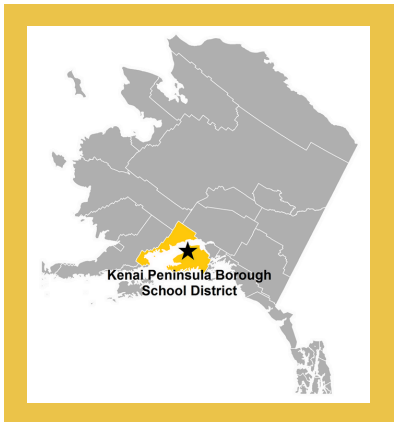


Kenai Peninsula Borough School District



District

Kenai Peninsula Borough School District

Location

Kenai Peninsula Borough, Alaska

Total Student Count

8,445

Funding Amount

ARP-Homeless I

- \$44,448.41

ARP-Homeless II

- \$93,296.17

Contact

Local Educational Agency Liaison (LEA)

Kelly King
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State Educational Agency Coordinator (SEA)

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<https://kpbsd.org>

Study Overview

The State and Local Implementation Studies of the American Rescue Plan – Homeless Children and Youth (ARP-HCY) program, conducted by 2M Research, comprehensively examines and documents how SEAs and LEAs have used ARP-HCY funds to implement strategies to better identify and support children and youth experiencing homelessness.

As part of this study, a case study with Kenai Peninsula Borough School District (KPBSD) was conducted to evaluate the effectiveness of various approaches in utilizing ARP-HCY funds. KPBSD consists of 42 schools and is located in the Kenai Peninsula Borough—150 miles south of Anchorage, Alaska. The region’s vast and rugged landscape presents unique challenges, such as affecting children’s transportation to schools and the delivery of direct healthcare services to students experiencing homelessness.



We do an intake and a needs assessment to help them out, get them the supplies so they can stay in school, and we can remove all those barriers. It's more of the consistent check-in, the wraparound [services], talking with staff, students, finding out how I can help really bridge the gap, have more consistent tabs on what's taking place, and be more of that hands-on advocate for them.



46% increase in enrollment of students experiencing homelessness between SY 2020-21 and SY 2022-23.



3-percentage point increase in the graduation rate* of students experiencing homelessness between the SY 2020-21 and SY 2022-23.



Utilized funds to create student enrichment programs with an emphasis on activities for graduation and postsecondary outcomes.



Created a regional liaison position in the Eastern Kenai Peninsula to overcome geographic barriers in reaching students.

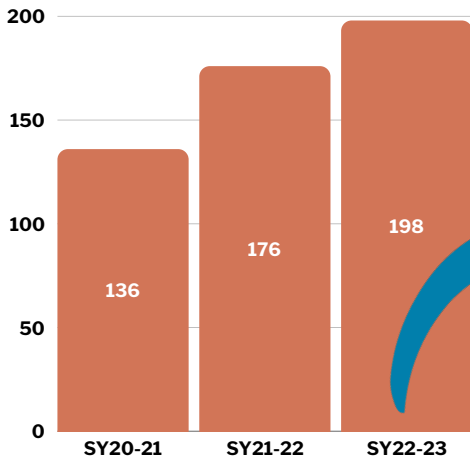


Flexibility in funding enabled the district to provide direct healthcare services for children and youth in need.

*adjusted 4-year cohort graduation rate

Student Identification and Student Demographics

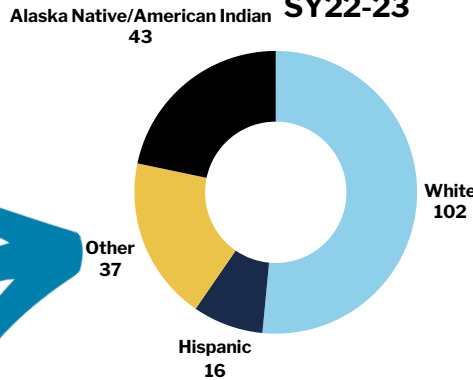
Student Identification Trends



Kenai Peninsula Borough School District saw a 46% increase in students experiencing homelessness from SY 2020-21 to SY 2022-23. Identifying these students allowed the district to provide direct healthcare services.

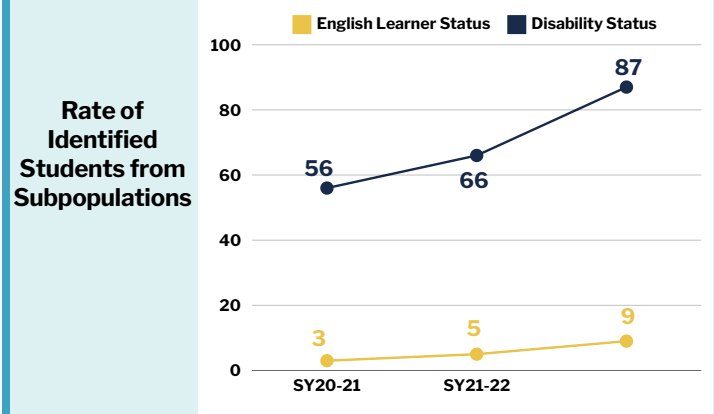
**Compared to a 25% national increase and 38% state increase in students experiencing homelessness from SY 2020-21 to SY 2022-23.*

Race of Students Identified in SY22-23



In SY 2022-23, 51% of students experiencing homelessness identified as White, 22% as American Indian or Alaska Native, 8% Hispanic or Latino, and 19% as a race or ethnicity not specified.

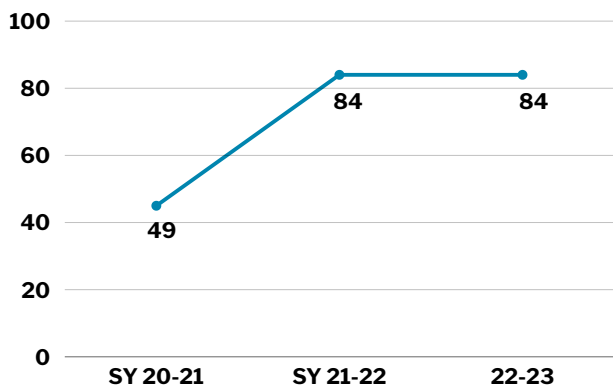
Subpopulations Identification



There was an increase of students with English Learner and disability status identified as experiencing homelessness between SY2020-21 and SY 2022-23.

Chronic Absenteeism

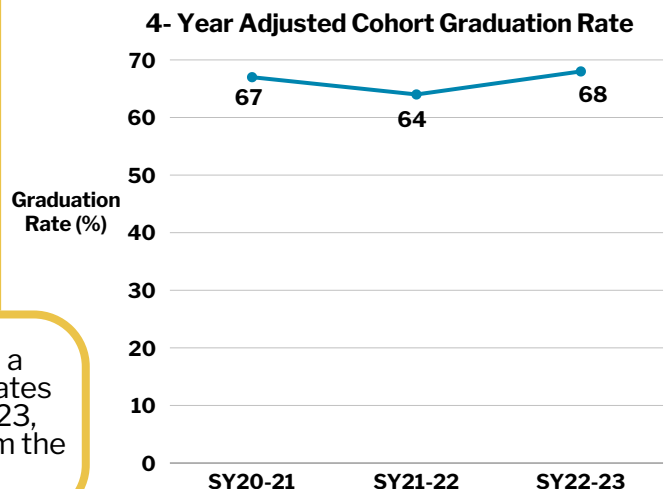
Chronic Absenteeism Rate (%)



From SY 2020-21 to SY 2021-22, the chronic absenteeism rate among students experiencing homelessness increased by 35%. By SY 2022-23, in spite of geographic barriers and an increase in identifying unaccompanied minors, the rise in the chronic absenteeism rate was halted due to district efforts to reduce absenteeism.

Students experiencing homelessness showed a decline in 4-year cohort adjusted graduation rates (ACGR) in SY 2021-22. However, by SY 2022-23, KPBSD rebounded to 68%, slightly higher from the previous two years.

Graduation



Utilizing Funds



- Hired an additional liaison to serve the eastern region due to the challenges posed by the geographic expansiveness of the area in identifying and supporting students
- Students identified as experiencing homelessness were provided resources as needed, including health services and basic needs, such as clothing, food, or school supplies

“Then you look at waiting lists for mental health services, what insurance they accept or don’t accept, and then those barriers for kids receiving those services just stack up. In terms of incorporating, as an example, access to that for some of our unaccompanied youth in the ARP funds, it was a result of that coming up in that needs assessment and there being no providers at the time that could address that need.”

Training and Identification



- LEA staff members learned best practices and collaborated with other professionals at the conference of the National Association for Education of Homeless Children and Youth (NAEHCY)
- The employment of additional staff and training led to increased personal interactions with students, their identification, and connection to resources

“When it came to the national conference, we built a team of representatives of district leadership to attend that with our McKinney-Vento team. To have people in meetings that are doing these district-wide initiatives, to always be able to keep McKinney-Vento students in mind, was really important to us.”

Student Enrichment Activities



- Funding supported the expansion of service work projects, a summer work experience program, and several field trips as incentives to attend school and to prepare for postsecondary outcomes

“For those students, it was their first work experience ever. Their ability to start learning those skills for after high school, those work skills, they didn’t have the opportunity to do that...”

Cross-state Partnerships



- A monthly roundtable was established with other Alaska McKinney-Vento liaisons to provide them with a dedicated space for discussing and collaborating on student needs related to McKinney-Vento and as a platform for receiving resources and guidance from the state coordinator
- The state coordinator hosted a training conference for all Alaskan McKinney-Vento liaisons to provide informational sessions, small group discussions, collaboration among districts, and fostering relationships

“People who understand the role understand the requirements and the work that you’re trying to do every day, and having that peer collaboration [and] communication, I think, is super-beneficial, and looking at those gaps in service and how you can make the most meaningful use of funding opportunities that you have.”