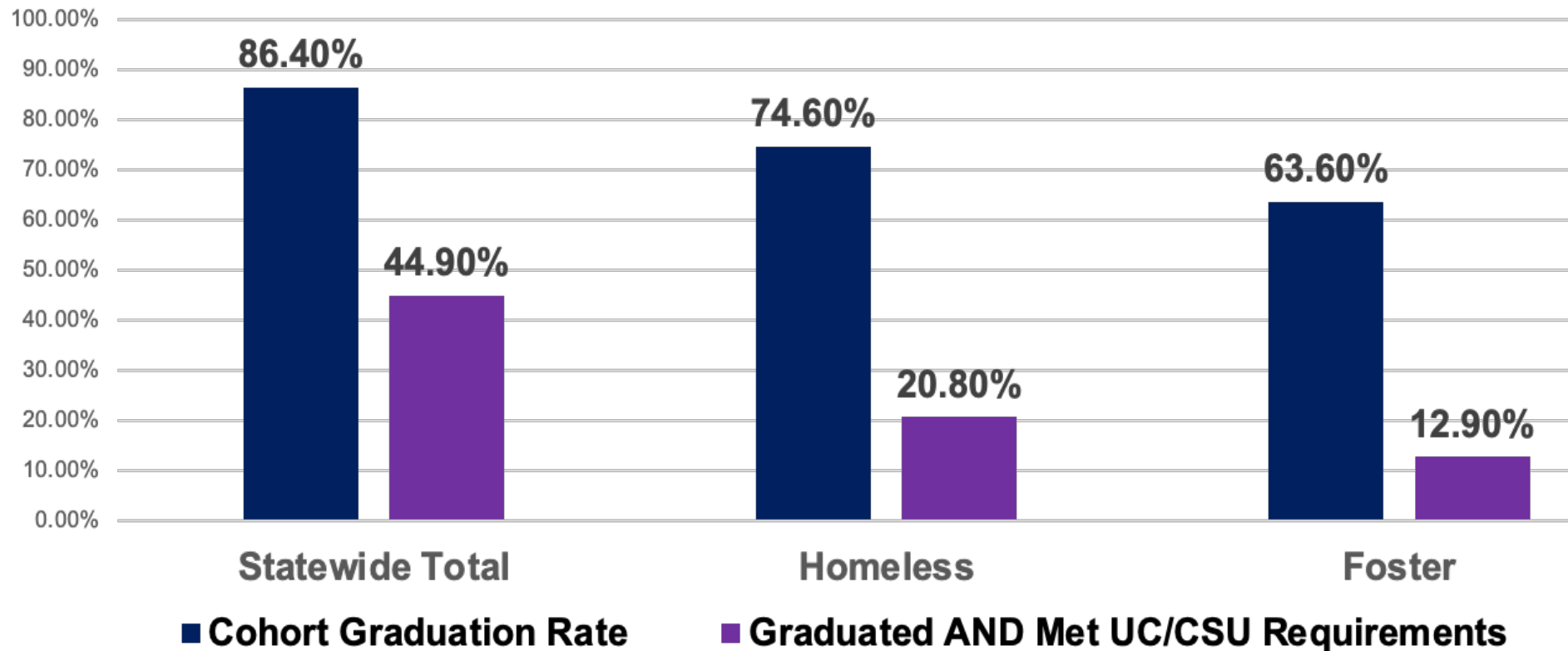
Percent of Graduates Receiving a Local Requirements Exemption





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Graduation Rate vs. CSU/UC requirements: 2023-2024 4-year cohort





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Fostering an Ecosystem of Support

1. Get to know your local data context.

- Look up your county on DataQuest (<https://dq.cde.ca.gov/dataquest/>).
- Check out the Homeless Student Data report.
- Navigate to Report Options and select Student Group.
 - How many local MKV students also have IEPs?
 - How many are English Learners?





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Fostering an Ecosystem of Support

2. Familiarize yourself with local resources for students experiencing these overlapping barriers.



- Build relationships with local agencies that serve marginalized students to facilitate referrals.

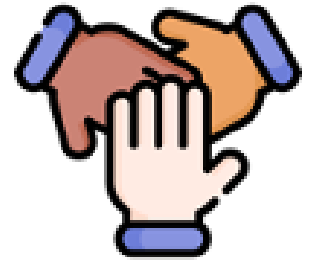




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Fostering an Ecosystem of Support

3. When case managing for students, ask about any overlapping barriers that may be impacting school success.



- Utilize relationships with local agency partners to connect students with critical resources.





Alejandra Chamberlain
CCCOE Director - Youth Services



Dr. Rosie Reid
Mt. Diablo USD, Foster Youth &
McKinney-Vento Liaison



Support Office for Access and Resources (SOAR)

McKinney-Vento

Unhoused, unsheltered, temporarily doubled up, unaccompanied homeless youth

Foster Youth

Students in the Child Welfare System who were removed from the home due to abuse or neglect

Justice-Involved

Students who have entered juvenile hall

Survivors of Human Trafficking

Students who have been exploited for work or sex

Newcomer/Refugee

English learners who have been in this country for less and three years

American Indian Education

Students enrolled in the local American Indian Education Program

LGBTQIA2+

Students in need of gender support

Other Circumstances

Students in other situations of extreme hardship





Mt. Diablo Unified School District

Fast facts about MDUSD:

- 7 cities in Contra Costa County: Clayton, Concord, Pleasant Hill, Portions of Martinez, Bay Point, Pittsburg, and Walnut Creek
- 58 schools and programs
- 29,064 students
- 41.6% socioeconomically disadvantaged
- 294 McKinney-Vento (students experiencing homelessness)
- 60 Foster Youth
- 1800 newcomer multilingual learners
- Every school site has a counselor
- 5 High school sites and 2 middle schools have Wellness Centers with Social Work Specialists
- Transportation only for students in SPED, overflowed students, and students whose residence school is more than 1.25/3/7 miles from home





Overview of Services

McKinney-Vento + Foster Youth + Justice-Involved	Immediate enrollment, clothes, shoes, backpacks, school supplies, glasses, transportation, extra curriculars, camps, credit exemption, partial credits, disciplinary protections
Human Trafficking	Same as above plus OTIP referrals (labor) and CSEC support (sexual exploitation)
Refugee/ Newcomer	Everything but disciplinary protections, transportation,
American Indian Education	Liaising with local American Indian Ed Program (tutoring, tech, scholarships, cultural events)
LGBTQIA+	Mostly gender support plans, but also gender-affirming clothes when necessary
Other Students with Extreme Need	What do you need?





3 Key Staff Groups to Support

Administrators

Principals and Co-Administrators

Counselors

Social Work
Specialists

Each site has an assigned counselor and 7 sites have a Social Work Specialist/Wellness Center

Office Staff

Child Welfare
Attendance Liaisons
Parent Liaisons

All relevant office staff and community outreach workers





Quarterly Check-ins

Counselors conduct a **quarterly (4x per year)** check-in with all FYS and MKV youth for:

- Academics: partial credits, credit exemptions, response to intervention, tutoring, summer school, credit recovery
- Behavior: screen for additional supports and therapeutic services
- Attendance: check-in on any absences
- Attempt two-way communication with families



FIXED

This living arrangement is not likely to change on a moment's notice

MCKINNEY-VENTO

REGULAR

This living arrangement is all in one location

ADEQUATE

This living arrangement is “substandard” (reasonable capacity based on occupancy, safe and hygienic, all basic utilities, working kitchen and toilet)

(EXTREME FINANCIAL HARDSHIP)





Foster Youth

- **Best Interest Determination** (BID) meetings
- Welcoming **intake** process with site staff
- **Quarterly check-ins** by counselors
- **Tutoring and academic interventions**
- **Other means of correction** for discipline
- Explore the need for **section 504** for trauma-related diagnoses





Justice-Involved Youth

- Have been **arrested and detained** because of a crime.
- **Intake at district level** for verification of contact information, placement, and needs assessment.
- **Intake summarized and shared** with the site principal, registrar, Social Work Specialist, and/or counselor.
- Site intake, tour, safe space and person identified, behavior contract if necessary, credit exemptions, partial credits, etc.
- SOAR team provides resources and supports for families **(including siblings, if applicable)**.
- Extra curricular activities offered and paid for by SOAR and/or school.
- If the student is 16 and eligible to work in the U.S., they can be enrolled in the WIOA program for workforce development and case management.





Human Trafficking

- PROTECT training for students, staff, and families
Recognition
Response
Reporting
- COE collaboration to provide a professional development series from “Nola Brantley Speaks”
- Coordination with MISSEY for service support through survivors
- Human Trafficking Awareness and Prevention events in January
- Free online classes for parents about internet safety, etc.
- Shepherd referrals (OTIP)





LGBTQIA

- County support to revamp **gender support plans** and training materials
- **Professional development** for all relevant stakeholders on:
 - Gender diversity
 - Legal trivia for LGBTQIA student rights in schools
 - How to do a gender support plan
 - Additional support for students post-plan





American Indian Ed

Re-establish a connection with our local American Indian Education program that provides:

- Tutoring
- Technological devices (chromebooks and hotpots)
- Scholarships
- Cultural activities
- Affinity groups



SOAR

Other Circumstances

Students living in other extreme circumstances
– we help as needed!





Our Approach:

- Create systems and structures for to support the unique needs of each group
- Consider all all aspects of a student's identities when working with a student

Benefits:

- 1) Better system of care
- 2) Increase resources for student support



Youth Services Overview

- Our Youth Services division works to support the whole child by addressing educational, social-emotional, and workforce readiness needs.
- The four interconnected programs reflect our collaborative and integrative service model, ensuring no young person falls through the cracks.
- Each program has a unique focus, but together they form a safety net that empowers youth to succeed in school and beyond.

Youth Services Program Highlights

Education for Homeless Children & Youth (EHCY)

- Supports approximately 2,600 students experiencing homelessness in Contra Costa County.
- Ensures immediate school enrollment, transportation, and access to academic resources, in compliance with the McKinney-Vento Act.
- Provides technical assistance and training to district liaisons and staff to remove educational barriers.

Foster Youth Services Coordinating Program (FYSCP)

- Collaborates with local educational agencies (LEAs) to support foster youth through school advocacy, educational stability, tutoring, and vocational training.
- Focuses on capacity building by providing training and resources to improve educational outcomes for foster youth.

Workforce Programs

- Provides job readiness, career exposure, and transitional support.
- Aims to prepare youth for successful transitions into the workforce.

Empowerment Program

- Provides educational and career services for juvenile justice-involved youth and those at risk.
- Collaborates with probation officers, social workers, and schools to offer individualized case planning and support.



Why Coordinate Funds?

- Blending and braiding funds from different sources can be an **effective way to use existing federal dollars** to fund a High-Impact programs.
- Better service to students with complex needs by **providing access to streamlined services** rather than services from multiple separate programs.
- **Differentiate fiscal and human resources based on need** and not based on program eligibility.
- **Reduce arbitrary routines of fractioning staff FTE based on funding streams** rather than maximizing FTE to support students.
- **Reduce duplication** of human and fiscal resources.



Youth Workforce Programs

	Workforce Innovation and Opportunity Act (WIOA)	Department of Rehabilitation (DOR) Transition Partnership Program (TPP)	Youth Employment Opportunity Program (YEOP)
Funding	US Department of Labor	California Department of Rehabilitation (DOR)	California Employment Development Department (EDD)
Focus	<ul style="list-style-type: none"> Youth Ages 16-24 In-school or out of school youth with barriers to employment 	<ul style="list-style-type: none"> Youth Ages 16-21 Have an IEP or 504 Plan Enrolled in or attending high school 	<ul style="list-style-type: none"> Youth ages 15 to 25 at risk of not achieving their educational goals in high school or college
Eligible Uses and services provided	Case management Paid work Experience	<ul style="list-style-type: none"> Job exploration counseling Work-based learning experiences Instruction in Self Advocacy Counseling in Post-Secondary Education Work Readiness Training 	<ul style="list-style-type: none"> Peer advising Referrals for supportive services Employment preparation Workshops Referral to training
Website	https://www.dol.gov/agencies/eta/wioa	https://www.dor.ca.gov/home/studentservices	https://edd.ca.gov/en/jobs_and_training/youth_employment_opportunity_program



Why Coordinate Funds: Connecting to County- Level Systems

- **Blending and braiding funds** (e.g., Title I, McKinney-Vento, AB 12, ELO-P) enables **high-impact, student-centered services** not constrained by program silos.
- Students with complex needs—such as foster youth, homeless youth, and justice-involved students—benefit from **streamlined, integrated supports**.
- By coordinating fiscal and human resources around student needs (not funding), we **maximize FTE** and reduce inefficiencies.

Why Coordinate Funds: Connecting to County- Level Systems

- County-level strategies like the **Interagency Agreement, Transportation and Surrogate MOUs**, and **collaborative meetings (FY/MV, MVEC, FYEA Council)** provide the **infrastructure for alignment**.
- This work is reinforced by **AB 2083 System of Care mandates**, which require cross-agency collaboration for children with intensive needs, and **Community Schools strategy**, which bring services on to campuses and further integrate mental health, family supports, and academics.
- Together, these efforts **reduce duplication, increase access**, and support a **shared vision of equity and whole-child support**.



Q & A



Interactive Activity: Pair Share

Turn to your neighbor - consider:

- *What barriers are visible with the population you work with most?*
- *What strategies or interventions could address these?*

Share Out!



Final Reflection

*What's one strategy or idea
you'll take back to your site?*





Raffle for a Starbucks gift card

You must be present to win



THANK YOU!

