

Federal American Rescue Plan Act 2021
Coronavirus State and Local Fiscal Recovery Funds
Subject Matter Workgroup Report

Children / Education Assistance

February 8, 2022



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INTRODUCTION

The COVID-19 pandemic had a devastating impact on the academic and social-emotional experiences for children and youth. Child care spaces were very limited as child care providers closed, either temporarily or permanently. While students were provided with access to technology, many students and families still struggled to navigate the world of virtual learning from home. In addition to educational struggles, the pandemic also presented students and their families with increased mental health needs and financial challenges.

While many child care providers have returned to the workforce, school is back in-person, and there has been an infusion of resources to help move down a path back toward normalcy, gaps remain that continue to impact children and youth. Children and youth from birth through high school need additional opportunities to ensure a full and equitable recovery from the COVID-19 pandemic.

This proposal takes an analytical look at the early childhood and educational systems to identify those gaps and strategies that could make both immediate and long-term impacts for children, youth, and the community. Care was taken to identify investments that were either one-time or could be stepped down over time to mirror available resources for sustainability.

SUBJECT MATTER WORKGROUP – TEAM MEMBERS

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U.S. TREASURY /BOARD APPROVED ELIGIBLE CATEGORIES

The U.S. Treasury/Board Approved Eligible Category addressed by this funding proposal fall under Expenditure Category 3: Services to Disproportionately Impacted Communities with the subcategories of:

- 3.1 Education Assistance: Early Learning
- 3.4 Education Assistance: Social, Emotional, and Mental Health Services
- 3.5 Education Assistance: Other
- 3.6 Healthy Childhood Environments: Child Care

The data and methods used to inform targeting these categories are described below.

Early Learning

The First 5 Solano Children and Families Commission regularly utilizes the services of an evaluation consultant, Applied Survey Research (ASR), to inform the work and direction of the Commission. Utilizing a broad array of publicly available data, ASR provides annual updates on Community Indicators of Child Well-Being across First 5 Solano's priority areas of Health and Well-Being, Early Childhood Learning & Development, and Family Support & Parent Education. These data help to guide Commission decision-making by identifying those areas that are or have been stressed and could benefit from resources to fill a gap or meet a community need.

The most recent update of Community Indicators of Child Well-Being on the First 5 Solano website https://www.solanocounty.com/depts/first5/community_data.asp indicated the following:

Child Care: There was a 19% drop in the number of child care sites operating in Solano County between January and December 2020, leading to a significant loss of spaces for Solano County working families, who already faced limited access to child care prior to the pandemic. During school and child care site closures, caregivers faced challenges in keeping their children occupied and educated, while children missed important learning and social experiences.

The number of providers with active licenses as well as the number of licensed child care slots appears to be on a path to a slow recovery; however, the recovery of active licensed child care providers & the associated child care slots does not necessarily mean enrollment in care has rebounded to pre-pandemic levels. Actual enrollment and capacity may be limited by COVID-19 protocols determined by each individual site; unfortunately, this data is not currently tracked. Research conducted nationally found that lower-income caregivers of young children were less likely than middle- and upper-income caregivers to say that they could return to their pre-pandemic child care arrangements as the economy reopens.

School Readiness: Early learning experiences are a key component of preparing young children to enter and be successful in the K-12 system. While there is not a countywide assessment of the cognitive and social emotional readiness for kindergarten, First 5 Solano utilizes the following measures to track school readiness:

- *Preschool attendance:* Multiple studies have shown attendance in a high-quality preschool program has been linked to school success. Prior to the COVID-19 pandemic, only 42% of 3- and 4-year-olds in Solano County attended preschool. With the closure of many preschools during the pandemic, many more young children will be starting school without this important early learning experience.
- *Third grade proficiency:* Third grade is the first time there is a uniform measure of academic achievement and is a key benchmark for measuring early literacy and math skills. Prior to the pandemic, fewer than half of Solano County's third graders were proficient in reading and math; Solano's proficiency rates have previously been lower than in comparison counties and lower than the state overall. Standardized testing was not conducted in California during the 2019-20 and 2020-21 school years; however, one national study estimates that, on average, students started school in 2020 about three months behind in mathematics and over one month behind in reading, with students of

color being three to five months behind in learning. Similarly, a small study of students in California schools also found significant learning loss between Fall 2019 and Fall 2020, especially among elementary school students, lower-income students, and English language Learners.

Additional data and reports that were utilized in informing this report include:

- The Local Childcare Planning Council (LPC) operated by the Solano County Office of Education is in the process of updating its 5-Year Needs Assessment; this needs assessment requires a review of community data to inform the direction of the LPC and was reviewed and considered in the development of this report.
- An assessment of the early care and learning system (completed in Dec 2019, 4 months prior to the pandemic) was utilized to inform the early childhood recommendations in this report.

K-12 Education

An informal survey of key leaders in all of the school districts was conducted to determine the gaps that remain in the K-12 educational system after considering the investments that have already been made to address the impacts of the COVID-19 pandemic. The results of that survey as well as feedback from families, students, and educational partners is tied to the recommendations to address some of these gaps which are included in this report.

Feedback has indicated the need for connections to mental health and wellness supports in the schools, high quality relationships with adults in schools, access to learning and academic support in innovative ways that involve in-person and virtual options, and access to job opportunities for young people that allow them to engage and contribute in meaningful ways to the economy and their communities. These areas have been exacerbated by the pandemic and its resulting impact.

As early research within California and nationally indicates, the pandemic has impacted students academically, socially and emotionally, and behaviorally in many ways. Below are some of the highlights:

- Academics: Preliminary information indicates that the pandemic has negatively impacted student academic growth, with groups that had struggled previously experiencing a greater impact which has increased disparities in outcomes for students. As mentioned above, one national study estimates that, on average, students started school in 2020 about three months behind in mathematics and over one month behind in reading, with students of color being three to five months behind in learning. In Solano County, graduation rates were continuing to increase each year for the past several years and in 2020-21 there was a decrease in those numbers. Additionally, chronic absenteeism rates across the county have increased since the last reported data was collected in 2018-19.
- Social-emotional learning and wellness: Nearly all students have experienced some challenges to their mental health and well-being during the pandemic and many have lost access to school-based services and supports which has resulted in referrals for more significant mental health concerns. The current resources that are in place and the new schools mental health mobile crisis team has been overwhelmed and has served over 100 students in the first six months of the year when the original estimate was to serve 50 students over the entire year. Additionally, referrals for social-emotional needs have increased significantly within schools as well.

- Solano County’s rate of disconnected youth is 8.7%, a rate higher than any other Bay Area county, the state average, or the national average. Economic uncertainty has impacted students and families and has created economic instability, housing and food insecurity, and lack of access to needed supports. Access to work and skills to move toward graduation and into the workforce, college and career, is needed to even greater degrees now than prior to the COVID-19 pandemic.
- While there are a variety of education-to-employment services offered in the county, retention and completion rates of high-risk youth within these programs are still low.
- Youth struggling with homelessness, poverty, and traumatic events or upbringings experience higher rates of disconnection than those who do not.

According to the United States Department of Education and other organizations who have begun to deeply examine the impact of the pandemic on schools and communities, they find that:

"As is well known, COVID-19 upended classrooms and campuses across the country at the same time as the pandemic’s devastating effects were being felt in our nation’s economy and loss of life. In response, educators, staff, and school leaders at all educational levels and in all parts of the country have made extraordinary commitments and dedicated their talents, energy, and resources to address the needs of students and families in their communities. Parents, family members, and caregivers have done the same, supporting their students while responding to profound challenges in their own lives. **Still, COVID-19’s impacts have fallen unevenly, and preliminary data indicate that they appear to be deepening disparities in educational opportunity and achievement...**" (Education in a Pandemic, 2021, p. iii).

The pandemic has highlighted some of these challenges and provides us with an opportunity to rebuild and strengthen the work taking place to fill gaps and address the needs of our children, youth, families, and communities in Solano County.

EXISTING STUDIES / REPORTS

The studies / reports listed below address this specific category and may inform the Board of Supervisors:

- *Early Learning System Assessment: Expanding Early Learning Opportunities in Solano County*, First 5 Solano Children and Families Commission, December 2019
- *Early Learning and Care Landscape in Solano County*, Data Review for Needs Assessment, Local Childcare Planning Council, October 2021
- *COVID-19 and Learning Loss – Disparities Grow and Students Need Help*, Dorn, E. Hancock, B. Sarakatsannis, J. & Viruleg, E. (2020)
- *Missing Early Education and Care During the Pandemic: The Socio-Emotional Impact of the COVID-19 Crisis on Young Children*, Early Childhood Education Journal, 1-10, Egan, S. Pope, J., Moloney, M., Hoyne, C. & Beatty, C. (2021)
- *Not in the Same Boat: The Pandemic is Reducing Child Care Availability for Lower-Income Families*, University of Oregon CTN, RAPID-EC Project Team (2020)

- *Restarting and Reinventing School: Learning in the Time of COVID and Beyond*, Learning Policy Institute, Linda Darling-Hammond, Abby Schachner, and Adam K. Edgerton, et. al. (August 2020).
- *State Theory of Action: Systemic Social and Emotional Learning for States*, Collaborative for Academic, Social, and Emotional Learning (CASEL) (December 2021)
- *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*, United States Department of Education, Office of Civil Rights (June 2021)
- *Balancing Work and Learning: Implications for Low-Income Students*, Carnevale, A., and Smith, N., Georgetown University Center on Education and the Workforce, 2018.
- *Jobs for the Future*, "[Solano Disconnected Youth Report](#)," 2018.

IDENTIFIED NEEDS

Upon evaluation of the data and reports listed above, identified needs that are addressed with this funding proposal include:

- Expansion of early care and education opportunities for young children and families through development of an Early Learning Center
- Business Management System and business support for child care and early learning providers
- Additional mental health support within the K-12 school system
- Education and career pathways for youth who became further disconnected during the pandemic

The First 5 Solano Children and Families Commission annually monitors Community Indicators of Child Well-Being and utilizes this information to make decisions regarding use of its limited resources. This method and data were utilized as it has already informed the Commission's investments in Emergency Response related to the pandemic. This strategy utilizes data that is already aggregated and interpreted by a consultant with expertise in early childhood and K-12 education and required limited additional information to identify the strategy that would be most effective to support families immediately as well as build the child care system back to pre-pandemic levels and beyond.

The California School Dashboard provides a way to note student achievement and growth over time. During the pandemic some of the statewide testing was paused, however, school districts collected local data on student attendance, engagement, and achievement, which provides a window into the successes and challenges faced by youth in our schools. Many surveys were conducted, and feedback gathered over this time period to determine needs and create solutions to address needs that arose to the greatest extent possible. The Local Control Accountability Plans (LCAPs) continued to be developed in response to the evolving needs as well as many new plans that were developed by Local Education Agencies or LEAs who were charged with the task of pivoting and responding to the needs of youth in the community. As students have returned to school in person, data shows that relationships and connections have been critically impacted and mental health needs have been greater than had originally anticipated.

DISPROPORTIONATELY IMPACTED COMMUNITIES

Based on the data available, children and youth that are disproportionately impacted in early care and education and in the K-12 system include:

- Lower income families
- Children and youth of color
- Youth with disabilities
- English learners

Data that is reviewed by the First 5 Solano Commission is routinely disaggregated and analyzed by subpopulations, including location, race, and socioeconomic status. Where disparities by subpopulation are identified, strategies are evaluated to ensure stressed populations are able to benefit from strategies implemented.

Additionally, the child care system has been hard hit by the COVID-19 pandemic. While the number of open licensed child care providers has returned to pre-pandemic levels, many of them are operating at reduced capacity for health and safety which decreases the availability for children and families. Research conducted nationally found that lower-income caregivers of young children were less likely than middle- and upper-income caregivers to say that they could return to their pre-pandemic child care arrangements as the economy reopens, leaving these small businesses to limp along or close their doors.

FUNDING OPTIONS

Funding Option #1

Title: Vallejo Early Learning Center

Amount Recommended: \$1,870,000

U.S. Treasury Category: 3.1 Education Assistance: Early Learning; 3.6 Healthy Childhood Environments: Child Care

Summary: There is a high need for expansion of child care and early learning opportunities, and the largest barrier (which has been a barrier of over 20 years) remains appropriate facilities. The Vallejo City Unified School District, in partnership with the Solano County Office of Education, Child Start Inc. (Solano's Head Start and Early Head Start provider), and the First 5 Solano Children and Families Commission, has identified the Beverly Hills Elementary School as a site the district is willing to convert to an Early Learning Center (ELC). This ELC would provide the opportunity for multiple child care and early learning providers to expand their existing programs by relocating to this site. The school was last operational in 2020 and has 22 classrooms. These 22 classrooms can be utilized for a variety of types of care, including infant, toddler and preschool classrooms. Providers will include both private providers and publicly funded providers, offering a mix of child care and early learning programs for all ages (0-5) and all income levels.

The Beverly Hills School requires renovations to convert it from an elementary school to an early learning site, including tiny toilets, age-appropriate playground equipment, and a refresh of the exterior and interior of the school. Once the facility is renovated, the providers will each pay their share of cost for use of the space, thereby resulting in an early learning site that pays for itself.

Outcomes: Early care and education slots increased by approximately 194 slots for a total of 298 slots offered at the site.

Funding Process (Direct Cost, RFP Etc.): Direct Cost

Additional Funding Considerations: The full cost of the renovations is estimated at \$3,173,000 and the request for ARPA funding is \$1,870,000. The ELC Team is working to secure several other resources, including a \$1 million grant from the State of California for the renovation of child care and early learning facilities and a small grant for Lead Abatement. In addition, both Child Start, Inc. and Solano County Office of Education are contributing the resources for their agency-specific renovations. VCUSD is offering project & construction management in-kind to facilitate this effort.

VCUSD is also providing the use of the facility for 20 years with no facility use cost, a contribution valued at almost \$6.5 million in 2022 dollars over the 20-year term of the lease.

Lastly, the providers at the site will each pay their share of cost for utilities & other actual costs, thereby resulting in an early learning site that pays for itself.

Timeline: Estimated Fall 2023 for ELC Launch

Lead Agency: First 5 Solano Children and Families Commission

Population Served (Note if population is Disproportionately Impacted): The school is located in South Vallejo; in 2020, the Free and Reduced Lunch rate at the school was 91% of children eligible for the program. Families qualifying for Free and Reduced Lunch are low-income families which are disproportionately impacted by the cost of child care. 58 children will be served by Child Start who provides care for families below federal poverty level (FPL) free of charge to the families. The private providers will all accept child care vouchers for low-income families.

For additional information on this project see the attachment to this report.

Funding Option #2

Title: Child Care Provider Support

Amount Recommended: \$888,000

U.S. Treasury Category: 3.6 Healthy Childhood Environments: Child Care

Summary: During the pandemic it was brought to light that most child care providers are operating on a shoe string budget and need additional assistance to build infrastructure within their businesses to ensure they are able to weather any future economic challenges.

Developing increased business management infrastructure within the child care field includes:

- Expansion of use of a Business Management System—Business Management Systems (BMSs) are used to track enrollment and invoicing, as well as enhance parent communication and tracking of child development. In fall 2021, First 5 Solano received a grant from First 5 California to plan for and pilot the use of a BMS within early care and education providers, focusing on family child care homes. This request would expand the use of a BMS beyond the 20 pilot providers and 18-month timeframe to 100 providers over 3 years.
- Business advising to new and existing providers—Even prior to the COVID-19 pandemic, only 1 out of 5 children in Solano who had the need for a child care slot had access to a licensed slot. To ensure children have access to quality early experiences and parents have access to the child care they need to remain in the workforce, it is imperative to provide technical assistance and support to both new providers and those who are in the field, such as assistance with licensing, building business plans, and assistance with accessing state and federal funding.

First 5 Solano will partner with Solano County Office of Education Early Learning Department and Workforce Development Board/Small Business Development Center for implementation of the BMS and business advising.

Outcomes: 100 small business child care providers would be supported in use of a BMS and provided support and technical assistance and have business and financial tools in place to stay in business.

Funding Process (Direct Cost, RFP Etc.): Direct Cost

Additional Funding Considerations: The full cost of the program is \$1,138,000 and the request for ARPA funding is \$888,000. First 5 Solano has received a grant of \$250,000 from First 5 California. This grant was to conduct a planning effort, select a BMS and implement the system with 10 child care providers. If awarded, the ARPA funding will be used to expand the reach of the system by offering use of the BMS to an additional 90 child care providers.

Timeline: Three years

Lead Agency: First 5 Solano Children and Families Commission

Population Served (Note if population is Disproportionately Impacted): Original grant from First 5 California identified a focus on family child care providers, due to their limited access to systemic infrastructure to support their business. In addition to a focus on family child care homes, this investment would also target providers in the 94590 zip code, which has the highest number of risk factors for child well-being, as well as rural providers that provide care for migrant populations.

Funding Option #3

Title: K-12 Education Mental Health Support

Amount Recommended: \$1,650,000

U.S. Treasury Category: 3.4 Education Assistance: Social, Emotional, and Mental Health Services

Summary: The pandemic has exacerbated the social-emotional and mental health needs of students. As a result, there has been an increased urgent need to focus on the needs of youth in crisis. While crisis situations at schools are being addressed through a new mobile mental health crisis team, additional supports are needed for youth both returning to school after a crisis and those who have patterns of mental health challenges that can lead to future crisis. However, the degree of youth in crisis was significantly underestimated and has overwhelmed the resources available. There is a widespread recognition across Solano County School Districts that additional mental health services and supports are currently needed.

This project would allow current staff to address crisis services to meet the immediate need in the schools, and then would provide additional services over a three-year period to add prevention and early intervention services to address mental health issues prior to experiencing a crisis or for schools to support as students return from a crisis. As this project unfolds, additional supports available through the state's Children and Youth Behavioral Health Initiative and other current and potential funding sources will be pursued and blended with ARPA funding to strengthen a Mental Health pathway from the earliest signs of concern through crisis services that lasts beyond the ARPA funding.

Outcomes: Expected outcomes include:

- Approximately 5,000 students served annually, including screening with universal mental health screening tool, wellness center classes (6 class series); workshops on specific topics and regular exposure to wellness center services and opportunities to engage.
- Students will be better able to cope with difficult emotions and requests support when feeling overwhelmed leveraging the existing wellness centers on K-12 school sites.
- To address and prevent the need for increased mobile crisis services we will provide more prevention and ongoing intervention services to transition from crisis response to more prevention and early interventions services.
 - Provide increased preventative services such as student social emotional learning (SEL) workshops to prevent the need for crisis services.
 - Provide increased preventative services such as universal mental health screenings to prevent the need for crisis services.
 - Transition investment from crisis services that have been exacerbated by the pandemic to prevention and early intervention over the three-year time period, as needed.

These proposed outcomes will expand services and fill a gap toward sustainability and will allow the work to coalesce in a meaningful and collaborative way, building upon and strengthening existing systems such as staffing in wellness centers and planning for future sustainability, in support of youth at lower levels of care.

Funding Process (Direct Cost, RFP Etc.): Direct Cost

Additional Funding Considerations: Districts across the county, including SCOE programs are ARPA utilizing one-time funding, LCAP resources and other grants to support increased needs within their schools (and communities) such as: increased counselors and mental health providers; increased professional learning for teachers to help address needs within the classrooms; focus on Positive Behavioral Interventions and Supports (PBIS) and strengthening interventions; social-emotional learning and wellness initiatives, behavioral support and safety, etc. According to what is proposed in LCAPs countywide, approximately \$24 million is being allotted to this support in schools at this time to address current and emerging needs

during the pandemic and as we continue to move forward. Additionally, under the ARPA Elementary and Secondary School Emergency Relief (ESSER), approximately \$4 million is being utilized by LEAs to support social-emotional learning and curriculum implementation, mental health supports, student interventions related to social-emotional wellness, and professional learning.

Additionally, at the county-wide level, crisis response has been supported by Mental Health Services Act (MHSA), and Mental Health Student Services Act (MHSSA) under Solano County Behavioral Health of \$1,300,000 total annually. Unfortunately, students have been experiencing higher levels of mental health needs than projected and this ARPA request would be utilized to build the prevention and early intervention capacity in the schools to keep kids from reaching crisis. In addition, SCOE received a Cal HOPE grant of \$75,000 to work with district partners to promote social-emotional well-being. Lastly, the state has a new Children and Youth Behavioral Health Initiative that will contribute resources to this topic area; those resources are not expected for approximately 2 years as the state conducts its planning efforts. SCOE has a history of seeking out additional resources to support all Solano County students and will continue to do so for these supports as well.

Timeline: Three years

Lead Agency: Solano County Office of Education

Population Served (Note if population is Disproportionately Impacted): Overall the youth population impacted by COVID-19 will be the population served based on work with schools and districts, with intentional focus to ensure youth in schools who are disproportionately and most significantly impacted as a result of the COVID-19 pandemic and who are in communities with more extensive economic impact, such as students of color, students who are houseless, socio-economically disadvantaged, etc. have similar or increased access to these additional supports and opportunities.

Funding Option #4

Title: Education and Career Pathways for At-Promise Youth

Amount Recommended: \$530,000

U.S. Treasury Category: 3.5 Education Assistance: Other

Summary: As a result of the COVID-19 pandemic, there is a population of older, vulnerable youth, ages 18-24, who have faced significant barriers and set-backs and have not completed their high school education. The youth also do not have a career pathway and have had the highest unemployment rates during the pandemic of any population. Youth without a high school diploma or career pathway are more likely to become reliant on on-going public assistance. These youth in need of additional individualized support to achieve the completion of their diploma and access career opportunities services, such as social emotional support and support in addressing basic needs. In addition, youth with disabilities have historically had more challenges with connecting to sustainable employment and job training opportunities; this has been exacerbated by the pandemic.

There is a need for assistance to connect vulnerable youth ages 18-24 with employment opportunities that will enable them to provide for their basic needs and basic needs of their families. Connecting youth to existing support systems to meet their basic needs will enable them to focus on their academic and career pathways in a more focused and sustainable manner. Youth will not only be continuing their education but will also be able to receive work-based training and coaching, Work Ready Certification opportunities, and job placement opportunities.

SCOE will identify potential students by reaching out to school districts to identify students who have disengaged or are at-risk of not completing their high school diploma. SCOE is uniquely positioned in partnership with our Juvenile Court and Community School (JCCS) programs to provide academic and work-based support to these students. SCOE will provide individualized programming to meet the distinct needs of students for whom traditional methods of school were unsuccessful or simply not an option during the pandemic due to socio-economic, mental health, or other basic needs not being addressed. Programming will focus on first, connecting youth to basic needs and social-emotional supports as needed while also developing a plan for academic program completion/graduation, work readiness and job placement opportunities.

Outcomes: The overall goal is for youth to make progress toward the attainment of a high school diploma or equivalent, receive additional support to help meet basic needs, practice what they are learning at their workplace, and eventually generate a self-sufficient wage.

- Identify and engage up to 90 students over the three-year time period.
- Administer the CASAS (Comprehensive Adult Student Assessment System) or similar tool which provides testing of basic and academic skills to all identified youth.
- Develop an Individualized Learning Plan (ILP) with all identified youth.
- Engage with youth to support them in completion of job readiness activities, employment activities and work experiences.
- Youth will show satisfactory progress and engagement in achieving their high school diploma or equivalent and/or engaging in meaningful work readiness and work-based opportunities which lead to employment in jobs with competitive wages.

Funding Process (Direct Cost, RFP Etc.): Direct Cost

Additional Funding Considerations: SCOE operates a Community Schools Program at Golden Hills Campus and utilized \$231,000 annually of its Local Control Accountability Plan (LCAP) resources. Additionally, resources to support students with academics, credit recovery, mental health screenings, wellness, and a connection to other college and career readiness expertise and support is part of the contribution to this project which annually is close to an additional \$315,000 of in-kind staff time which comes from other grants and related funding sources and an additional contribution of ARPA funds totaling approximately \$325,000 are being utilized to support interventions, mental health, career technical education (CTE) and academic supports. This ARPA funding, if awarded, would contribute toward an additional staff person at the Community School to further reengage these 90 students to address educational and career goals.

Timeline: Three years

Lead Agency: Solano County Office of Education

Population Served (Note if population is Disproportionately Impacted): SCOE will work in partnership with school districts in Solano County to identify and re-engage students ages 18-24 who have been out of school and want to return to complete their graduation requirements while connecting to other opportunities, including stipends for paid work experiences. Solano County's vulnerable young adults ages 18-24 have faced significant setbacks to careers with quality jobs and had the highest COVID-19 unemployment rates of any population. This project seeks to support vulnerable young adults ages 18-24, including transition-age foster youth, and young adults at-risk of educational disconnection.

FUNDING RECOMMENDATIONS

Key Takeaways

- Allocate \$1,870,000 one-time to renovate the Beverly Hills Elementary School in South Vallejo to be an Early Learning Center and increase the number of childcare/early learning slots by 194 in Solano County.
- Allocate \$888,000 over 3 years to expand a state-sponsored pilot program to provide a business management system and other support to 100 child care and early learning providers.
- Allocate \$1,650,000 over 3 years to address social-emotional and mental health needs occurring at local school sites immediately, while stepping down services over three years to intervene earlier before the crisis occurs.
- Allocate \$530,000 over 3 years to establish education and career pathway options for 90 transition-age youth disengaged from school during the pandemic year and were unable to get their high school diploma.

Project Options Table

U.S. Treasury Category	Proposed Project	Scope	Impact	Estimated Allocation	RFP Required (Yes/No)
3.1 Education Assistance: Early Learning	Vallejo Early Learning Center at Beverly Hills School	Renovate site	Increase slots by 120 in Solano County	\$1,870,000	No
3.6 Healthy Childhood Environments: Child Care	Childcare Provider Support	Expand business management system and other support to child care providers	From 20 to 75 providers total served over the 3-year period	888,000	No
3.4 Education Assistance: Social, Emotional, and Mental Health Services	K-12 Education Mental Health Support	Provide mental health services to kids in crisis at school	Address immediate crises while transitioning supports earlier to intervene prior to the crisis occurring	1,650,000	No
3.5 Education Assistance: Other	Education and Career Pathways for At-Promise Youth	Assist those kids that were supposed to graduate during pandemic with getting their diploma or job training	Disconnected youth due to pandemic will secure high school diploma and/or job training	530,000	No
			Total Request:	\$4,938,000	