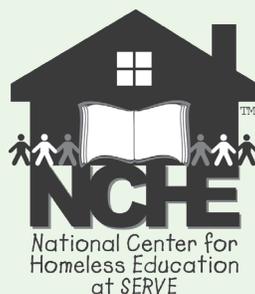*National Center for Homeless Education*

Abstract Bibliography of Homeless Education Resources: 2008

Jan Moore, Program Specialist
June 2009

Introduction

The following resources published in 2008 deal with issues related to the lives and education of children and youth who may be eligible for McKinney-Vento services. This list, though not exhaustive, is intended to inform, educate, and empower those who serve at-risk children, youth, and families, especially those who are homeless and/or highly mobile.

Bibliography

ABA Center on Children and the Law. (2008). *Mobility issues and special education for children in out-of-home care.* **Retrieved November 11, 2008, from** *http://www.abanet.org/child/education/Q%20%20A%236%20Mobility%20FINAL.pdf*

This fact sheet answers questions on providing special education services to children with disabilities in out-of-home care who change schools. Information is provided on the rights of children who transfer schools, special education evaluations, special education eligibility, educational records, the school district's obligation to find children who need services, and strategies child advocates can use to help children with disabilities who change schools.

ABA Center on Children and the Law and the Center for Children, Law & Policy at the University of Houston Law Center. (2008). *Children, law, and disasters: What we learned from Katrina and the hurricanes of 2005.* **Chicago: American Bar Association Publishing.**

This book examines the intersection of children, law, and disasters like Hurricane Katrina. It looks at the experiences of children during the disasters and the first response to the events in order to demonstrate how we can do a better job for children. It acknowledges the considerable stress on systems such as juvenile justice, foster care, and education before the disasters and what needs to happen in a post-Katrina world.

American Bar Association and Casey Family Programs. (2008). *Special education decisionmaking series.* **Retrieved February 17, 2009, from** *http://www.abanet.org/child/education/*

These factsheets, designed for specific stakeholders, address the issues surrounding special education decisionmaking for children in out-of-home care. Includes information for youth, caseworkers, judges, children's attorneys, foster parents, and educators.

Annie E. Casey Foundation. *2008 KIDS COUNT data book: State profiles of child well-being.* **Retrieved June 24, 2008, from** *http://www.aecf.org/ KnowledgeCenter/PublicationsSeries/KCDatabookProds.aspx*

The 19th annual KIDS COUNT Data Book provides national and state information and statistical trends on the conditions of America's children and families. This year's essay, "A Road Map for Juvenile Justice Reform," looks at the nearly 100,000 youth confined to juvenile facilities on any given night in the United States, and what can be done to reduce unnecessary and inappropriate detention and incarceration and increase opportunities for positive youth development and community safety.

Beckett, M. (2008). *What works and what doesn't, and at what cost?* **Retrieved May 29, 2008, from the RAND Corporation Web site:** *http://www.rand.org/ pubs/occasional_papers/2008/RAND_OP215.pdf*

Costs and benefits of youth programs offered during out-of-school time are reviewed in this report. The programs considered are before-school and after-school programs, enrichment programs, specialized after-school programs (such as mentoring and tutoring), summer learning programs, and intervention programs to prevent dropping out and other teen problems. Most of the programs target at-risk students, such as those in low-performing schools or from low-income families. Findings show that the most targeted programs usually provide more-intensive assistance (such as a case manager) and involve fewer youth.

Bendheim-Thoman Center for Research on Child Wellbeing & Columbia Population Research Center. (2008, August). *Predictors of homelessness and doubling-up among at risk families.* **(Fragile Families Research Brief, No. 43). Retrieved October 2, 2008, from the Princeton University Web site:** *http://www. fragilefamilies.princeton.edu/briefs/ResearchBrief43.pdf*

Analyses of data from the *Fragile Families and Child Wellbeing Study* that examines the relative contribution of both family- and city-level factors in predicting family homelessness and doubling-up are the basis of this brief. The incidence of family homelessness (particularly single mothers with young children) has increased to the point that one-third to one-half of all homeless persons in the United States are members of families with children. Family factors such as health, mental health, and domestic violence, as well as city-level factors like housing affordability, are associated with homelessness. The authors offer a framework for focusing prevention efforts.

Berliner, B., Barrat, V.X., Fong, A.B., and Shirk, P.B. (2008). *Reenrollment of high school dropouts in a large, urban school district* **(Issues & Answers Report, REL 2008–No. 056). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved September 10, 2008, from** *http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2008056.pdf*

This study follows a cohort of first-time 9th graders in one large urban school district from 2001/02 to 2005/06 and documents dropout, reenrollment, and graduation rates. For the one-third of dropouts who reenrolled in the district over that period, it reports course credit accrual and graduation outcomes as well as students' reasons for dropping out, including homelessness, and the challenges districts face with reenrollment.

Bernstein, N. & Foster, L.K. (2008, March). *Voices from the street: A survey of homeless youth by their peers.* **Retrieved June 12, 2008, from the California Research Bureau Web site:** *http://www.library.ca.gov/crb/08/08-004.pdf*

A 2007 survey was conducted in which homeless and formerly homeless youth completed 208 interviews with their currently and formerly homeless peers across California in order to find out about their experiences, the services they need, and the changes they would like to see happen in policy or law.

Only 18% of those interviewed had spent the previous night in a shelter or transitional housing. The majority come from the hardest-to-reach and least-studied homeless populations: youth who sleep on the streets or in cars, squat in abandoned buildings, or "couch-surf." Most left their families because of violence or abuse or were kicked out, and many are surviving on the streets in the neighborhoods in which they grew up. This report presents the survey responses and findings.

Bowman, D., Burdette, P. & Julienelle, P. (2008, October). *Homeless and special education administrative collaboration: Recommendations.* **Retrieved from the National Center for Homeless Education Web site:** *http://www.projectforum.org/docs/ HomelessandSpecialEducationAdministrativeCollaboration.pdf*

Originating from a policy forum hosted jointly by NCHE and Project Forum, this proceedings document introduces the unique challenges that administrators face as they support the implementation of services for homeless children with disabilities. It presents findings from an online forum in the areas of policy, practice, and recommendations for change. Recommendations focus on the areas of expediting enrollment, the provision of services, and coordinating programs and services. The appendices contain additional information and sample forms.

Brown, B., Hashim, K. & Marin, P. (2008, November). *A guide to resources for creating, locating, and using child and youth indicator data.* **Retrieved January 7, 2009, from the Child Trends Web site:** *http://www.childtrends.org/ Files//Child_Trends-2009_01_05_FR_ChildIndicatorGuide.pdf*

This guide provides brief descriptions of the ever-increasing number of data and information resources available to those who work in the child and youth indicators field. Items covered include: books, journals, and other publications related to the identification, measurement, development, and use of child indicators; professional newsletters focused on child indicator

issues and products; web sites offering data at the national, state, and local levels; research centers focusing on child and youth well-being; and technical resources for those who would like to develop their own indicators web sites.

Casey Family Programs. (2008). *Supporting success: Improving higher education outcomes for students from foster care.* **A framework for program enhancement. Retrieved June 26, 2008, from** *http://www.casey.org/ Resources/Publications/HigherEdFramework.htm*

Access to higher education for youth from foster care remains limited. Lacking the guidance and stable supports needed to prepare for higher education often leads to unemployment, underemployment, and homelessness as these young people age out of foster care. This Casey framework provides program development tools for college counselors, administrators, professors, and staff and helps education professionals define a plan for improving their institutions' support for students from foster care.

Center for Child and Family Health. (2008, June). *Identifying and responding to the needs of children in domestic violence shelters: Final report: June 1, 2008.* **Retrieved November 24, 2008, from** *http://www-pps.aas.duke.edu/centers/ child/evalsvcs/files/Final_Report_DVS_060808.pdf*

The activities and accomplishments of the Domestic Violence Shelter Screening Project (DVSP) (a collaborative effort between the Center for Child and Family Health, the Center for Child and Family Policy of Duke University, and six North Carolina domestic violence shelters) are described in this report. The project developed, implemented, and evaluated the effectiveness of a training protocol that improves the capacities of domestic violence shelter staff to screen, intervene, and refer child shelter residents experiencing distress related to their exposure to violence. Overall, the shelters remained relatively isolated in terms of partnerships with and referrals to other community resources. An interesting exception included increases in referrals to educational resources where partnerships existed prior to the project.

Center for the Future of Teaching and Learning and Mental Health Advocacy Services, Inc. (2008). *Ready to succeed: Changing systems to give California's foster children the opportunities they deserve to be ready for and succeed in school.* **Retrieved June 12, 2008, from** *http://www.cftl.org/ documents/2008/FCfullreport.pdf*

Although many of the recommendations offered by the California Education Collaborative for Children in Foster Care reinforce recommendations made by other groups that have examined the plight of foster children, this report also contains new suggestions focused on educational outcomes and on the systems and policies that collectively could improve the outcomes for foster youth.

Data is used to demonstrate how the state, in its *in loco parentis* role for foster children, accepts educational outcomes that few parents would tolerate for

their own children. The report suggests that by sharing data more effectively, collaborating to make school stability a reality, and giving the youngest foster children the interventions to insure school-readiness, the full implementation of many of these recommendations would alter the education and adult self-sufficiency prospects for the over 74,000 children in California's foster system.

Chang, H.M. & Romero, N. (2008, September). *Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades.* **Retrieved September 25, 2008, from the National Center for Children in Poverty Web site:** *http://www.nccp.org/publications/pdf/text_837.pdf*

This report addresses what is known about the following key questions: 1.) What is the impact and prevalence of chronic early absence? 2.) What contributes to chronic early absence? and 3.) What are implications for action? Findings include that going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help their children make up for lost time in the classroom.

Child and Family Policy Institute of California. (2008). *California Independent Living Program transformation breakthrough series collaborative.* **Retrieved January 6, 2008, from** *http://www.cfpic.org/downloads/ilp_bsc/CILP_BSC_Appendices.pdf*

California was one of six states chosen to participate in a National Governor's Association (NGA) Policy Academy on Youth Transitioning out of Foster Care from June 2006 through December 2007. This policy academy allowed teams of state leaders to work with national and state experts to improve outcomes for youth transitioning from foster care to adulthood. The framework for the collaborative approach is described, including sections that address youth-centered and youth-adult partnerships, practice priorities, partnership and integrated practice, and spread and sustainability.

Child Welfare Information Gateway. (2008, April). *How the child welfare system works.* **Retrieved July 23, 2008, from** *http://www.childwelfare.gov/pubs/factsheets/cpswork.pdf*

This fact sheet provides an overview of the child welfare system detailing what happens when a report of possible abuse or neglect is made and when the allegation of abuse/neglect is substantiated. It also explains what happens to those who abuse children and to the children who enter foster care. Then it concludes with a flowchart that shows each step in the process from the time a report of suspected abuse/neglect is received until the child is no longer involved with the system.

Child Welfare League of America: *2008 State Fact Sheets.* **(2008). Retrieved August 5, 2008, from** *http://www.cwla.org/advocacy/statefactsheets/statefactsheets08.htm*

These fact sheets provide descriptive information on the condition of vulnerable

children in all fifty states and the District of Columbia, using indicators of child protection, health, child care, education, and income support.

Chou, M. & Douglas-Hall, A. (2008, October). *Basic facts about low-income children: Birth to age 18.* **Retrieved November 26, 2008, from the National Center for Children in Poverty Web site:** *http://www.nccp.org/publications/ pdf/text_847.pdf*

Overall numbers, characteristics, location, and other relevant information about low-income children are provided in this fact sheet. It also includes a comparison of residential instability of low-income versus above low-income families.

Chou, M. & Douglas-Hall, A. (2008, November). *Low-income children in the United States: National and state trend data, 1997-2007.* **Retrieved November 26, 2008, from the National Center for Children in Poverty Web site:** *http:// www.nccp.org/publications/pdf/text_851.pdf*

This data book provides national and state trend data on the characteristics of low-income children over the past decade: parental education, parental employment, marital status, family structure, race and ethnicity, age distribution, parental nativity, home ownership, residential mobility, type of residential area, and region of residence.

Citizens for Missouri's Children. (2008). *What is Missouri doing to help youth aging out of foster care?* **Retrieved January 6, 2009, from:** *http://www.mokids.org/ Portals/0/PDFs/AgingOut1.pdf*

This brief reviews efforts by Missouri to assist young people who are aging out of foster care transition to adulthood. Information is provided on the number of foster youth in Missouri, challenges the youth face, outcomes after they leave care, and aftercare services Missouri provides under through the federal Chafee Foster Care Independence Program (CFCIP), MoHealthNet, and the Missouri Education and Training Voucher Program.

Cooper, D.M., Mery, P., & Rassen, E. (2008, October). *Serving former foster youth in California community colleges: Successes, challenges, and recommendations.* **Retrieved November 18, 2008, from the Center for Student Success, Research & Planning Group for California Community Colleges Web site:** *http://www.rpgroup.org/documents/FosterYouthReport.pdf*

The authors aim to: provide for a better understanding of the needs of emancipated foster youth enrolled at community colleges; examine successful responses to student needs from community colleges statewide; identify challenges faced by community colleges in meeting student needs; and make recommendations as to how programs can be enhanced, expanded, and improved.

The report summarizes key findings from a survey of Foster Youth Liaisons at

community colleges statewide, a survey of community college students who are former foster youth, and interviews with staff at 12 colleges across the state. It also presents a list of recommendations on how to strengthen efforts at both the state and local level to serve former foster youth attending community colleges.

Cosner Berzin, S. (2008, June). Difficulties in the transition to adulthood: Using propensity scoring to understand what makes foster youth vulnerable. *Social Service Review.* **82(2), 171–196.**

Research indicates foster youth approaching adulthood fare poorly on a number of economic and social outcomes, but little is known about whether negative outcomes stem from foster care or risk factors among youth with foster care experience. This study compares outcomes of 136 foster youth to those of other youth matched on pre-placement characteristics.

Results show similar outcomes for foster youth and youth matched on pre-placement characteristics with both having more problematic outcomes than youth in the general sample that is not matched. Youth in poverty and youth with low educational attainment were found to be at risk for multiple negative outcomes hampering their successful transition to adulthood. All this suggests the importance of examining not only the experience of the foster care population in its transition to adulthood but also the broader needs of youth whose socio-demographic characteristics leave them vulnerable.

Donovan, R. (2008, April-June). *Child welfare and education officials join forces to help foster children succeed in school.* **Retrieved July 17, 2008, from the Youth Law News Web site:** *http://www.youthlaw.org/fileadmin/ncyl/ youthlaw/publications/yln/2008/issue_2/YLN_APR-JUN_2008_article_1.pdf*

This article highlights efforts in San Diego, Fresno, and Sacramento child welfare agencies to provide support to foster youth, increase youth enrollment in preschool education, and reform data sharing systems to improve collaboration between foster care and school officials. Findings from the California Education Collaborative for Children in Foster Care report are shared, including recommendations for improving school readiness, school success, and data sharing.

Duffield, B. & Lovell, P. (2008, December). *The economic crisis hits home: The unfolding increase in child and youth homelessness.* **Retrieved January 7, 2009, from the National Association for the Education of Children and Youth Web site:** *http://www.naehcy.org/dl/TheEconomicCrisisHitsHome.pdf*

Largely due to the economic and housing crises, many school districts across the country report increases in the number of homeless students in the classroom. This publication presents the results of a survey of local homeless education liaisons conducted by NAEHCY and First Focus between October 24 and December 10, 2008. Based on these findings, the report also presents policy recommendations for the new Administration and Congress, as well as practice recommendations for schools and community agencies.

Dworsky, A. (2008) *Educating homeless children in Chicago: A case study of children in the Family Regeneration Program.* **Retrieved December 16, 2008, from the Chapin Hall Web site:** *http://www.chapinhall.org/article_abstract.aspx?ar=1479&L2=64&L3=0*

Believing that far too little is known about homeless children or their educational experiences to develop effective policies and programs, the author undertook this study in an attempt to begin to close the knowledge gap. The research used administrative data from both the Chicago Public Schools and a program that serves many of Chicago's most vulnerable homeless families as well as qualitative data from interviews with key informants to help place the findings in context. The study results have implications for how public schools and homeless shelters can work together to improve homeless children's educational outcomes.

Fass, S. & Cauthen, N. K. (2008, October). *Who are America's poor children?: The official story.* **Retrieved November 19, 2008 from the National Center for Children in Poverty Web site:** *http://www.nccp.org/publications/pdf/text_843.pdf*

This fact sheet details some of the characteristics of American children who are considered poor according to the official poverty level and describes some of the economic hardships they face. The authors conclude with two policy strategies to improve the well-being of children and families living in poverty: help parents succeed in the labor force and provide high quality early learning experiences for their children.

Ferguson, K.M. & Xie, B. (2008, January). Feasibility study of the social enterprise intervention with homeless youth. *Research on Social Work Practice, 18*(1), 5-19.

The authors sought to reduce mental health symptoms and high-risk behaviors and increase social support and service utilization among street-living youth. They conducted a pilot study with 16 street-living youth to assess the feasibility of the social enterprise intervention (SEI). SEI participants received 7 months of vocational and small business training and service referrals. A comparison sample of 12 agency youth was used. Findings showed that SEI participants displayed significant improvements at nine months in life satisfaction, family contact, peer support, and depressive symptoms. Preliminary findings suggest that the SEI was feasible within the agency setting and associated with higher mental health and social outcomes.

Fertig, A., & Reingold, D. (2008, September). Homelessness among at-risk families with children in twenty American cities. *Social Service Review, 82*(3), 485-510.

This article uses data from the Fragile Families and Child Wellbeing study to explore the characteristics and determinants of homelessness among families with children. These unique data permit the examination of a large

set of individual-, household-, and city- level risk factors that may influence homelessness. Results suggest that homelessness is strongly linked to informal and institutional social support and only modestly associated with local housing and labor market conditions. This suggests that the greatest potential for reducing family homelessness lies in interventions, such as low- income housing assistance, that are designed to strengthen informal and institutional social support among low-income mothers. Policies designed to alter local housing and labor market conditions are unlikely to reduce substantially the risk of this pressing social problem.

Florida's Children First. (2008). *Pregnant and parenting youth in the Independent Living Program*. **Retrieved January 6, 2009, from** *http://floridaschildrenfirst. org/pdf/ParentingFlyer%5B1%5D.statewiderevised.9.19.08.pdf*

This Q&A document answers some of the most common questions about the Independent Living Program asked by former foster youth who are pregnant or parenting. Several questions concern attending school while pregnant or parenting.

Flynn-Khan, M. & Bhat, S. (2008). *Connected by 25: Financing education supports for youth transitioning out of foster care*. **Retrieved November 11, 2008, from the Finance Project Web site:** *http://www.financeproject.org/publications/ Education_SB.pdf*

Part of a series exploring strategies for financing supports and services that help foster youth make successful transitions to adulthood, this brief focuses on educational support. Five financing strategies are presented with examples of these strategies in practice: access child welfare resources; access K-12 and adult education resources; connect with workforce development and technical education resources; access higher education resources; and generate community and private support. Each strategy highlights possible funding sources, range of partners, and implementation considerations.

Forum on Child and Family Statistics. (2008, July). *America's children in brief: Key national indicators of well being, 2008.* **Retrieved October 8, 2008, from** *http://www.childstats.gov/pdf/ac2008/ac_08.pdf*

Each year since 1997, the Federal Interagency Forum on Child and Family Statistics has published a report on the well-being of children and families. The indicators and background measures in this report represent large segments of the population and are measured regularly so that they can be updated and show trends over time. The indicators are organized into seven sections, each focusing on a domain relevant to children's lives: family and social environment; economic circumstances; health care; physical environment and safety; behavior; education; and health.

Foster, L.K. (2008). *Homeless youth: Bibliography and resources*. **Retrieved August 12, 2008, from the California Research Bureau Web site:** *http://www. library.ca.gov/crb/08/08-010.pdf*

The CRB and the California Council on Youth Relations conducted a major research and policy initiative to identify and bring to the attention of state policymakers the serious issues facing homeless youth in California. This report is a resource document and includes an annotated bibliography drawn from a wide range of academic and program-based research, agendas from CRB public policy seminars held over the last year, and contact information for the seminar presenters.

Grant, L.W., Popp, P.A., & Stronge, J.H. (2008). *Classrooms with revolving doors: Recommended practices for middle level and high school teachers of at-risk and highly mobile students***. Retrieved November 26, 2008, from the National Center for Homeless Education Web site:** *http://www.serve.org/nche/ downloads/eff_teach_mh.pdf*

Designed jointly by the National Center for Homeless Education and The College of William and Mary, this study explores the critical role of the classroom teacher in contributing to the education of at-risk and highly mobile students. The study includes a review of the literature on the effective teaching of at-risk and highly mobile students and an exploration of the beliefs and practices of six teachers who won national and/or state awards for working with these populations.

Gruman, Diana H., Tracy W. Harachi, Robert D. Abbott, Richard F. Catalano, & Charles B. Fleming (2008, November/December). Longitudinal effects of student mobility on three dimensions of elementary school engagement. *Child Development, 79(6), 1833-1852.*

This study sought to capture a dynamic and complex view of student mobility. Second- through fifth-grade data were drawn from a longitudinal study. Growth curve analyses allowed for the examination of mobility effects within the context of other factors that put children at risk, including behavior problems and family stress. School changes predicted declines in academic performance and classroom participation but not positive attitude toward school. Time-varying factors such as peer acceptance and teacher support had a positive influence on the growth trajectories of child outcomes. Additionally, teacher support had a particularly strong influence on positive attitudes toward school among children who had more school changes.

Havalchak, A., Roller White, A., & O'Brien, K. (2008). *Examining outcomes for young adults served by Casey Family Programs between 2004 and 2006.* **Retrieved July 15, 2008, from the Casey Family Programs Web site** *http:// www.casey.org/NR/rdonlyres/0F34595D-A32A-4295-9764-664512E2E3C8/665/ CaseyYoungAdultSurveyThreeYears1.pdf*

The Casey Young Adult Survey (CYAS) is an annual cohort study of 19-, 22-, and 25-year-olds that examines outcomes among young adults who received foster care services from Casey Family Programs. This study looked at experiences while in care and outcomes after leaving care – including statistics on experiencing homelessness.

Herman-Stahl, M., Kan, M., & McKay, T. (2008, September). *Incarceration and the family: A review of research and promising approaches for serving fathers and families.* **Retrieved December 5, 2008, from the Assistant Secretary for Planning and Evaluation (ASPE) Web Site:** *http://aspe.hhs.gov/hsp/08/MFS-IP/ Incarceration&Family/report.pdf*

In order to develop effective family strengthening programs and policies, we need a better understanding of the characteristics of incarcerated individuals, their partner and parenting relationships, and the processes through which imprisonment and reentry may undermine these attachments. This document is intended to be such a resource. Of special interest to those in the homeless education field is Chapter 4 which focuses on the effect incarceration has on children.

Hughes, D.M., Condron, B., Jackson, N., Pitchal, E., Garton, N., Elliott, S.P. (2008). *Preparing our kids for education, work and life: A report of the task force on youth aging out of DSS care.* **Retrieved November 11, 2008, from The Boston Foundation Web site:** *http://www.tbf.org/uploadedFiles/tbforg/Utility_ Navigation/Multimedia_Library/Reports/DSS_Report_0522.pdf*

Findings and recommendations of the Massachusetts Task Force on Youth Aging Out of Department of Social Services (DSS) Care are discussed in this report. It begins with the challenges youth face when transitioning out of care and then explains five core resources for the healthy development of all youth, especially those who have transitioned from care. Two of these are safe and stable places for living, learning, working, and playing; and educational preparation and economic opportunity.

The data indicates that youth aging out of DSS care are still at considerable risk, particularly for homelessness, significant mental health needs, early pregnancy, physical violence, and unwanted sexual contact. Findings are shared from in-depth interviews with youth and a variety of stakeholders. Using the five core resources as a lens through which to view policies, programs and resource allocation, recommendations are made and designed to serve as a blueprint for action.

Julianelle, P. (2008, February). *The legal glossary: A crosswalk of federal laws and programs affecting children, youth, and families experiencing homelessness.* **Retrieved May 20, 2008, from the National Center for Homeless Education Web site:** *http://www.serve.org/nche/downloads/leg_gloss.pdf*

This glossary is a basic guide to the principal federal laws and programs that affect children, youth, and families experiencing homelessness. It is designed to provide local homeless education liaisons and state coordinators for homeless education with a straightforward overview of federal programs for homeless children and youth. Although it provides only basic information on each law and program, it can assist local liaisons and state coordinators in their efforts to collaborate with other agencies and provide comprehensive services to

homeless children and youth.

Julianelle, P. (2008). *The McKinney-Vento Act and children and youth awaiting foster care placement: A guide for improving educational outcomes through school stability.* **Retrieved February 5, 2009, from the National Association for the Education of Homeless Children and Youth Web site:** *http://www.naehcy. org/dl/mv_afcp.pdf*

This report describes how eight jurisdictions are defining awaiting foster care placement and how they are implementing the McKinney-Vento Act for youth in out-of-home care. It offers concrete strategies for building and maintaining effective collaborations between child welfare and education agencies and supporting the educational success of youth in care. As the jurisdictions highlighted in this publication show, effective collaboration across agencies can increase the academic success and overall well-being of youth in care. However, the author says to ensure that all youth in out-of-home care can benefit from school stability and support for academic success, changes to federal education and child welfare legislation are necessary.

Julianelle, P. (2008, February). *Using what we know: Supporting the education of unaccompanied homeless youth.* **Retrieved November 5, 2008, from the National Association for the Education of Homeless Children and Youth Web site:** *http://www.naehcy.org/dl/uwwk_youth.pdf*

Policy and practice recommendations distilled from over 100 interviews with National Association for the Education of Homeless Children and Youth (NAEHCY) members across the country are shared in this report. Recommendations focus on seven key findings that, implemented as a continuum of support, will assist in increasing enrollment, attendance, and success in school for homeless unaccompanied youth, and in reengaging young people who have left school.

Katz, M., Rich, J., & Sciranka, S. (2008, May). *Fostering successful transitions to adulthood through collaboration.* **The Exchange, p 1-12. Retrieved May 19, 2008, from the Family Youth Services Bureau Web Site:** *http://www.ncfy.com/ publications/exchange/0805.pdf*

The basis of this monograph is a discussion of how the Family and Youth Services Bureau's Transitional Living Program (TLP) can collaborate with the Children's Bureau's Chafee Foster Care Independence Program (CFCIP) to improve independent living services for young people who are transitioning out of foster care. It explains that while TLPs focus on runaway youth and CFCIPs focus on foster youth, each program is designed to provide critical support and independent living skills to young people without a home who aren't yet prepared to live on their own. Information is provided on the legislative history of each program, challenges and opportunities for the programs to work together, tips for building a successful collaboration, expanding educational opportunities for youth through the McKinney-Vento Homeless Education Assistance Act, and the education and training vouchers available through CFCIP. Examples of

creative collaborations are also provided.

Koller, E. (2008, Fall). *Through no fault of their own: The homeless student.* **School Safety. Retrieved January 22, 2009, from** *http://homeless.samhsa.gov/ ResourceFiles/izh0uqk1.pdf*

The author begins with an explanation of the McKinney-Vento Act and how it pertains to children experiencing homelessness and out-of-home placements. She goes on to explain how mistreatment and stress hamper the brain's ability to function and, then gives some practical advice for school resource officers, school social workers, and other school personnel who work with homeless students and their families. The article concludes with examples of projects that teachers have used to help their housed students empathize with their homeless counterparts.

Legal Center for Foster Care and Education. (2008). *Foster Care & Education Q&A: Federal laws that increase educational opportunities for older youth in out-of-home care.* **Retrieved May 7, 2009, from:** *http://www.abanet.org/ child/education/publications/qa_older_youth_final.pdf*

In 2008, three significant federal laws passed that impact the educational opportunities for older youth in the foster care system. This Q&A document addresses the Fostering Connections Act, the College Cost Reduction Act, and the reauthorization of the Higher Education Act.

Legal Center for Foster Care and Education. (2008). *Foster Care & Education Q&A: Information sharing to improve educational outcomes for children in out-of-home care.* **Retrieved February 7, 2009, from:** *http://www.abanet.org/ child/education/publications/qa_information_sharing_final.pdf*

This Q&A document answers questions about sharing education data among multiple agencies. It gives acceptable methods and circumstances under which data can be shared without triggering parental consent requirements. Examples of successful collaborations to share information are included along with tips for starting your own collaborative for information sharing.

Legal Center for Foster Care and Education. (2008). *Foster Care & Education Q&A: Mobility issues and special education for children in out-of-home care.* **Retrieved July 3, 2008, from:** *http://www.abanet.org/child/education/Q%20% 20A%236%20Mobility%20FINAL.pdf*

This Q&A sheet addresses issues surrounding special education for children in out-of-home care. It includes IDEA requirements when students change schools during or after the evaluation process, as well as issues related to transportation, transferring records, and identifying eligible children and concludes with tips for advocates.

Legal Center for Foster Care and Education. (2008). *Foster Care & Education Q&A: What child welfare professionals need to know about awaiting foster*

care placement and the McKinney-Vento Act. **Retrieved May 30, 2008, from:** *http://www.serve.org/nche/downloads/aba_awaitfcp.pdf*

Clarification of how to apply the McKinney-Vento Act to children in out-of-home care is provided in this fact sheet. It discusses the inclusion of the "awaiting foster care placement" phrase in the McKinney-Vento definition of homeless and explains how educators and child welfare professionals can work together to serve these children in the best way possible.

Legal Center for Foster Care and Education. (2008). *States at a Glance: Awaiting Foster Care Placement Under the McKinney-Vento Act*. **Retrieved January 6, 2009, from** *http://www.abanet.org/child/education/AFCPchart.pdf*

This chart outlines each state's interpretation of "awaiting foster care placement" under the McKinney-Vento Act including rights and protections that promote school stability and continuity.

Lorenzo, S. & Mayer, R. Community services locator. *Maternal and Child Health Library*. **(2008, July). Retrieved September 2, 2008, from** *http://www. mchlibrary.info/KnowledgePaths/kp_community.html*

Service providers and families can use this online directory to find national, state, and local resources that can address child and family needs. Topics include education and special needs, health and wellness, mental health and well-being, family support, parenting, child care/early childhood education, and financial support. It also includes an alphabetical list of links to resources, services, and service providers

Lovell, P. & Isaacs, J. (2008, Spring). *The impact of the mortgage crisis on children and their education*. **Retrieved September 2, 2008 from the First Focus Web site:** *http://www.firstfocus.net/Download/HousingandChildrenFINAL.pdf*

This brief discusses the effects of the U.S. mortgage and foreclosure crisis on school-aged children and their education. Statistics related to mobility and school achievement, an overview of the effects of mobility on children's behavior and health, and policy recommendations are included. It estimates that 2 million children will be directly impacted by the subprime mortgage crisis as their families lose their homes due to foreclosures. As the first comprehensive analysis of how the crisis will impact kids, the report explains that this number will rise even higher when accounting for other populations, such as children being evicted from rental units that are going into default and those children whose parents default on conventional loans.

Margolin, D. (2008, July). Seeking shelter in tough times: Securing housing for youth who age out of foster care. *Child Law Practice, 27*(5). **Retrieved September 5, 2008, from** *http://www.abanet.org/child/clp/archives/vol27/ july08.pdf*

More than half of the youth who age out of foster care are soon homeless or

experience housing instability. This article explains the different types of federal programs and other resources that may offer housing or funding for housing to these young adults including: The Chafee Foster Care Independent Living Program; Transitional Living Program for Homeless Youth; Section 8 vouchers; public housing (some jurisdictions create a preference for aged-out youth); and specialized housing for those with substance abuse or mental disabilities. The information provided about these programs, including population served and eligibility criteria, may help these youth and youth advocates plan in advance to meet housing needs.

Masten, A.S., Heistad, D., Cutuli, J.J., Herbers, J.E., Obradovic, J., Chan, C.K., et al. (2008, Summer). *School success in motion: Protective factors for academic achievement in homeless and highly mobile children in Minneapolis.* **Retrieved August 1, 2008, from the National Center for Homeless Education Web site:** *http://www.serve.org/nche/downloads/masten_high_mob.pdf*

This article examines protective factors and intervention methods that may promote school success among homeless and highly mobile students. It is based on two University of Minnesota-community collaborative projects aimed at understanding and promoting the school success of homeless and highly mobile students.

Results indicate both high risk for school problems among homeless and highly mobile children and also great variability in how well they are doing. Authors suggest that addressing achievement gaps in districts with large numbers of homeless and highly mobile students will require attention to the needs of those children and a keen awareness of the wide variation in those needs.

McRee, N. (2008, April). Child abuse in blended households: Reports from runaway and homeless youth. *Child Abuse & Neglect, 32(4), 449-453.*

This study is based on 40,000 youths at runaway and homeless youth shelters. The results, consistent with prior research, show that compared with other household types, there is an elevated risk of sexual and physical abuse for youths from homes with a non-related parent figure in residence. Among youths from blended homes, the risk of abuse was not found to vary according to the particular role or status of non-related parents in the home. Authors acknowledge that the sample probably represents family conditions that are significantly worse for children than what would be found in the general population, and thus the results of this study should not be generalized to the population at large.

Munson, S. & Freundlich, M. (2008). *Educating children in foster care: State legislation 2004 - 2007.* **Retrieved May 12, 2008 from the National Conference of State Legislatures Web site:** *http://www.ncsl.org/print/cyf/foster_care_education.pdf*

A companion to the National Conference of State Legislatures' December 2003 report, Educating Children in Foster Care, this report reviews state legislation

enacted between 2004 and 2007 to improve the educational experiences and opportunities of children and youth in foster care. It also provides information on laws and policies regarding early learning and foster care which were not included in the first report.

National Center for Homeless Education. (2008). *NCHE abstract bibliography of homeless education resources: 2007.* **Retrieved April 8, 2008, from:** *http://www.serve.org/nche/ibt/research.php*

Last year's abstract bibliography from NCHE lists and describes a selection of publications released in 2007 that deal with issues related to the lives and education of children and youth experiencing homelessness and high mobility.

National Center for Homeless Education (2008, July). *Education for Homeless Children and Youth Program: Analysis of data.* **Retrieved August 12, 2008, from** *http://www.serve.org/nche/downloads/data_comp_03-06.pdf*

Revised in July 2008, this report provides a summary and analysis of the 2006-07 state data collection required by the U.S. Department of Education of the McKinney-Vento Education of Homeless Children and Youth program. The 2006-07 data is also presented in comparison to the 2004-05 and 2005-06 data collections.

National Center for Homeless Education. (2008, September). *Guide for reporting to Part I Section 1.9, Consolidated State Performance Report, federally required state data collection for the McKinney-Vento Homeless Education Assistance Improvements Act of 2001.* **Retrieved October 1, 2008, from** *http://www.serve.org/nche/downloads/data_guide_07-08.pdf*

NCHE's Beth Hartness along with John McLaughlin, Federal Coordinator of the Homeless Education Program, reviewed the many questions that have arisen concerning federal data collection. Included in this guide are clarifications and explanations about both the data collection process and the specific data questions.

National Center for Homeless Education. (2008). *Local homeless education liaisons.* **Retrieved May 8, 2008 from:** *http://www.serve.org/nche/downloads/briefs/liaisons.pdf.*

Updated in May 2008, this brief explains the key provisions in the McKinney-Vento Act concerning the roles and responsibilities of the local homeless education liaison and offers strategies for implementing the Act in a school district. The strategies include receiving awareness training; collaborating with school district and community agency personnel; and disseminating awareness materials in schools and communities.

National Center for Homeless Education. (2008). *Navigating the intersections of IDEA and McKinney-Vento: A problem-solving process.* **Retrieved August 29, 2008, from** *http://www.serve.org/nche/downloads/briefs/nav_idea_mv.pdf*

This brief, part of NCHE's Best Practices in Homeless Education series, was developed from a one-day web-based policy forum co-hosted by NCHE and Project Forum. This forum convened special education and homeless education administrators from Colorado, Texas, and Virginia, to develop a collaborative process and identify strategies to enable state and local IDEA and McKinney-Vento staff to think through complex issues that arise in applying these federal laws when educating homeless children with disabilities.

National Center for Homeless Education. (2008). *Transportation for Homeless Children and Youth: Strategies for Rural School Districts*. Retrieved April 1, 2008, from *http://www.serve.org/nche/downloads/rur_trans.pdf*

This NCHE tip sheet highlights strategies for providing transportation for homeless students in rural areas provided by local homeless education liaisons, state coordinators for homeless education, and state pupil transportation directors.

National Law Center on Homelessness & Poverty. (2008). *Advocating for the Special Education needs of homeless and mobile students: A guide to rights and resources*. Retrieved March 20, 2009, from *http://www.nlchp.org/content/pubs/Special_Ed_Booklet_20081.pdf*

This guide gives an overview of The Individuals with Disabilities Education Act (IDEA) and explains issues and services that may relate particularly to homeless/highly mobile children and youth. It also provides information on related laws and lists helpful resources.

Nilan, D. (2008). *My Own Four Walls 2008 (DVD)*. Chicago: HEAR US, Inc.

This unique documentary featuring accounts of homelessness from children and youth is an expanded version of the original DVD, a collection of short documentaries depicting homelessness as experienced by children and teens in non-urban areas of the country. These young homelessness experts share their challenges and their dreams, common to over 1.5 million children and youth in this country who typically remain invisible, struggling to get into and succeed in school.

Office of Special Education and Rehabilitative Services and the Office of Elementary and Secondary Education. (2008, February). *Questions and answers on Special Education and homelessness*. Retrieved August 29, 2008, from *http://www.ed.gov/policy/speced/guid/spec-ed-homelessness-q-a.pdf*

This Q&A document provides state and local educational officials, early intervention services providers, and homeless assistance coordinators information to assist with the implementation of the requirements of the IDEA and the McKinney-Vento Homeless Assistance Act.

Osher, D., Sidana, A., & Kelly, P. (2008, April). *Improving conditions for learning for youth who are neglected or delinquent.* **Retrieved May 12, 2008, from the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk Web site:** *http://www.neglected-delinquent.org/nd/resources/spotlight/cflbrief200803.asp*

This brief explores how each of four social and emotional conditions for learning (safety, support, social and emotional learning, and encouragement and challenge) applies to children and youth in or at risk of being placed in juvenile justice or neglected or delinquent (N or D) programs. It also introduces practical approaches that may help teachers and staff increase the presence of these conditions and provide resources for further exploration of research or programs. Finally, it discusses how staff can assess the social and emotional strengths of students and conditions for learning.

Partnership for America's Economic Success. (2008, July). *The hidden costs of the housing crisis: The impact of housing on young children's odds of success. (Issue Brief #7).* **Retrieved January 7, 2009, from** *http://www.partnershipforsuccess.org/docs/research_brief_200807_housing.pdf*

This brief discusses the effects of the recent mortgage and foreclosure crisis on young children. It provides statistics on the affordability crisis and supports the essential nature of a stable, healthy, safe residence for a young child's growth.

Rew, L. (2008, January/March). Caring for and connecting with homeless adolescents. *Family and Community Health, 31*(Supplement 1), S42-S51.

The author, a School of Nursing faculty member from the University of Texas at Austin, gives an overview of adolescent homelessness and says that current policies concerning housing, education, and healthcare meet only basic needs. She suggests that with programs based on human relational qualities of caring and connectedness (which have been shown to protect adolescents as they mature) youth could be expected not only to survive but to thrive. Brief descriptions are given of theories of caring, pathways to homelessness for adolescents, survival needs of homeless youth, and characteristics of service programs that incorporate caring and connectedness. Finally, the author issues a challenge to teach adults and communities to be more caring and to connect with at-risk youth.

School Mental Health Project/Center for Mental Health in Schools at the UCLA Department of Psychology. (2008). *Resources for responding to and coping with hurricane related events.* **Retrieved September 9, 2008, from** *http://smhp.psych.ucla.edu/hurricane.htm*

Links to information and resources related to helping young children, students, and families cope with trauma and loss are on this website. These links would be helpful for receiving schools, crisis teams, parents, teachers, and anyone else dealing with children, youth, and families after a disaster.

Shea, N.M., Zetlin, A.G., & Weinberg, L.A. (2008). *Improving school stability: An exploratory study of the work of the AB 490 liaisons in California*. Retrieved November 11, 2008, from the Mental Health Advocacy Services Web site: *http://www.mhas-la.org/AB490%20Survey%20Report%206-08.pdf*

This report begins with a discussion on the negative impact of school mobility on foster children and youth and California legislation that requires each local education agency to designate a staff person as a foster care education liaison (AB 490 liaison) to ensure proper placement, transfer of records, and enrollment of foster youth. Findings from a statewide survey of the AB 490 liaisons indicate the role of the liaison appears to provide the structure and organization to facilitate at least some collaboration between the child welfare and education systems. The report includes suggestions the respondents offered to help meet the challenges they face.

Slesnick, N., Glassman, M., Garren, R., Toviessi, P., Bantchevska, D., & Dashora, P. (2008, July). How to open and sustain a drop-in center for homeless youth. *Children and Youth Services Review*, 30(7), 727-734.

The authors acknowledge that drop-in centers have the potential to facilitate the engagement of homeless youth into treatment and back into the mainstream, but they found little guidance regarding how to open and sustain a drop-in center for homeless youth. This paper offers such guidance including information on developing a philosophy to guide the center structure; organization and funding; identifying a location/building accessible to youth and conducive to appropriate activities; and staff hiring and training.

Slesnick, N., Bartle-Haring, S., Dashora, P., Min Ju Kang & Aukward, E. (2008, April). Predictors of homelessness among street living youth. *Journal of Youth and Adolescence*, 37(4), 465-474.

From a study of homeless youth recruited through an urban drop-in center, four distinct patterns of change in homelessness were identified: those who (1) had fairly low rates of homelessness at each follow-up point, (2) started in the mid-range of homelessness, increased at 3 months and sharply declined at 6-months, (3) reported high rates of homelessness at baseline and low rates at each follow-up point, and finally, (4) remained consistently homeless across time. These patterns of change were most strongly predicted by social connections and engagement in HIV risk behaviors. Findings suggest that developing trust and linkages between homeless youth and service providers may be a more powerful immediate target of intervention than targeting child abuse issues, substance use, and mental health problems.

Stronge, J.H., Popp, P.A., Grant, L.W. (2008). *Effective teaching and at-risk/highly mobile students: What do award-winning teachers do?: Case studies of award-winning teachers of at-risk/highly mobile students*. Retrieved from the National Center for Homeless Education Web site: *http://www.serve.org/nche/downloads/eff_teach.pdf*

Designed jointly by the National Center for Homeless Education and The College of William and Mary, this study explores the critical role of the classroom teacher in contributing to the education of at-risk and highly mobile students. It includes a review of the literature on the effective teaching of at-risk and highly mobile students and an exploration of the beliefs and practices of six teachers who won national and/or state awards for working with these populations.

Thompson, Sanna J., & others. "Runaway and Pregnant: Risk Factors Associated with Pregnancy in a National Sample of Runaway/Homeless Female Adolescents." *Journal of Adolescent Health***, Vol. 43, Issue 2, August 2008, pp. 125-132.**

This study looked at individual and family-level predictors of teen pregnancy among a national sample of runaway and homeless youth seeking services at crisis shelters. The authors found that housing instability is associated with dropping out of school and dropping out is a risk factor that predicts pregnancy; youth who dropped out of school were more than twice as likely to report being pregnant. The complex problems associated with pregnant runaway/homeless teens create challenges for short-term shelter services. Suggestions are made for extending shelter services to include referrals and coordination with teen parenting programs and other systems of care.

Tierney, William G., and others. *Transitions to adulthood for homeless adolescents: Education and public policy***. Retrieved May 11, 2008, from the Center for Higher Education Policy Analysis (CHEPA) Web site:** *http://www. usc.edu/dept/chepa/pdf/Homeless_Youth_final.pdf*

CHEPA researchers spent 18 months interviewing homeless youth ages 14-19 and shelter staff in Los Angeles, and documenting the experiences and challenges of the youth. This study defines the typologies of homeless youth and explores existing legislation and policy concerning this population; it suggests strategies beyond those required by the McKinney-Vento Act for states and districts to adopt.

Trout, A.L., Hagaman, J., Casey, K., Reid, R., & Epstein, M.H. (2008, September). The academic status of children and youth in out-of-home care: A review of the literature. *Children and Youth Services Review, 30***(9), 979-994.**

This literature review examined the status of the published research on the academic and school functioning behaviors of students in out-of-home care. Results of the studies evaluated suggest that overall, children in out in out-of-home care demonstrate several academic risks. However, despite an increase in attention to the academic functioning of this population, significant limitations in the published literature exist. For example, incomplete reporting of student information, inadequate research on specific academic skill sets, and limited numbers of studies reporting school functioning behavior narrow our understanding of the specific academic strengths and limitations of this population, and further hinder our abilities to develop targeted intervention

programs. Study limitations, implications, and recommendations for future research are discussed.

Toppo, G. (2008, December 7). Study: Poverty dramatically affects children's brains. *USA Today.* **Retrieved December 12, 2008, from** *http://www.usatoday. com/news/health/2008-12-07-childrens-brains_N.htm*

This article, based on a study to be published in early 2009, cites a correlation between poverty and a child's brain development. Research has shown that the neural systems of poor children develop differently from those of middle-class children, affecting language development and "executive function," or the ability to plan, remember details and pay attention in school. Such deficiencies are reversible through intensive intervention such as focused lessons and games that encourage children to think out loud or use executive function.

Tyler, K.A. &, Bersani, B.E.. (2008, May). A longitudinal study of early adolescent precursors to running away. *The Journal of Early Adolescence.* **28(2) pg. 230.**

Little is known about what factors will predict the likelihood that a housed adolescent with no prior history of running away will leave home. This study uses the National Longitudinal Survey of Youth to examine predictors of running away among a diverse sample of housed 12-13 year olds. Results indicate that socioeconomic status, being African American or Hispanic, and monitoring were significantly predictive of a decrease in the mean rate of running away in mid-adolescence. In contrast, being female, neighborhood victimization, personal victimization, school suspension, and delinquency all significantly increased the expected frequency of running away. Although findings provide some support for previous cross-sectional studies, they also point to the importance of young people's community environment as a risk factor for leaving home.

United States Conference of Mayors. (2008, December). *Hunger and homelessness survey: A status report on hunger and homelessness in America's cities, a 25-city survey.* **Retrieved December 19, 2008, from** *http:// www.usmayors.org/pressreleases/documents/hungerhomelessnessreport_ 121208.pdf*

This annual survey includes data from 25 cities concerning emergency food assistance and homeless services provided between October 1, 2007 and September 30, 2008. Notable findings are: 1.) All 21 cities with available data cited an increase in the number of persons requesting food assistance for the first-time with particularly notable increases among working families. 2.) The tenants of rental units in buildings where the landlord faced foreclosure were the most vulnerable to becoming homeless. 3.) The three main causes of homelessness among families with children are lack of affordable housing, low-wage or no employment, and poverty.

U.S. Government Accountability Office (GAO). (2008, February). *Disconnected youth: Federal action could address some of the challenges faced by local programs that reconnect youth to education and employment.* **Retrieved**

Several federal agencies oversee a number of programs and grants that assist local programs in serving disconnected youth. During GAO interviews at 39 local programs, staff attributed their success in reconnecting youth with education and employment to several key elements of their programs. These included effective staff and leadership; a holistic approach to serving youth that addresses the youth's multiple needs; specific program design components, such as experiential learning opportunities and self-paced curricula; and a focus on empowering youth.

Vulin-Reynolds, M., Stephans, S. H., Lever, N., & Weist, M. (2008). *Foster care and school mental health.* **Retrieved June 27, 2008, from the Center for School Mental Health, Department of Psychiatry, University of Maryland School of Medicine Web site:** *http://csmh.umaryland.edu/resources.html/ FosterCareBrief.pdf*

This article provides an overview of common mental health issues among children and youth in foster care. It includes problems typically encountered when these children and youth attempt to access such services and also addresses their special education needs. The authors include a section on the role of school mental health and offer specific recommendations for school personnel to help foster children succeed. Finally, it contains a list of resources for teachers and foster care workers.

Abstract Bibliography of Homeless Education Resources: 2008
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