

Teaching & Learning Committee Presentation McKinney Vento & Foster Youth

December 17, 2024



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



Outcomes for today

Committee will:

- Increase awareness of foster youth and unhoused youth students in Oakland
- Be able to support students and programs

McKinney Vento Program

Khanh Nguyen, Program Manager



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

McKinney-Vento (MKV)

Education of Homeless Children and Youth Act

- Law Originally passed in 1987
- Reauthorized in 2015 by the Every Student Succeeds Act (ESSA), Amendments took effect October 1, 2016
- **Works hand-in-hand with Title I, Part A and other federal education programs**
- **Provides stability, access, and support for academic success for homeless children and youth, preschool-aged children**

MKV Team

Kimberly Neal, Academic Counselor

Provides Academic Coaching to High School Age Students

kimberly.neal@ousd.org

Tambra Duren, Case Manager

Provides Academic Case Management to Middle School Age Students

tambra.duren@ousd.org

Claudia Ortiz-Silva, Case Manager

Provide Academic Case Management to Elementary and Middle School Age Students.

claudia.ortiz-silva@ousd.org

Troy Rockett, Case Manager

Provide Academic Case Management to Elementary Students.

Troy.Rockett@ousd.org

Khánh Hữu Nguyễn, Ed.D., Program Manager

Administration/Training/ Resource Development

khanh.nguyen@ousd.org



Defining Housing Insecurity

Can the student go to
the

SAME PLACE (fixed)

EVERY NIGHT (regular)

to sleep in a SAFE AND
SUFFICIENT SPACE
(adequate)?

- **Fixed:**
 - Stationary, permanent, not subject to change
- **Regular:**
 - Used on a predictable, routine, consistent basis
 - Consider the relative permanence
- **Adequate:**
 - Lawfully and reasonably sufficient
 - Sufficient for meeting the physical and psychological needs typically met in a home environment

2024/2025 MKV Data: Grand Total.



Grade Level	Doubled Up	Hotel / Motel	Shelter	Unsheltered	Grand Total
Grade K	96	8	16	8	129
Grade PS	11	1			12
Grade TK	43	6	7	3	60
Grade 1	110	7	11	6	134
Grade 2	126	4	16	5	151
Grade 3	120	4	17	8	149
Grade 4	103	3	13	9	129
Grade 5	123	8	35	3	169
Grade 6	135	4	17	8	164
Grade 7	117	4	4	6	131
Grade 8	135	5	4	8	152
Grade 9	149	5	9	6	170
Grade 10	239	3	11	2	255
Grade 11	223	4	15	3	245
Grade 12	260	6	16	8	290
Grand Total:	1990	72	191	83	2340

2024/2025 MKV Data: Newcomers



Grade Text	Doubled Up	Hotel / Motel	Shelter	Unsheltered	Grand Total	
Grade K	36			3	1	40
Grade TK	11	1		1	1	14
Grade 1	44			2		46
Grade 2	43			2		45
Grade 3	55	1		4		60
Grade 4	55	1		2	1	59
Grade 5	70	1		13		84
Grade 6	81	1		10	1	93
Grade 7	65	1		1	1	68
Grade 8	95	1		3	2	101
Grade 9	109			4	2	115
Grade 10	191			4		195
Grade 11	177			9	1	187
Grade 12	208	3		5		216
Grand Total	1240	10		63	10	1323

The Role of the Liaison

(MKV Program Manager)

Making the Determination of Substandard Living Conditions

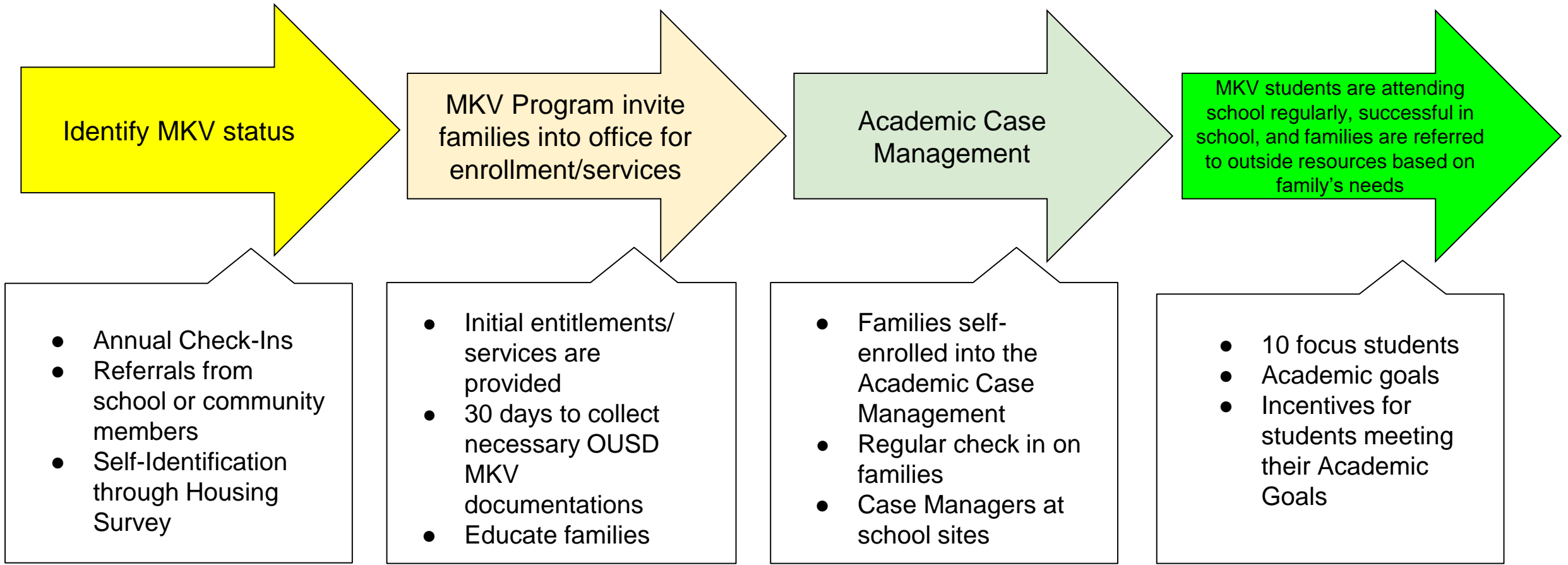
- **Health and safety concerns**
- **Number of occupants per square foot**
- **Age of occupants**
- **State and local building codes**

Every LEA (School District) must designate a McKinney-Vento liaison able to carry out his/her legal duties. Liaisons must ensure that:

- Homeless students enroll in and have full and equal opportunity to succeed in school;
- Children and youth in unhoused situations are identified by school personnel through outreach and coordination with other entities and agencies;
- Access is provided and barriers to enrollment and retention are removed; and
- Public notice of educational rights is disseminated in locations frequented by parents, guardians, and unaccompanied unhoused youth, in a manner and form understandable to them.

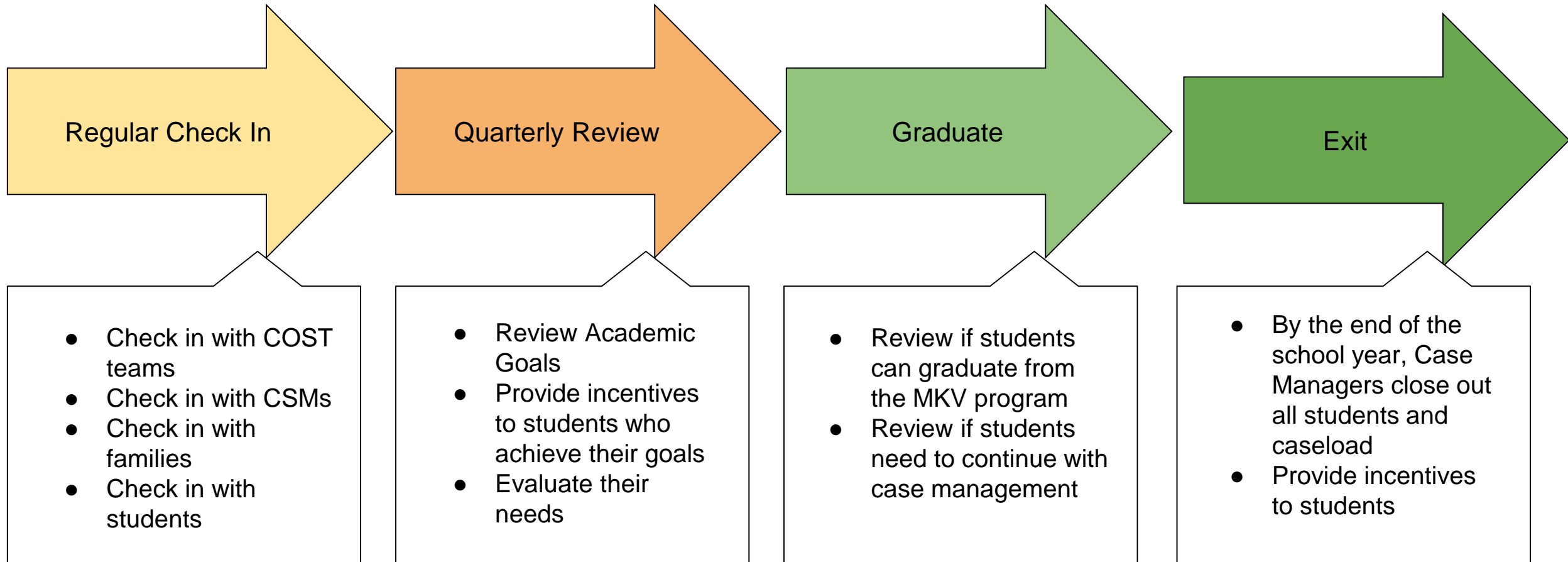
OUSD MKV Student Journey

McKinney-Vento (MKV) Program Student Program Journey



OUSD MKV Student Journey Continues

McKinney-Vento (MKV) Program Student Program Journey





Our Process/How We Work

Tier III Unsheltered

Hotel/Motel, Car/Encampment,
Shelters/Transitional Housing,
Unaccompanied
Youth/Couchsurfing,

Tier II

Doubled/Tripled Up

Living with another family due
financial hardship (not a
roommate), in transition from 6
months to 1 year, couch surfing

Priority is given to **Tier III** Families

- Call 211
- Register with Social Services
- Register for navigation services
- Advocate w/ Family Front Door
- Connect to Community Resources
- Academic Case Management
- Emergency Resources Distribution

Tier II - monthly housing email blast

- Families remain in our program for an entire school year even after they find housing!
- Academic Case Management
- Resources Distribution

Entitlements & Services

We do not have direct access to shelters or housing!

Entitlements:

- Participate fully in all school activities and programs for which the student(s) are eligible
- Continue to attend the school in which the student(s) were last enrolled even if they have moved away from that school's attendance zone or district
- Receive transportation from the student(s) current residence back to their school or origin
- Qualify automatically for the student(s) nutrition programs (free and reduced-price lunches and other district food programs).
- Contact the district liaison to resolve any disputes that arise during the enrollment process.

OUSD MKV Services:

- Attendance Incentives (Gift Cards & Comic Books)
- Backpacks & School Supplies
- Clothing & Shoes
- Emergency food
- MKV Ambassadors Club (GPA 2.5 or higher) Gift Card Incentives

McKinney-Vento Program

Goals for 2024-2025



- Continue to inform schools about McKinney-Vento students entitlements, rights, and services
- Work collaborative with school team to identify McKinney-Vento students
- Provide Academic Case Managements to McKinney-Vento students to address chronic absenteeism and graduation rate

Academic Case Management

Provide services to address the unique needs of unhoused students and their families, with a focus on areas for which this student group received the lowest performance level on the 2023 California School Dashboard: **Chronic Absenteeism and Graduation Rate.**

- Best Practices:
 - Collaboration between CSMs, Case Managers, and Attendance Specialists
 - Incentives for students
 - Case Managers participates in COST meetings
 - Share casenotes/updates of students and their living situation



Outreach/Partnerships

Outreach

- Community School Managers
- COST presentations
- School presentations
- Community Events
- Social Media Campaign



Partnerships

- East Bay Agency for Children
- Building Futures
- Pantry Kids, Inc
- All Food Living Foundation
- Lend a Hand Foundation
- Plymouth Church of Jazz and Justice
- City of Oakland, Community Homeless Services
- Alameda Alliance for Health
- UC Berkeley, Institute of Urban & Regional Development
- Oakland Public Education Fund.
- UC Berkeley Public Service Center

Foster Youth Services Program

Jennifer Tam, Program Manager



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Who is Considered a Foster Youth?

- Any child who is the subject of a juvenile dependency court (Cal. Welf. & Inst. Code § 300) petition, whether or not the child has been removed from his or her home;
- Any child who is the subject of a juvenile delinquency court (Cal. Welf. & Inst. Code § 602) petition and who has been removed from his or her home by the court and placed into foster care under a “suitable placement” order. This includes youth who have been placed in a foster home, relative home, or group home.

Why Children Are Placed in Foster Care?

There are a variety of reasons children are removed from their family homes and placed in foster care. Each case is unique and includes many factors are considered by the court and social services. Some of the most common reasons for a child to enter the foster care system include one or more of the following:

ABANDONMENT

DEATH

INCARCERATION

PHYSICAL ABUSE

NEGLECT

MEDICAL NEGLECT

SEXUAL ABUSE

TRUANCY

JUVENILE OFFENSES

RUNAWAYS

VOLUNTARY PLACEMENT

Why Prioritize the Educational Needs of Foster Youth?

- Foster youth change schools an average of 8 times
- 26-40% repeat one or more grades
- 31% are below grade level in reading or math
- 40% are identified as having a learning disability and receive special education services or 504 accommodations
- 1-13% are likely to attend college; 2-3% earn their degree

OUSD FYS Partners

Alameda County Office Of Education

OUSD services

Department of Children and Family
Services

East Bay Children's Law Offices

Disability Rights Education Defense
Fund

Independent Living Program

Court Appointed Special
Advocates

Peralta Colleges Next Up
Program

California Youth Connection

Alameda County School Districts

Who Are Involved in the lives of Foster Youth?

Non-Guardian Relatives/Group

Home/STRTP staff

Community Based Organizations (tutor, mentor, wraparound service provider)

Judge

Attorneys

Mental Health Professionals

Social worker/CPS worker

Court Appointed Special Advocate (CASA)

Therapist

Foster Youth Services Liaison/Case Managers

School Site staff/After School

Programs Staff

Some Factors that Impact Educational Outcomes

- Multiple home placements resulting in multiple school placements
- Inconsistent support from providers or lack of knowledge to help youth succeed in school
- Difficulty obtaining records due to frequent changes in school placement
- Delayed school enrollment and/or inappropriate school placement
- Trauma caused by trusted adults

What Laws Protect Foster Youth?

AB 490

- Immediate enrollment
- School of Origin
- Partial credit
- Court-related activities
- Appointed District liaison
- School records transferred within 2 days
- Access to sports and activities

AB 167/216

- Graduating with diploma under minimal state requirement of 130 credits (OUSD: 230 credits)
- Transfer after the second year of high school due to an involuntary school transfer and cannot reasonably complete the District requirements by the end of the 4th year
- Student can attend community college but usually not four year colleges (can transfer at another time)

AB 740

Requires LEAs (including Charter Schools) to send written notification when a student in the foster care system is being faced with:

- County Social Worker
- Minor's Attorney.
- Educational Rights Holder
- Recommended Team Members

Anthony Bell

- ❑ CASTLEMONT
- ❑ RUDSDALE
- ❑ SJT
- ❑ CCPA

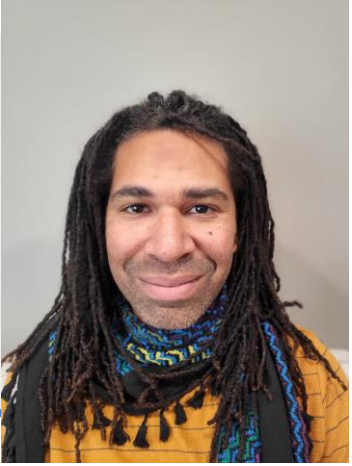


2024-2025 Foster Youth Services Team



Jesse Miller

- ❑ OAKLAND HIGH
- ❑ OAKLAND TECH
- ❑ BUNCHE
- ❑ MACK



Miranda Magee

- ❑ SKYLINE
- ❑ DEWEY
- ❑ FREMONT



Oakland Unified School District FYS Program

Services Provided:

- Ensure foster youth are enrolled immediately in accordance with AB 490
- Provide high school to college transitional support services
- Provide case managers to support foster youth with their academic and social goals
- Link foster youth to school site and community resources
- Advocate for foster youths' educational needs
- Advocate locally and statewide to improve school and child welfare policies

What Are Some Things Case Managers Directly Support?

Provide support, guidance and assistance to students

Collaborate with Child Welfare partners to discuss academics/behavior/placement, etc. regarding foster youth they serve

Participate in COST, SART/SARB, IEP, and DHP hearings, and any relevant meetings related to students they serve

Educate school colleagues about the unique needs of foster youth

To serve as an educator, facilitator, and an advocate!

	INTAKE	WEEKLY/AS NEEDED	MONTHLY
Check-Ins	<ul style="list-style-type: none"> ● Introduction to youth and inform youth of role ● Learn youth's strengths, needs, concerns, and goals 	<ul style="list-style-type: none"> ● Youth ● Teacher ● Caregiver ● Social worker 	<ul style="list-style-type: none"> ● Guardian ● Social worker ● CASA
Coordination/ Meetings <i>Collaborate with partners to provide awareness and create a safety net</i>	<ul style="list-style-type: none"> ● Ensure school staff is aware of status ● Outreach to caregiver for introduction ● Identify adult team ● Introduction from case manager to adult team 	<ul style="list-style-type: none"> ● Attend COST and work with team members ● Refer for relevant programs ● Meet with teachers to learn how to best support youth's academics 	<ul style="list-style-type: none"> ● Attend IEP Meetings ● Participate in Child/Family Team Meetings ● Update adult team regarding attendance/grades/behavior
Academic <i>Remove barriers and respond to requested and observed academic needs</i>	<ul style="list-style-type: none"> ● Review transcript ● Ensure credits from all schools are represented ● Review IEP (if any) and coordinate with teacher 	<ul style="list-style-type: none"> ● Review attendance ● Discuss classes and identify any barriers to learning ● Develop a plan to meet identified goals 	<ul style="list-style-type: none"> ● Discuss transcript/classes with academic counselor ● Review status of goals ● Work with teachers and to determine possible makeup work
Social/ Emotional <i>Support youth in managing emotions, goal setting, interpersonal skills, and problem solving</i>	<ul style="list-style-type: none"> ● Create a baseline of how a student feels about school, home placement ● Interests/hobbies/friends/what makes school enjoyable ● Identify the youth trusted adults and Identify other school staff members youth can go to ● Understand what is important to them 	<ul style="list-style-type: none"> ● Discuss placement with youth (both school and home) ● Social/emotional CheckIn/CheckOut 	<ul style="list-style-type: none"> ● Discuss strategies to regulate emotions ● Coordinate with staff to communicate youth social-emotional needs ● Discuss elements of healthy/unhealthy relationships

	QUARTERLY	END OF YEAR	(12th grade/Graduating Seniors)
Check-Ins			
Coordination/ Meetings <i>Collaborate with partners to provide awareness and create a safety net</i>	<ul style="list-style-type: none"> Recommend a meeting with adult team Review IEP with SpEd team to check status on goals/services 	<ul style="list-style-type: none"> Meet with youth and social worker to discuss summer plans and "point person" to provide a warm hand-off Review school year successes and pain points 	<ul style="list-style-type: none"> Make sure youth are signed up for AB 12 Participate in transition plan Make sure youth are signed up for AB 12 Participate in transition plan
Academic <i>Remove barriers and respond to requested and observed academic needs</i>	<ul style="list-style-type: none"> Review attendance, grades, and any discipline with youth Evaluate current standing and determine if grad track is still appropriate Develop plan with youth teachers to improve grades if necessary 	<ul style="list-style-type: none"> Transcript audit to determine any needed changes in graduation track or school change Confirm youth is signed up for summer school (if applicable) 	<ul style="list-style-type: none"> Work with counselor to ensure youth is on track Encompletes FAFSA Ensure eligible youth sign up for relevant grants
Social/ Emotional <i>Support youth in managing emotions, goal setting, interpersonal skills, and problem solving</i>	<ul style="list-style-type: none"> Review prior social emotional notes and discuss progress with youth Go over identified de-escalation/coping strategies to determine if they are working or need adjusting 	<ul style="list-style-type: none"> Understand what worked/didn't work for the youth Identify the people the youth will check in with during the summer 	<ul style="list-style-type: none"> Provide a social-emotional check-in/check-out regarding transition from high school to post-secondary Develop plan to navigate the last year to alleviate anxiety

FYS Goals for 2024-2025

Foster Youth Services

Goals for 2024-2025

Proper Implementation of AB 740

- Continue to inform schools of AB 740 mandates and rights
- Provide schools with up-to-date lists of adult team
- Work collaboratively with Attendance and Discipline team and legal partners to improve and refine processes

Foster Youth Services

Goals for 2024-2025

Increase
Support for
foster youth
with
disabilities
and IEPs

- Participate in IEP meetings and ensure members of a youth's adult team are invited
- Offer support person for guardian (from list of volunteers)
- FYS team will increase knowledge of how to support and advocate for youth with disabilities/IEPs through trainings and engagement with SpEd staff

Foster Youth Services

Goals for 2024-2025

Improve Opportunities for School Engagement

- Ensure youth are aware of all sports/clubs/activities available at a school
- Identify a staff member “ally” at a school site
- Provide youth with an initial “welcome bag” upon enrollment/meeting

Foster Youth Services

Goals for 2024-2025

Peer Mentoring Program

- Cross collaboration to implement peer tutoring program with a focus on engagement, empowerment, and peer support
- Foster youth will have the opportunity to have a peer mentor, as well become a peer tutor

Additional Slides

Not part of presentation

For additional information and/or in
response to Board member questions



Community Schools, Thriving Students



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

1000 Broadway, Suite 300, Oakland, CA 94607

www.ousd.org



[@OUSDnews](https://twitter.com/OUSDnews)