



Youth Engagement:

Peer to Peer Solutions for McKinney-Vento Policies & Practices

October 26, 2022





Welcome from the California Homeless Education Technical Assistance Center (HETAC)



About the HETAC

- The Homeless Education Technical Assistance Center (HETAC)
 - Is funded by the California Department of Education to serve as the state's homeless education technical assistance center
 - Is operated jointly by the Contra Costa, Los Angeles, and San Diego County Offices of Education

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"Which HETAC serves my county?" [Download the HETAC flyer to learn more.](#)





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Youth Engagement

Peer to Peer Solutions for McKinney -Vento Policies & Practices





Agenda

- ❑ **Introductions and Objectives**
- ❑ **Poll Questions**
- ❑ **Overview and background** of CC+S & Youth Engagement in MKV Policy and Practice
- ❑ **Student Experience**
- ❑ **Breakout Discussion:** *Discuss your questions and interest in this area?*
- ❑ **NEW Y-PLAN Public Toolkit**
- ❑ **OPEN Discussion:** *What questions and/or suggestions do you have?*



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Objectives

Participants will:

- Learn about the **Y-PLAN Project model** for youth civic engagement and research
- Discuss **student involvement in collecting research, providing feedback, and their insights** on issues facing unhoused students
- Review the **Y-PLAN Public Toolkit** and resources available to use

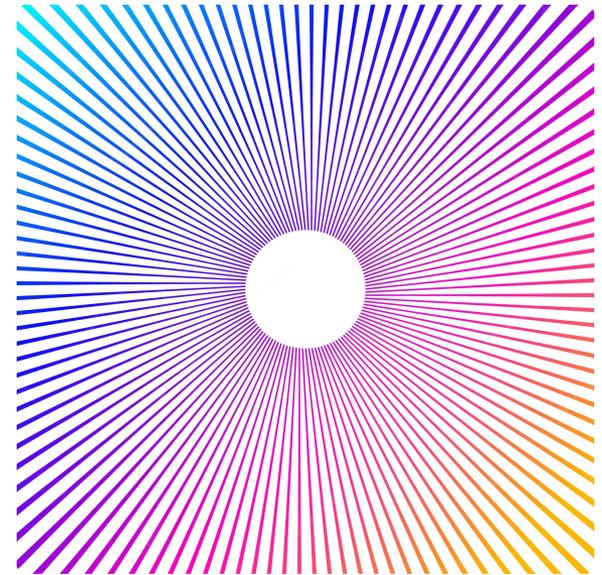




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PURPOSE

- MKV Professional Development
- Pupil Engagement
 - Needs Assessment
 - LCAP engagement
- Alignment with new Community School Partnership programming





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CC+S Mission



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

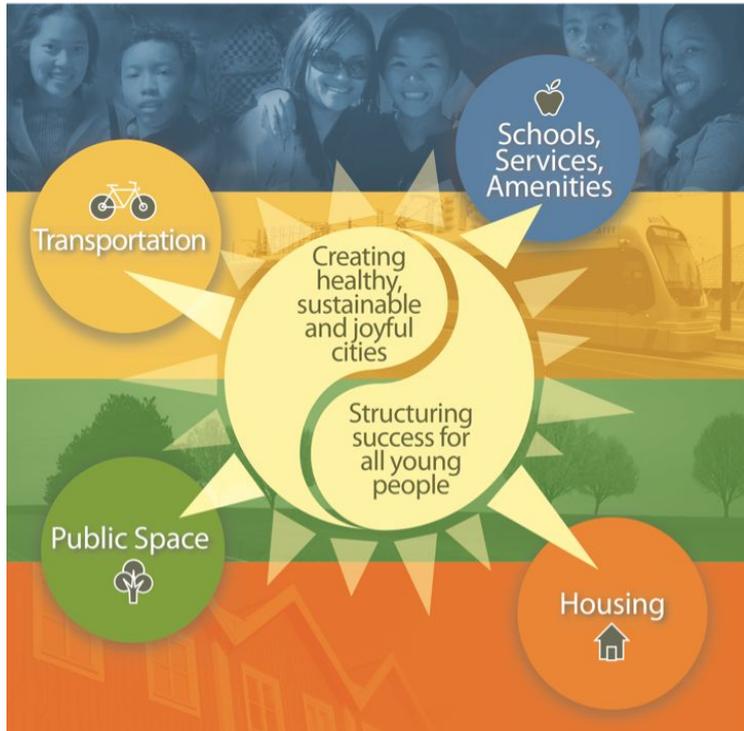




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Y-PLAN

Youth - Plan, Learn, Act, Now

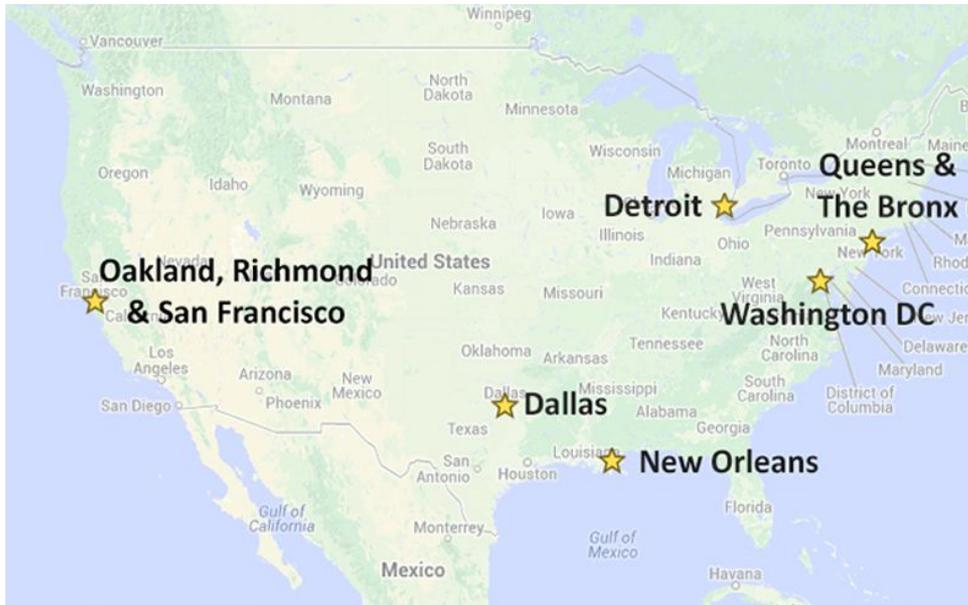


- **A civic learning strategy** bringing young people and schools into the heart of city planning and community change
- **A unique in-school K-12 work based learning opportunity**
- **A regional and global network**



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Our History



10,000 Students
400+ Teachers
300+ Civic Partners
265 City-School
Projects



Y-PLAN Projects Address *Four Core Sectors*



Y-PLAN Clients

Oakland Mayor's Office
Richmond City Manager's Office
SF Planning Department
NYC Department of Transportation
Resilient by Design
Brooklyn Borough President's Office
BART and MTA
Contra Costa Dept of Health
H.E.A.L.T.H. For Youth, Inc.



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Y-PLAN Public Access & Local Partnerships



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.

Filter by

- Introduction to Y-PLAN (12)

Role

- K-12 Educators (88)
- Civic Clients (35)
- Higher Ed Partners (35)

Module

- Project Planning (19)
- 1 | Start Up (13)
- 2 | Making Sense of the City (25)
- 3 | Into Action (12)
- 4 | Going Public (11)
- 5 | Looking Forward and Back (20)

Format

- Video (8)

All-in-One Guides and FAQs

<p>Y-PLAN Mini</p> <p>Hands-on rapid learning experience for educators, students, and civic partners</p> <p>Preview PDF</p>	<p>Y-PLAN FAQs</p> <p>General</p> <p>Who participates in Y-PLAN?</p> <p>What are the goals of Y-PLAN?</p> <p>How does Y-PLAN work?</p> <p>What are the benefits of Y-PLAN?</p> <p>Preview Doc</p>	<p>Elementary Field Guide</p> <p>Y-PLAN Elementary – Field Guide</p> <p>Preview PDF</p>
<p>K-12 Teacher Guide</p> <p>1 Start Up</p> <p>2 Making Sense of the City</p> <p>3 Into Action</p> <p>4 Going Public</p> <p>5 Looking Forward and Back</p> <p>Y-PLAN K-12 Teacher Guide</p> <p>Preview Slides</p>	<p>Civic Partner Guide</p> <p>1 Start Up</p> <p>2 Making Sense of the City</p> <p>3 Into Action</p> <p>4 Going Public</p> <p>5 Looking Forward and Back</p> <p>Y-PLAN Civic Partner Guide</p> <p>Preview Slides</p>	<p>Higher-Ed Partner Guide</p> <p>1 Start Up</p> <p>2 Making Sense of the City</p> <p>3 Into Action</p> <p>4 Going Public</p> <p>5 Looking Forward and Back</p> <p>Y-PLAN Higher-Ed Partner Guide</p> <p>Preview Slides</p>

Youth Engagement in Action

Y-PLAN Video



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 ['artervention'](#) 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.

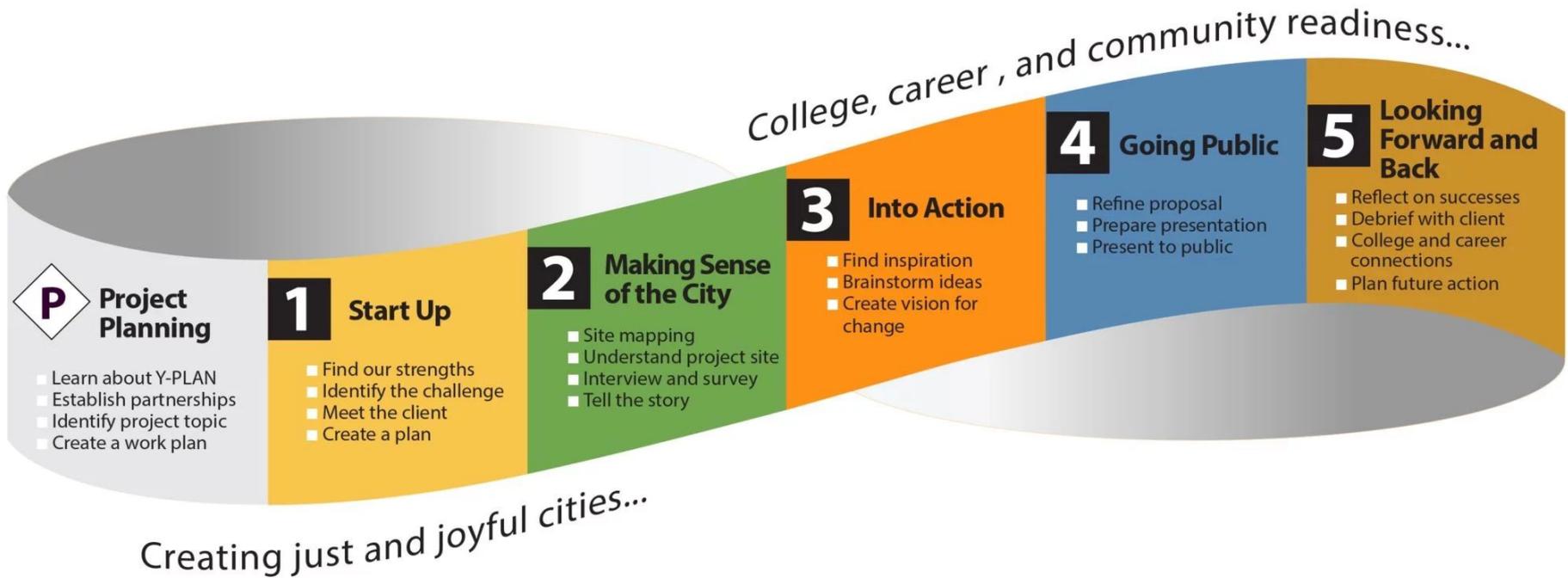
Student Experience

Victor Diaz, Senior - Oakland High, Law and Social Justice Academy



Y-PLAN

5-Step Roadmap Research Process





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1. Start Up

Met our client and learned about our project question.





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Meet the client



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2. Making Sense of the City

Conducted interviews, surveys, and site visits.





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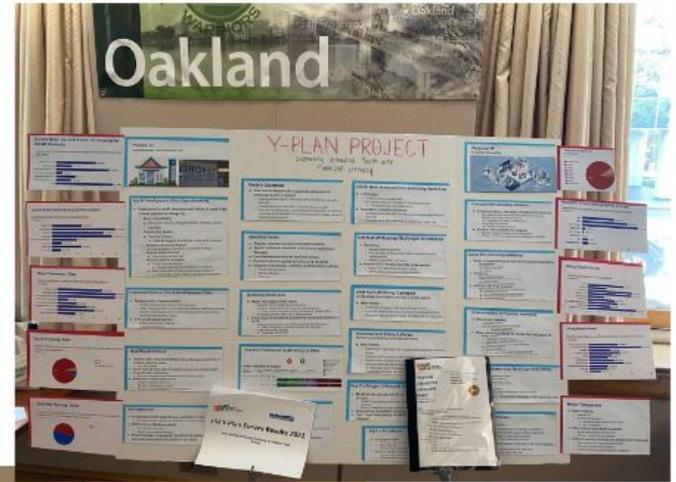
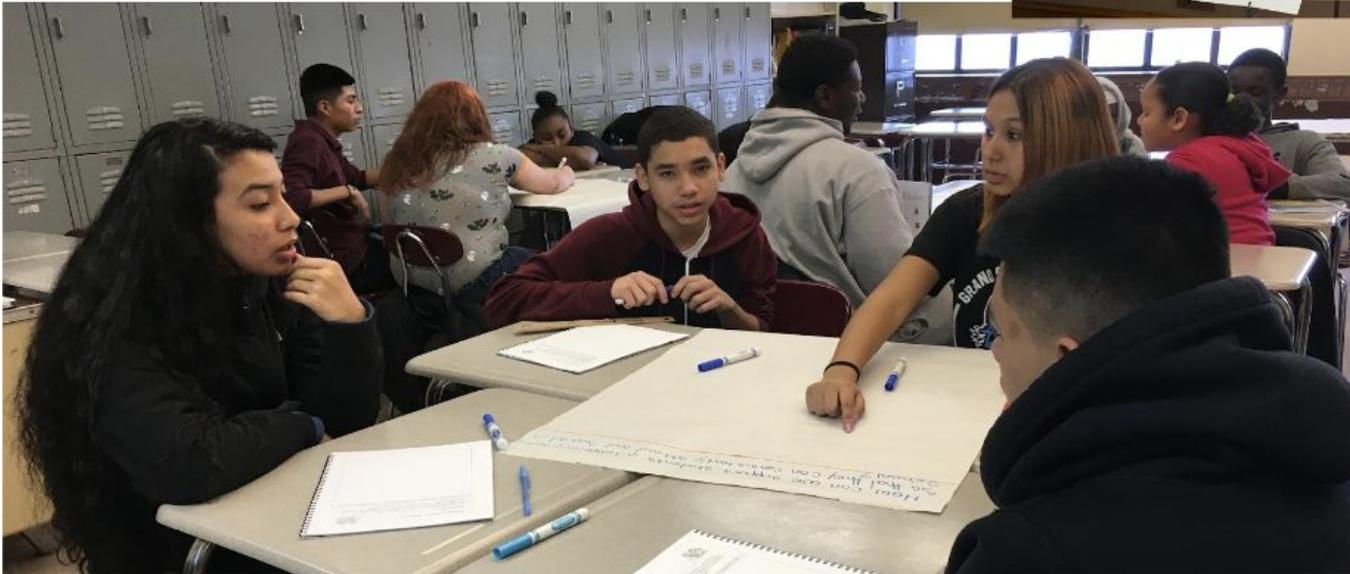
Interview the
Community



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3. Into Action

Teams brainstormed solutions.





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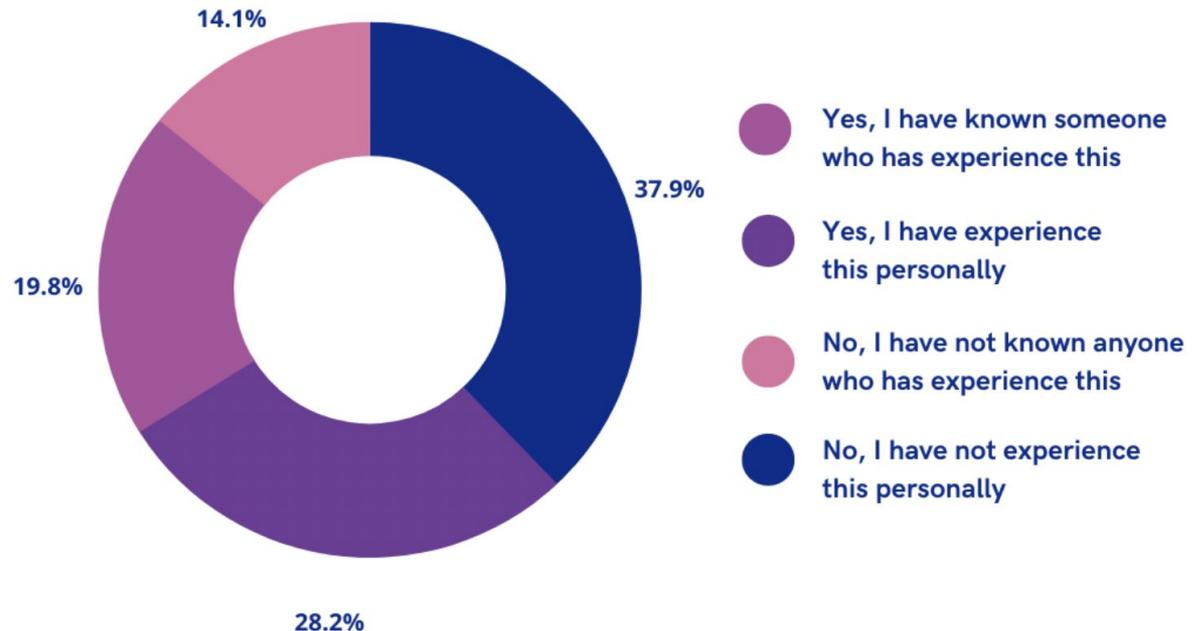


Brainstorm Ideas

Key Insight: the power of data!

Nearly 50% of my peers either personally experienced housing instability or knew someone who has!

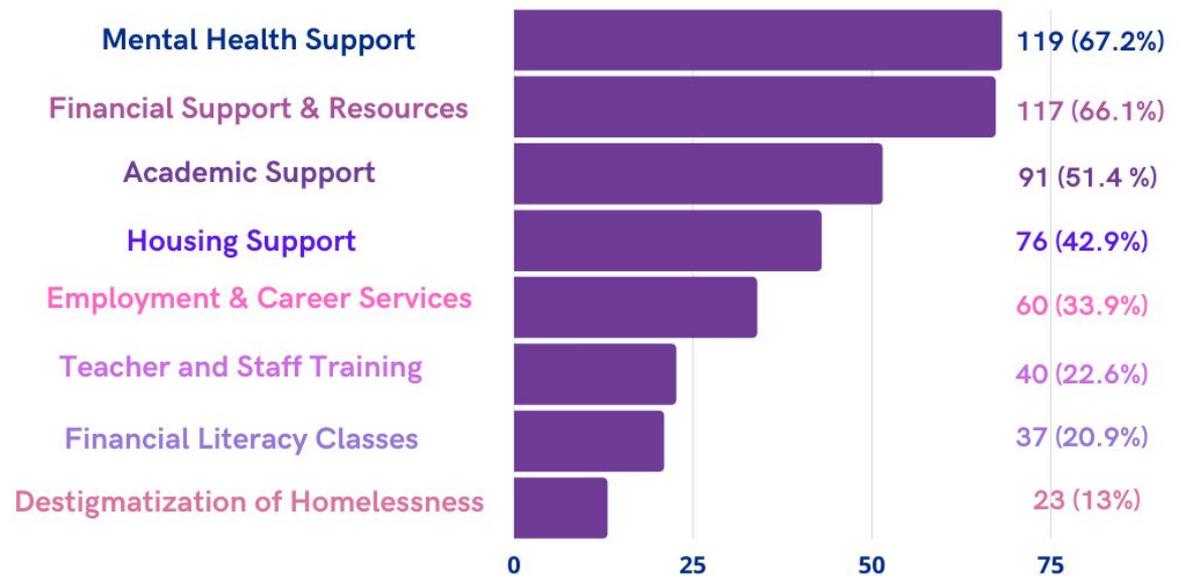
Have you known someone or have you experience housing instability while attending elementary, middle, or high school?



Key Insight: the power of data!

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

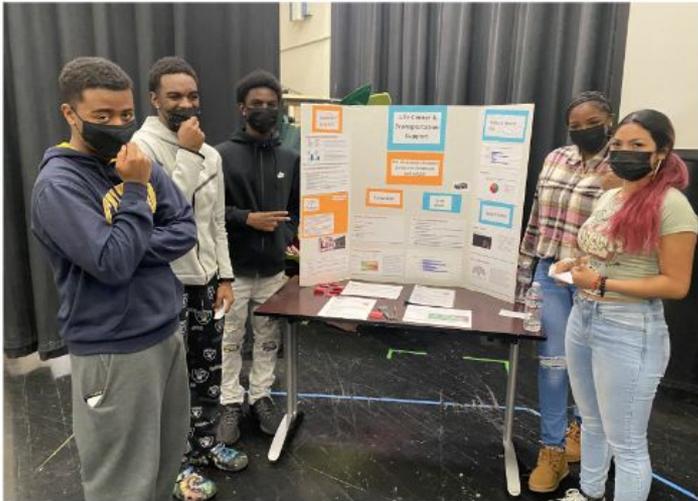
Check the top 3 things you think OUSD could do to support unhoused youth:





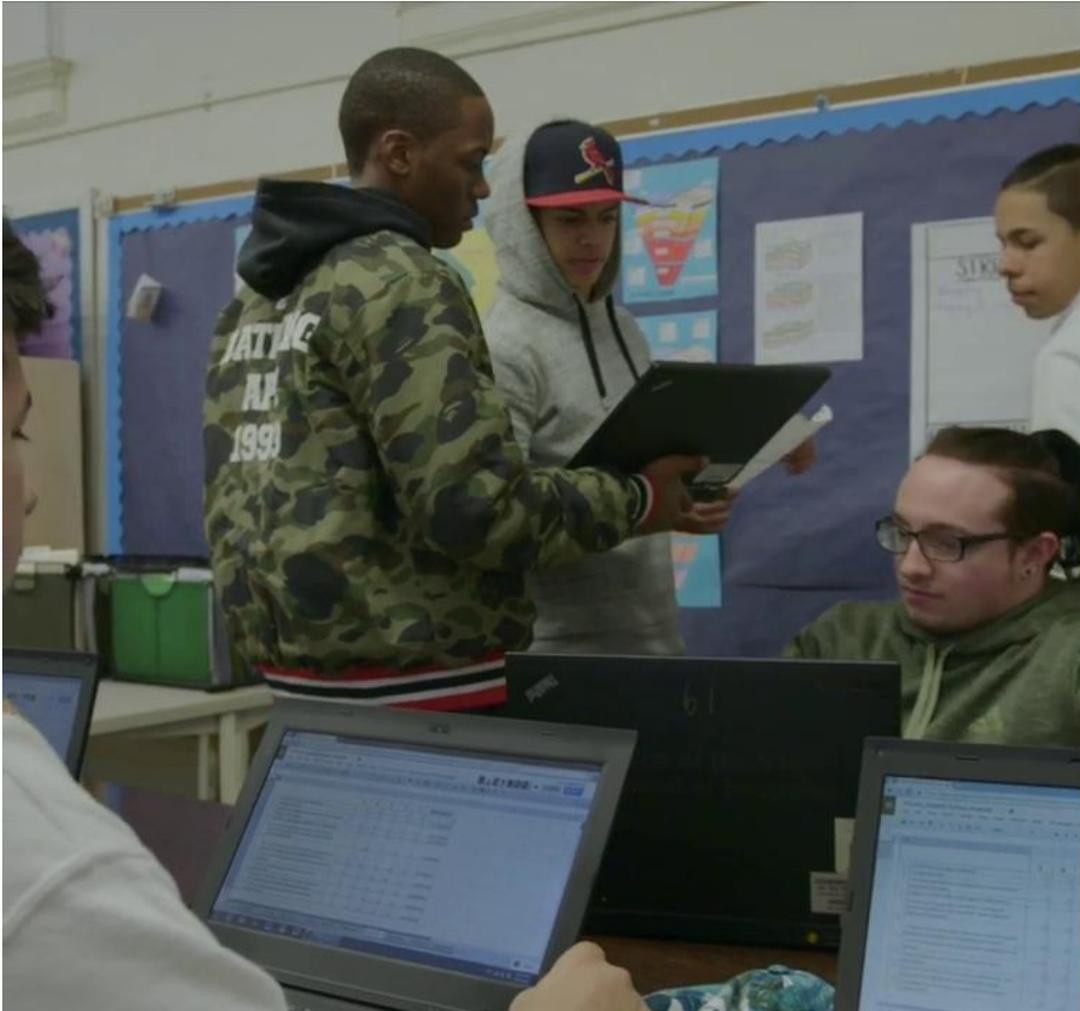
4. Going Public

Presented to civic clients and community leaders.





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Prepare digital and
professional presentations

Two key recommendations:

Transportation
Access



Career Support:
Support & Services





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5. Looking Forward and Back

Sharing ideas with local & statewide policy leaders.



We are college, career, and community ready.

We are Oakland Community Schools.



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Community & Civic Actions
for the Future



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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





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Impact

2020–2021 Project:

Within one month of the students' presentations, **OUSD provided funding to hire three new McKinney–Vento case managers** to immediately scale up resources for unhoused students.

2021–2021 Project: *Y-PLAN student scholars have already spoken at 5 statewide and regional meetings this fall aimed at **leveraging and aligning other CDE resources, ie Community Schools Partnership funding, to support homeless students.***



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Breakout Discussion:

**Discuss your
questions and
interest in this area?**



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Y-PLAN TOOLKIT



[Y-PLAN Toolkit](#)

[Showcase](#)

[Connect](#)



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All-in-One Guides and FAQs

Y-PLAN Mini



Y-PLAN Mini
Hands-on rapid learning experience for educators, students, and civic partners

[Preview](#) [PDF](#)

K-12 Teacher Guide

- Project Planning
- 1 Start Up
- 2 Making Sense of the City
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Y-PLAN K-12 Teacher Guide

[Preview](#) [Slides](#)

Y-PLAN FAQs

General

What does Y-PLAN stand for?
Y-PLAN stands for Youth Plan, Learn, Act Now. It is also a pun, inviting participants to ask: Why Plan? The questions below illustrate how asking 'why' can allow you to better understand your surroundings, identify challenges, and ultimately lead you to solutions!

- Why do I not feel safe walking through my neighborhood?
- Why are conditions on my block so different from those just a few blocks away?
- Why are there so few healthy food options in this part of the city?

Who participates in Y-PLAN?
Y-PLAN projects involve civic leaders, K-12 educators, and - in most cases - higher education partners. Descriptions of their respective roles can be found in the Y-PLAN Digital Toolkit.

[Preview](#) [Doc](#)

Civic Partner Guide

- Project Planning
- 1 Start Up
- 2 Making Sense of the City
- 3 Into Action
- 4 Going Public
- 5 Looking Forward and Back

Y-PLAN Civic Partner Guide

[Preview](#) [Slides](#)

Elementary Field Guide

Y-PLAN Elementary – Field Guide



[Preview](#) [PDF](#)

Higher-Ed Partner Guide

- Project Planning
- 1 Start Up
- 2 Making Sense of the City
- 3 Into Action
- 4 Going Public
- 5 Looking Forward and Back

Y-PLAN Higher-Ed Partner Guide

[Preview](#) [Slides](#)



Individual Tools

Why Y-PLAN? [K-12 Educators]



Dr. LaRue Moore

▶ Watch

Why Y-PLAN? [Civic Clients]



LaShonda White

▶ Watch

Why Y-PLAN [Higher Education]



Ellen Middaugh

▶ Watch

Student & Community Outcomes



🖼️ Preview

📄 Doc

Y-PLAN Six Essentials

The Y-PLAN Six Essentials

McKoy, D., Eppley, A., & Buss, S. (2022). *Planning Cities with Young People and Schools: Forging Justice, Generating Joy* (1st ed.). Routledge.



BASIC NEEDS

1. Basic Needs: Attend to First Things First

Violence, displacement, and instability impede young people's ability to feel secure, but safety and stability are the foundation of a just and joyful city. Before planning for the future, we need to ensure that the basic needs of all residents are met today.

🖼️ Preview

📄 PDF

Is Y-PLAN Right for You? [K-12]



🖼️ Preview

📄 Doc



Y-PLAN Mini

Hands-on rapid learning
experience for educators, students,
and civic partners

★ Key Mini Steps Include:

- 1 Start Up:** Meet the Team & Define the Problem
- 2 Making Sense of the City:** Map the Community & SWOT Analysis
- 3 Into Action:** Brainstorm Solutions
- 4 Going Public:** Present Ideas for Change
- 5 Looking Forward and Back:** Reflect and Take Action

The Center for Cities + Schools created the Y-PLAN Mini to provide a rapid, hands-on learning experience for civic leaders, educators, and students alike. This collaborative activity demonstrates how the Y-PLAN methodology can enrich learning, further professional practice, and create more just and joyful cities!



The Y-PLAN Mini distills the methodology's five learning modules, which typically occur over multiple weeks, into a workshop of just several hours.



Steps 1 and 2



STEP 1: Meet the Team

Each team member brings unique skills, experiences, and visions for the future! Much everyone's contributions form a complete, well-rounded project. This process transfers individuals into a larger whole: a 'community of practice.'

<p>Name: <i>Trish Anderson (Civic Client)</i></p> <p>City/School/Organization: <i>McKinney-Vento Liaison for OUSD</i></p> <p>What I bring to the table: <i>Administrative perspective, financial support, professional experience, project question and problem statement</i></p>	<p>Name: <i>Victor Diaz</i></p> <p>City/School/Organization: <i>Oakland Unified School District</i></p> <p>What I bring to the table: <i>Youth perspective, local experience bias and understanding, justice.</i></p>
<p>Name: <i>Ms. Logan (Teacher)</i></p> <p>City/School/Organization: <i>Oakland High School, Law and Social Justice Academy</i></p> <p>What I bring to the table: <i>Passion and experienced teaching civic work-based learning (i.e. Y-PLAN)</i></p>	<p>Name: <i>Amanda (High School Student)</i></p> <p>City/School/Organization: <i>Tiny Home Village</i></p> <p>What I bring to the table: <i>Passion and work-based learning</i></p>
<p>Name: <i>Camrin Fredrick (District-wide Instructional Coach)</i></p> <p>City/School/Organization: <i>OUSD, Law and Social Justice Academy</i></p> <p>What I bring to the table: <i>Inspiration and innovation for addressing issues around homeless youth services and support.</i></p>	<p>Name: <i>Youth Spirit Arts (Community-Based Org)</i></p> <p>City/School/Organization: <i>Tiny Home Village</i></p> <p>What I bring to the table: <i>Inspiration and innovation for addressing issues around homeless youth services and support.</i></p>

Step 1: Define the Problem

Project City & Site: East Oakland, CA

Civic Client: Who is posing the project question? Trish Anderson

Other Community Partners: Youth Spirit Arts, City of Oakland Housing Authority

Main Project Question: What is the problem you are trying to solve?
 Example: How can the City of San José make White Road safer for pedestrians?
How can Oakland Unified School District (OUSD) best improve the support & outcomes for unhoused youth in Oakland Unified School District (OUSD)?

Subquestions: What are the project's subquestions? What questions or concerns do you have?
 (1) What are academic solutions to increase college readiness?
 (2) How can we create career opportunities and greater access to transportation networks?
 (3) How can we increase financial literacy and independence for students and families?



Step 2:

Oakland, CA

Important type about a project or clues. Pay attention to...

Take Note

ings | pedestrian | art | smell

and who's not

Step 2: SWOT Analysis Strengths Weaknesses, Opportunities, Threats



Location: East Oakland, CA

For this exercise, think about your project question and identify the following:

- **Strengths** of the community/project site
- **Weaknesses** that the community/project site may currently experience
- **Opportunities** for the future
- **Threats** and external forces that could affect the project outcome

Strengths	Weaknesses
<p><i>Example: many businesses</i></p> <ul style="list-style-type: none"> - Existing school-sites that provide resources for young people experiencing homelessness or financial instability - Peer attention to this issue 	<p><i>Example: lack of trash cans</i></p> <ul style="list-style-type: none"> - Lack of Knowledge and Resources - Identification: Tracking and Enrolling Unhoused Students - Inconsistent home addresses, confidentiality concerns, and lack of consistent contact with parents contribute to the challenges the MKV office face. - Budget Instability
Opportunities	Threats
<p><i>Example: creating local jobs</i></p> <ul style="list-style-type: none"> - Increases in funding for MKV and other resources (such as community school partnership and recovery dollars) - Increasing attention to this issue / public and political interest 	<p><i>Example: gentrification</i></p> <ul style="list-style-type: none"> - Misinformation and a stigma of homelessness - Covid-19 Pandemic

- **Interview:** Speak to a local resident at your project site. What is their experience like in the place?

We interviewed Trish Anderson to gain a better understanding of the unique challenges and potential opportunities that the McKinney-Vento office serving OUSD has.

We interviewed a formerly unhoused UC Berkeley Law Student to gain insights into what ways the school district provided support for unhoused youth.



Steps 3 and 4



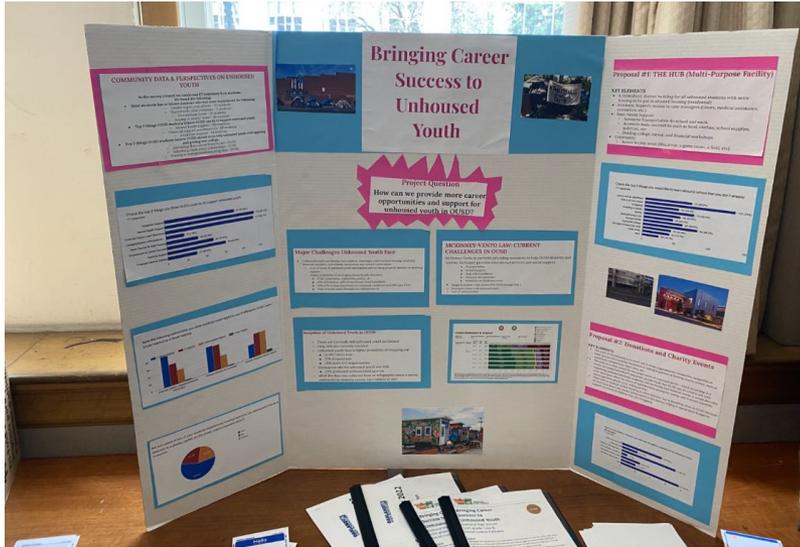
Step 4: Present Ideas for Change

It is now time for final presentations! Just like in longer Y-PLAN projects, presentations will take place before a panel that includes the civic client and your peers. Panelists will use this scorecard to assess your presentation and give your team feedback. They will then ask you questions about your research process and proposals.

Your presentation will be assessed by how well your team:

- Identifies the project question, describing its importance
- Explains 1-2 solutions
- Supports proposals with data
- Communicates clearly

Team Name	Strengths	Areas for Improvement
Transportation Access	Recognizes that public transportation is oriented around peoples homes, but unhoused students need other arrangements. Targets fundamental service for students to attend school	Complex implementation from City and need for peers to identify what alternative routes, pick-up and drop-off locations, and times of day may be.
Career Readiness and Support	Opportunity for Hubs for college and career readiness that addresses and accommodates the unique challenges of students facing homelessness, such as lack of availability during school programming, absences due to housing and financial instability.	Provide further details on how peer-to-peer support can fit into Hub model, specifically how peers can provide such support.



Step 3: Brainstorming Solutions



Now that you have mapped the community, collected data, and performed a SWOT analysis, it is time to work as a team to generate evidence-based solutions for the project question. In the city planning field, this kind of collaborative, design session is referred to as a 'charrette.'

Jot down and/or sketch several ideas for change below. Do not be afraid to pitch an idea to the group, even if it feels unrealistic! Some of the most effective, creative recommendations require out-of-the-box thinking. After brainstorming as a group, work together to narrow down your ideas to one or two main proposals. When weighing your options consider factors such as:

- Benefits | Costs & Obstacles | Equity Implications
- Possible Community Partners | Timeline for Implementation





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Open Discussion



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Thank You!



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**Planning Just and Joyful Cities
With and For Young People**



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OUR NEW BOOK!

