

Abstract Bibliography of Homeless Education Resources: 2009

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National Center for Homeless Education

Funded by the U.S. Department of Education, the National Center for Homeless Education (NCHE) serves as an information clearinghouse for people seeking to remove or overcome educational barriers and to improve educational opportunities and outcomes for children and youth experiencing homelessness. The Center also supports educators and service providers through producing training and awareness materials and providing training at regional and national conferences and events.

NCHE is part of the larger organization of the SERVE Center at the University of North Carolina at Greensboro.



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Introduction

The following resources published in 2009 pertain to the lives and education of highly mobile children and youth. This list, though not exhaustive, is intended to inform, educate, and empower those who serve at-risk children, youth, and families. This year's bibliography is categorized by topic to enable readers to locate relevant information more easily.

Bibliography

ARRA

U.S. Department of Education. (2009). *Guidance on McKinney-Vento Homeless Children and Youth Program funds made available under the American Recovery and Reinvestment Act of 2009*. Retrieved April 12, 2009, from <http://www2.ed.gov/policy/gen/leg/recovery/guidance/homeless.pdf>

Guidelines are provided for the usage of the Education for Homeless Children and Youth (EHCY) program funds made available under the American Recovery and Reinvestment Act of 2009. Presented in a Q&A format, the publication addresses funding for SEAs, LEA subgrants, and how those funds can be used, as well as other requirements of the Act, including transparency, accountability, and reporting.

U.S. Department of Education. (2009, September). *Title I, Part A ARRA guidance: Using Title I, Part A ARRA funds for grants to local educational agencies to strengthen education, drive reform, and improve results for students*. Retrieved September 8, 2009, from <http://www2.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf>

This Policy Guidance from the U.S. Department of Education provides SEAs and LEAs with guidelines on using Title I, Part A ARRA funds. Question G-11 specifically addresses the usage of Title IA ARRA funds for supporting children and youth experiencing homelessness.

CHILD WELFARE/FOSTER CARE/JUVENILE JUSTICE

Altschuler, D., Stangler, G., Berkley, K., & Burton, L. (2009, April). *Supporting youth in transition to adulthood: Lessons learned from child welfare and juvenile justice*. Retrieved June 26, 2009, from the Jim Casey Youth Opportunities Initiative Web site: http://www.jimcaseyyouth.org/docs/cjir_transition_apr09.pdf

The three goals of this paper are to: (1) Outline potential strategies, programs, and resources that will enable political and agency leaders, policymakers, and

practitioners to act collaboratively across systems to address issues related to crossover youth; (2) Note that the child welfare field has addressed the needs of this population to a greater extent than juvenile justice and can therefore help guide the work in this area in juvenile justice; and (3) Identify promising approaches in the juvenile justice field and specific ways in which effective strategies identified by each system may benefit the other system and the youth they serve.

Antle, B.F., Johnson, L., Barbee, A., & Sullivan, D. (2009, July-September). Fostering interdependent versus independent living in youth aging out of care through healthy relationships. *Families in Society: The Journal of Contemporary Social Services*, 90(3), 309-315.

The child welfare system historically has provided “independent living” services. This article builds upon the recent shift to “interdependent living” approaches by describing skills for various stages of relationships, including the youth’s relationships with their caseworker and foster family, centering on the need to define clear expectations and model healthy relationship skills. Youth must recognize their risk patterns and need for professional support, and develop educational/vocational goals for mentoring. Future relationships often include reconnecting with birth families and dating/romantic relationships, requiring an exploration of physical and emotional safety and the establishment of healthy patterns for life-long relationships.

Becerra, C., & Moore, A. (2009, July). Supporting foster youth transitions to adulthood. Retrieved December 1, 2009, from the National League of Cities Web Site: http://www.nlc.org/ASSETS/6548970283A04EAC8EA64FDC003202FB/IYEF_Foster_Youth_MAG_8-09.pdf

Recommended strategies and steps for city leaders to address the needs of transitioning foster youth and to improve communities include using local data to set goals and track progress and taking a cross-system approach to service planning and delivery. Examples of cities’ strategies in the areas of housing assistance, employment services, and educational transitions are mentioned, with Philadelphia’s Achieving Independence Center offered as a model for providing multiple services in one building.

Bielat, K. & Yarrish, J. (2009, June). Building a campus support network for students emerging from foster care. Retrieved November 30, 2009, from the Casey Family Programs Web site: <http://www.casey.org/Resources/Publications/pdf/BuildingCampusSupport.pdf>

Youth emerging from foster care face special challenges in transitioning to college life, applying for financial aid, and finding housing during breaks. Based on discussions with contacts at public and private universities, the California State University system, and Casey Family Programs, the authors determined how key support services for youth coming from foster care are structured, what resources are available to help youth transition to university life, and how universities help them address challenges. They offer recommendations for building a support structure for foster youth in college and outline essential

support services that youth need.

Center for Advanced Studies in Child Welfare. (2009, Spring). Permanency or aging out: Adolescents in the child welfare system. CW360°. Retrieved July 6, 2009, from http://www.cehd.umn.edu/ssw/cascw/attributes/PDF/publications/CW360_2009.pdf

Using a multidisciplinary approach, this annual publication provides comprehensive information on the latest research, policies and practices in a key area affecting child well-being today. It includes articles from key stakeholders including families, caregivers, service providers, a broad array of child welfare professionals, and researchers. This year's issue includes articles about the intersection of foster care and education, transitioning to adulthood without a home, and policy implications for homeless and foster youth.

Duval, D.M., & Vincent, N. (2009, April). Affect regulation of homeless youth once in the child welfare system. *Child and Adolescent Social Work Journal*, 26(2), 155-173.

Experiences of homeless youth who were formerly part of the child welfare system are examined in this study. Using concepts from self-psychology, 12 young adults between the ages of 18 and 26 participated in a semi-structured qualitative interview to gather information regarding their experiences prior to, during, and after exiting substitute care, and completed a standardized measure of current functioning. Underlying subjects' experiences are a pervasive sense of repeated disappointment from relationships and efforts to find idealizable others. A conceptual model for understanding these experiences is proposed.

Dworsky, A., & Perez, A. (2009, April). Helping former foster youth graduate from college: Campus support programs in California and Washington State. Retrieved April 8, 2009, from http://www.chapinhall.org/article_abstract.aspx?ar=1483&L2=60&L3=125

Campus support programs provide financial, academic, and other types of supports to help former foster youth succeed in college. However, relatively little is known about the impact of these programs on college retention or graduation rates. This study lays the groundwork for an impact evaluation by examining program implementation from two different perspectives. Researchers conducted telephone interviews with the directors of 10 campus support programs in California and Washington State. In addition, participants from 8 of the 10 programs completed a web-based survey that asked about their perceptions of and experiences with the program. The report concludes with several recommendations concerning an evaluation of campus support programs for former foster youth.

Fowler, P.J., Toro, P.A., & Miles, B.W. (2009, August). Pathways to and from homelessness and associated psychosocial outcomes among adolescents leaving the foster care system. *American Journal of Public Health*, 99(8), 1453-1458.

The authors evaluated the prevalence and nature of housing problems among adolescents leaving foster care because of their age to provide evidence that can inform public and programmatic policies designed to prevent homelessness. Findings revealed 4 latent housing classifications. Most participants (57%) had experienced stable housing situations since their exit from foster care. Those in the remaining 3 categories endured housing problems, and 20% were chronically homeless during the follow-up period. Housing instability was related to emotional and behavioral problems, physical and sexual victimization, criminal conviction, and dropping out of high school. Preventive initiatives can reduce homelessness in this population by implementing improved foster care programming and developing empirically informed interventions targeting foster care adolescents.

Hair, E.C., Sidorowicz, K., Martin, L. & Milo, A. (2009, August). *The mental health of vulnerable youth and their transition to adulthood: Examining the role of the child welfare, juvenile justice, and runaway/homeless systems*. Retrieved May 14, 2010, from the Assistant Secretary for Planning and Evaluation (U.S. Department of Health and Human Services) Web site: <http://aspe.hhs.gov/hsp/09/YouthMentalHealth/Services/rb.pdf>

This study focuses on the mental health of youth who have been in contact with child welfare, juvenile justice, or runaway and homeless youth programs. Although these service systems generally are not viewed as mental health programs, many who have come in contact with these services either require or have obtained mental health services through them. Only about 10% of the sample had contact with a service system. Those with contact were more likely to report having received mental health services, yet they had poor mental health. And the youth who had contact with multiple service systems did not experience better outcomes. Also, 35% of the sample is at-risk but has not been in contact with one of the service systems. These youth experienced poor mental health and poor outcomes during the transition to adulthood. The authors recommend better cross-system communication and better screening procedures to identify and provide assistance to these at-risk youth.

Hill, K. (2009). *Individuals with Disabilities Act of 2004 and the John H. Chafee Foster Care Independence Act of 1999: What are the policy implications for youth with disabilities transitioning from foster care?* *Child Welfare*, 88(2), 5-23.

Youth with disabilities who are transitioning out of foster care are at high risk for poor adult outcomes. Although there are not definitive studies, research estimates that between 50% and 80% of youth in the child welfare system have disabilities. This article examines the similarities and differences between the transition mandates in the Chafee Foster Care Independence Act and the Individuals with Disabilities Education Act and makes recommendations for policy improvements.

Institute for Children and Poverty. (2009, Fall). *Falling through the cracks: The homeless and child welfare experiences of New York's most at-risk families*. Retrieved October 29, 2009, from <http://www.icpny.org/PDF/reports/ICP%20>

[Report_Falling%20Through%20the%20Cracks.pdf?Submit1=Free+Download](#)

Almost one-third of families who reside in the New York City shelter system have children with current or past child welfare involvement. This report offers a snapshot of these families and highlights key areas for future study to help guide practice and funding priorities to better serve them.

Legal Center for Foster Care & Education. (2009). *Foster care and education Q & A: The link between education and permanency*. Retrieved January 25, 2010, from http://www.abanet.org/child/education/publications/qa_link_to_permanency_final.pdf

Permanency is achieved when a child in out-of-home care is placed in a planned permanent living arrangement. While education stability and success for these children relate directly to their well being, they also provide an important link to achieving permanency. This Q&A document addresses how educational issues can affect permanency.

Legal Center for Foster Care & Education. (2009). *Identifying special education decision makers for children in foster care: State law questions*. Retrieved February 11, 2009, from http://www.abanet.org/child/education/publications/state_law_questions_eddm.pdf

Understanding how IDEA's special education decision-making rules work in your state makes it simpler to identify the education decision maker; but that requires answers to the following questions: 1) Does your state law bar or limit a foster parent from being the IDEA Parent for a child in the foster parent's care?; 2) Does your state law designate some children as "wards of the state"?; 3) Does your state appoint surrogate parents for all "wards of the state"?; and, 4) Does a juvenile court judge in your state have the authority to issue an order assigning a specific person to be the child's Education Guardian? If so, what is the court's standard for making such an appointment? This article addresses each of the questions and provides examples and scenarios to enhance the explanation.

Legal Center for Foster Care & Education. (2009). *Special education decisionmaking series*. Retrieved February 11, 2009, from <http://www.abanet.org/child/education/publications.shtml>

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

Legal Center for Foster Care & Education. (2009). *What child welfare advocates can do for unaccompanied youth*. Retrieved February 6, 2009, from http://center.serve.org/nche/downloads/child_wel_uy.pdf

This fact sheet explains basic information about unaccompanied youth and provides suggestions for how child welfare advocates can support unaccompanied youth, even without taking them into custody.

National Center for Homeless Education, & Legal Center for Foster Care and Education. (2009). *Clearing the path to school success for students in out-of-home care*. Retrieved January 11, 2010, from <http://www.serve.org/nche/downloads/briefs/ctp.pdf>

The lives of three young people provide the context to show how child welfare and education staff can ensure school stability, attendance, and full participation for children and youth in out-of-home care. Educators and child welfare advocates can use this guide to help clear the path to school success for children and youth who are forced to leave their homes due to abuse, neglect, and family dysfunction. It provides basic information about the McKinney-Vento Act and the Fostering Connections to Success and Increasing Adoptions Act and suggests practical strategies for their implementation.

National Center for Homeless Education, & Legal Center for Foster Care and Education. (2009). *School selection for students in out-of-home care*. Retrieved November 6, 2009, from <http://www.serve.org/nche/briefs.php>

This brief provides a framework for local homeless education liaisons, educators, child welfare caseworkers, and other child welfare advocates for assessing best interest when selecting a school for students in out-of-home care. While the brief focuses on students "awaiting foster care placement" under the McKinney Vento Act, it provides information relevant to school selection and school stability for all children and youth in out-of-home care.

Nellis, A. & Wayman, R.H. (2009, Fall). *Back on track: Supporting youth reentry from out-of-home placement to the community*. Retrieved December 23, 2009, from The Sentencing Project Web site: http://www.sentencingproject.org/doc/publications/CC_youthreentryfall09report.pdf

Many of the approximately 100,000 young people who exit the juvenile justice system each year face school re-enrollment challenges and homelessness upon release. This study found that youth receiving reentry services with mentoring achieved better outcomes than youth who simply received traditional probation services. These outcomes included reductions in drug use, lower recidivism, and increased referrals to educational, employment, and mental health services. The authors advocate national policy changes to support reentry services and offer principles for effective reentry programs and recommendations for federal leadership in youth reentry.

Pecora, P., Kessler, R., Williams, J., Downs, A., English, D., White, J., et. al. (2009). *What works in foster care? Key components of success from the Northwest Foster Care Alumni Study*. New York: Oxford University Press.

The Northwest Foster Care Alumni Study examined how a group of young adults functioned years after leaving foster care. Researchers studied their experiences in foster care, what they did in their lives afterward, and what made a difference in their lives as foster children. The research team investigated the role that good-quality services can play in helping children who spent time in

foster care as adolescents become successful adults. Of particular interest is the chapter on Educational Achievements (Chapter 7), which investigates the educational experience and achievements of 479 foster care alumni. Findings indicate that fewer than one in five completed a vocational degree, and about one in 50 completed a bachelor's degree. The high number of youth who began a post-secondary education program but did not obtain a degree is noted.

Tracy L. Fried and Associates. (2009, December). *Providing effective financial aid assistance to students from foster care and unaccompanied homeless youth: A key to higher education access and success*. Retrieved December 11, 2009, from the Casey Family Programs Web site: <http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf>

This is an excerpt of the California Community Colleges Chancellor's Office *Foster Youth Success Initiative (FYSI) Manual: A Guide for Financial Aid*. Although originally intended for financial aid professionals and advocates for these student groups in California, it is helpful to independent living coordinators, school personnel, and others across the country who are helping youth access post-secondary education. It provides a detailed discussion of the dependency questions in the FAFSA, including multiple scenarios for each question that can help financial aid staff determine whether youth should be classified as independent students.

Ward, H., Yoon, S.Y., Atkins, J., Morris, P., Oldham, E., & Wathen, K. (2009). *Children at risk in the child welfare system: Collaborations to promote school readiness: Final report*. Retrieved July 7, 2009, from the Edmund S. Muskie School of Public Service Web site: <http://muskie.usm.maine.edu/schoolreadiness/CAR%20Final%20Report,%20for%20website.pdf>

This study examines how well key players in the child welfare, early intervention/preschool special education (EI/Preschool SPED), and early care and education (ECE) systems (e.g. Head Start, preschool, childcare centers, family childcare homes) collaborate to meet the developmental needs of children ages 0 to 5 who are involved in the child welfare system. It includes not only a discussion of the major findings and implications for program and policy but also suggested strategies that the authors believe will improve collaboration.

Zlotnick, C. (2009, July). *What research tells us about the intersecting streams of homelessness and foster care*. *American Journal of Orthopsychiatry*, 79(3), 319-325.

This paper reviews mounting evidence linking homelessness and foster care. Many programs work with families and youth based strictly on their current living situation, so when the living situation changes, services are discontinued. The author suggests that a better approach for intervention is to design programs to work with transient families and youth regardless of their living situation and to focus on parenting as the key. She asserts that no matter what the living situation is, family-focused programs are necessary to support parenting and family stability.

DATA

National Center for Homeless Education. (2009). *Education for Homeless Children and Youths Program: Analysis of 2007-2008 federal data collection and three-year comparison*. Retrieved May 19, 2009, from http://center.serve.org/nche/downloads/data_comp_04-07.pdf

A summary and analysis of the 2007-2008 state data collection required by the U.S. Department of Education of the McKinney-Vento Education for Homeless Children and Youths program is provided in this report. The 2007-2008 data is also presented in comparison to the 2005-2006 and 2006-2007 data collections.

DISASTERS

Federal Emergency Management Agency. (2009, January 16). *National disaster housing strategy*. Retrieved January 28, 2009, from <http://www.fema.gov/pdf/media/2009/ndhs.pdf>

This document summarizes the many sheltering and housing capabilities, principles, and policies that guide and inform the disaster housing process. The strategy promotes a national housing effort that engages all levels of government, the nonprofit and private sectors, and individuals to meet the urgent housing needs of disaster victims collectively and to enable individuals, households, and communities to rebuild and restore their way of life when a disaster threatens or strikes.

National Clearinghouse on Families and Youth. (2009). *Ready for anything: A disaster planning manual for runaway and homeless youth programs*. Retrieved June 25, 2009, from http://ncfy.acf.hhs.gov/publications/ready_for_anything/intro.htm

A successful response to disaster begins months, or even years, in advance, as a disaster response plan is developed. This manual, designed to help construct that plan, is arranged in three sections: prevention and preparedness, response, and recovery. It includes guiding questions, worksheets, checklists, and numerous online resources.

Salloum, A., Garside, L.W., Irwin, C.L., Anderson, A.D., & Francois, A.H. (2009, January). *Grief and trauma group therapy for children after Hurricane Katrina. Social Work with Groups, 32(1). 64-79.*

Theoretical and evidence-based group therapy models that address the interplay of grief and trauma are needed for children after disasters. This article describes a theoretically informed 10-week grief and trauma group model that was evaluated with children in schools after Hurricane Katrina. The foundation of the grief and trauma intervention includes utilizing developmentally specific methods, an ecological perspective, and culturally relevant approaches. The theoretical ordering of themes addressed occurs within three overlapping

phases: resilience and safety, restorative retelling, and reconnecting. Techniques from cognitive behavioral therapy and narrative therapy are combined to address loss and trauma.

EDUCATION

Berliner, D.C. (2009, March). *Poverty and potential: Out-of-school factors and school success*. Retrieved March 25, 2009, from The Great Lakes Center for Education Research & Practice Web Site: http://greatlakescenter.org/docs/Policy_Briefs/Berliner_NonSchool.pdf

Six out-of-school factors (OSFs) common among the poor affect significantly the health and learning opportunities of children and limit what schools can accomplish on their own. These factors are related to a host of poverty-induced physical, sociological, and psychological problems that children often bring to school, ranging from neurological damage and attention disorders to excessive absenteeism, linguistic underdevelopment, and oppositional behavior. These six factors are detailed and a seventh OSF is discussed - extended learning opportunities, such as preschool, after school, and summer school programs that can help to mitigate some of the harm caused by the first six factors.

Duffield, B., Julianelle, P., & Heybach, L. (2009). *Educating children without housing: A primer on legal requirements and implementation strategies for educators, advocates and policymakers* (3rd ed.). Chicago: American Bar Association Commission on Homelessness and Poverty.

Touted as the most comprehensive resource on the education of homeless children and youth available, this book provides innovative strategies for educators, state coordinators, policymakers, advocates, and attorneys to ensure the education rights of children and youth experiencing homelessness. The revised edition includes new sections on creating access to early childhood education opportunities, the Head Start Act, IDEA, Fostering Connections to Success and Increasing Adoptions Act, financial aid, college access and support programs, and collaborating with community agencies. It also includes a directory of resources for educators, advocates, and policymakers.

HEAR US. (Producer). (2009). *REACH: Connect Your Children with Education* [Video]. (Available from HEAR US, <http://www.hearus.us/projects/reach/video.html>)

This video explains the educational rights of children and youth experiencing homelessness, with special emphasis on teaching incarcerated parents how to advocate for their children's education during periods of incarceration.

Miller, P.M. (2009, October). *Boundary spanning in homeless children's education: Notes from an emergent faculty role in Pittsburgh*. *Educational Administration Quarterly*, 45(4), 616-630.

This article describes an emerging model of boundary-spanning leadership

in homeless education. Drawing from the pilot program being implemented in conjunction with the Homeless Children's Education Fund in Pittsburgh, the article identifies areas of promise and potential limits to university faculty involvement with schools, shelters, and other community institutions concerning homeless education. It suggests that boundary-spanning individuals and systems can facilitate efficient homeless education practice within and among schools, universities, and shelters.

National Association for the Education of Homeless Children and Youth, & National Law Center on Homelessness & Poverty. (2009, November). *Frequently asked questions on the education rights of children and youth in homeless situations.* Retrieved November 20, 2009, from <http://www.naehcy.org/dl/faq.pdf>

Five years after its original release, this resource has been revised to include 126 questions and answers about homeless education listed under broad topics. There is also a detailed index added at the end of the document to make document navigation more user-friendly.

National Center for Homeless Education. (2009). *Bibliography of homeless education resources: 2008.* Retrieved June 30, 2009, from http://center.serve.org/nche/downloads/ab_biblio_2008.pdf

This bibliography lists and describes a selection of publications released in 2008 that address issues related to the lives and education of children, youth, and families experiencing high mobility and homelessness.

Obradović, J., Long, J. D., Cutuli, J. J., Chan, C. K., Hinz, E., Heistad, D., & Masten, A. S. (2009). *Academic achievement of homeless and highly mobile children in an urban school district: Longitudinal evidence on risk, growth, and resilience.* *Development and Psychopathology, 21(2), 493-518.*

Reading and math achievement were studied in four cohorts of a large urban district to examine academic risk and resilience in homeless and highly mobile (H/HM) students. Achievement was assessed in the second, third, fourth, and fifth grades, and again 12 and 18 months later. Achievement trajectories of H/HM students were compared to low-income but non-mobile students and all other tested students in the district. Both disadvantaged groups showed markedly lower initial achievement than their more advantaged peers. H/HM students manifested the greatest risk, but there were also cases of academic resilience, which illustrate their markedly diverse educational needs. Efforts to close gaps or enhance achievement in H/HM children require knowledge of vulnerability and protective processes that may shape individual development and achievement.

FORECLOSURES

Bush, M., Ellen, I.G., Perez, T, & Smith, L. (Panelists). (2009, March 12). *Children, families, and foreclosures: The economic crisis hits home.* Retrieved June

1, 2009, from the Chapin Hall Web Site: <http://www.chapinhall.org/events/economic-supports-families/children-families-and-foreclosures>

This audio recording investigates issues including the scope of the foreclosure crisis, its effects on children and communities, and the research needed for a better understanding of the outcomes. Panelists include staff from Chapin Hall and the Furman Center for Real Estate and Urban Policy at New York University as well as the Secretary of Labor, Licensing and Regulation, and a mortgage counselor/reverse mortgage specialist.

Kingsley, G.T., Smith, R.E., & Price, D. (2009, May). *The impacts of foreclosures on families and communities*. Retrieved June 24, 2009, from the Urban Institute Web Site: <http://www.urban.org/publications/411909.html>

The authors present the results of a literature review on the foreclosure crisis in the United States. They review what is known about how foreclosures impact families and communities and the efforts underway, or being suggested, to address the crisis, focusing on actions at the local level. They also offer recommendations on priorities for additional research to fill important gaps in the knowledge base.

National Alliance to End Homelessness, National Coalition for the Homeless, National Health Care for the Homeless Council, National Association for the Education of Homeless Children and Youth, National Law Center on Homelessness and Poverty, National Low Income Housing Coalition, et al. (2009, June). *Foreclosure to homelessness: The forgotten victims of the subprime crisis*. Retrieved July 6, 2009 from <http://www.endhomelessness.org/content/article/detail/2409>

Seven homeless advocacy organizations issued this joint report based on a study that sought to understand better the connection between homelessness and the recent increase in foreclosures. After surveying 178 organizations across the country that provide services to homeless or very low income individuals and households, including shelter providers, transitional housing providers, food assistance organizations, legal aid, etc., the study concluded that roughly 10 percent of the 2008 homeless population had been impacted directly by foreclosure.

National Association of Secondary School Principals. (2009, January). *Foreclosed: 2 million homeless students and counting*. Newsleader, 56(5) 8. Retrieved October 2, 2009, from the National Center for Homeless Education Web site: http://www.serve.org/nche/downloads/nassp_forecl_art.pdf

This one-page article explores the spillover effects of the U.S. economic crisis into the nation's public schools and explains how the mortgage crisis has created a new population of homeless students. Perspectives are provided by local homeless education liaisons from two school districts, as well as Barbara Duffield, Policy Director for NAEHCY, and Diana Bowman, Director of the National Center for Homeless Education.

National Center for Homeless Education. (2009). Foreclosure brochure. Retrieved March 6, 2009, from <http://www.serve.org/nche/forum/transl.php#fcb>

This brochure, available in English and Spanish, provides information on how children and youth whose families have lost their homes to foreclosure may qualify for services under the McKinney-Vento Act.

Urban Institute. (2009, May). *The impacts of foreclosures on families and communities*. Retrieved June 24, 2009, from <http://www.urban.org/publications/411909.html>

A literature review on the foreclosure crisis now affecting the United States examines what is known currently about: (1) the way foreclosures impact families; (2) how foreclosures affect communities; and (3) the efforts now underway, or being suggested, to address the crisis, focusing on actions at the local level. The report also offers recommendations on priorities for additional research to fill important gaps in the knowledge base.

GENERAL ISSUES – HOMELESSNESS AND POVERTY

Aratani, Y. (2009, September). *Homeless children and youth: Causes and consequences*. Retrieved December 1, 2009, from the National Center for Children in Poverty Web site: http://nccp.org/publications/pdf/text_888.pdf

The causes and consequences of homelessness among children and youth are examined through a general review of the issues. The author provides an overview of current federal programs that support homeless children, families, and unaccompanied youth and offers recommendations for future policy.

Coker, T.R., Elliott, M.N., Kanouse, D.E., Grunbaum, J. A., Gilliland, M. J., Tortolero, S. R., et al. (2009, August). *Prevalence, characteristics, and associated health and health care of family homelessness among fifth-grade students*. *American Journal of Public Health, 99*(8), 1446-1452.

A multi-site study found that seven percent of fifth-graders and their families have experienced homelessness at some point in their lives and that the occurrence is even higher — 11 percent — for African American children and those from the poorest households. The study also found that children who had experienced homelessness at some point during their lives were significantly more likely to have an emotional, behavioral, or developmental problem; were more likely to have witnessed serious violence with a knife or a gun; and were more likely to have received mental health care. The research is the first population-based study to describe the lifetime prevalence of family homelessness among children and its association with health and healthcare.

Federal Interagency Forum on Child and Family Statistics. (2009). *America's children: Key national indicators of well-being, 2009*. Washington, DC: U.S. Government Printing Office.

This is a compendium of 40 key indicators on important aspects of children's lives that are grouped by seven sections: family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health. The report incorporates several modifications that reflect efforts to improve its quality and comprehensiveness: updates to data sources and substantive expansions or clarifications have been made for several indicators; a regular indicator on adolescent depression has been added, addressing an ongoing data gap on the mental health of children; and a special feature, Children with Special Health Care Needs, has been included.

HEAR US. (Producer). (2009). *My own four walls 2009* [Video]. (Available from HEAR US, <http://www.hearus.us/projects/my-own-four-walls-video/video.html>).

This unique video features a collection of short documentaries depicting homelessness as experienced by children and teens in non-urban areas of the country. Their stories are representative of over 1.5 million children and youth in this country who often remain invisible in their homelessness. The 2009 version of *My Own Four Walls* incorporates new content, including the *REACH* training film, an 11-minute overview of McKinney-Vento homeless education rights.

Institute for Children and Poverty. (2009). *National survey of programs and services for homeless families: The red, white, and blue book*. Retrieved November 6, 2009, from <http://www.redwhiteandbluebook.org/>

This guide provides a state-by-state snapshot of the interconnections between governmental, nonprofit, and voluntary sector work to end family homelessness. The national survey is the first research tool to reveal nationwide and local demographics of family homeless populations and map the funding sources available to them. Users can navigate the website to gain perspective on the geographic variability of family homelessness in the United States. Four searchable data sections include national, state, local, and facility.

Institute for Children and Poverty. (2009). *Pushed out: The hidden costs of gentrification: Displacement and homelessness*. Retrieved December 1, 2009, from http://www.icpny.org/PDF/reports/ICP%20Report_Pushed%20Out.pdf?Submit1=Free+Download

The process of gentrification, whereby high-income households migrate into low-income neighborhoods, has altered American urban neighborhoods significantly for decades, especially in New York City. As housing prices rise, the supply of affordable housing drops, and low-income residents face the threat of residential and educational instability. One section of this document examines school reform and student displacement. Low-income and disinvested neighborhoods frequently maintain low-performing schools in dilapidated school facilities that have high student mobility rates. Gentrification not only transforms the social and economic infrastructure of poor neighborhoods, but may also displace the existing school system requiring students to travel farther to school and risk being alienated further from their changing communities.

Issacs, J.B. (2009, December). *The effects of the recession on child poverty: Poverty statistics for 2008 and growth in need during 2009*. Retrieved January 28, 2010, from the First Focus Web Site: http://www.firstfocus.net/Download/Isaacs_1.10.pdf

U.S. Census Bureau statistics indicate that in 2008, nearly one in five children under the age of 18 lived in poverty. Experts acknowledge that this statistic does not capture the full impact of the economic downturn. This study seeks to better understand how the recession is impacting children and families. It found that roughly 3.4 million more children were receiving Supplemental Nutrition Assistance Program (SNAP, formerly food stamps) benefits in August 2009, as compared to a year earlier. It also provides an initial glance at what parts of the nation are experiencing the most dramatic growth in economic need among families with children, and where the largest increases in child poverty occurred during 2009.

Larson, A., & Meehan, D. (2009). *Homeless and highly mobile students: A description of the status of homeless students from three school districts in Minnesota*. Retrieved October 19, 2009, from the Center for Advanced Studies in Child Welfare Web Site: <http://www.cehd.umn.edu/SSW/cascw/attributes/PDF/minnlink/ReportNo7.pdf>

This study used Minnesota statewide and select local education and child welfare data to get a broad picture of homeless and highly mobile (H/HM) students. Some of the findings include: 1) H/HM students are significantly different from their non-mobile peers in a number of ways; 2) local school data could be used to identify students earlier; 3) social services partnerships with schools should be strengthened and maintained; and 4) it may be possible to build models that can estimate the total population of homeless students. Having better population-level estimates can help practitioners understand how well they address students in their communities and make more informed decisions.

National Center on Family Homelessness, National Alliance to End Homelessness, & ZERO TO THREE: National Center for Infants, Toddlers and Families. (2009, February). *Family unification program: Serving homeless and at-risk homeless families and youth*. Retrieved December 16, 2009, from http://www.familyhomelessness.org/sites/default/files/Strength_FUP_2a_single.pdf

The Family Unification Program (FUP) provides Housing Choice Vouchers to help preserve and reunify families in the child welfare system and assist in the transition of youth aging out of care. Application for the vouchers requires a signed memorandum of understanding between the local public housing agency and the child welfare agency. An evaluation of the FUP program found that the development of the cross-system partnership was challenging, ultimately delaying the release of many housing vouchers. In addition, child welfare agencies had difficulty identifying families in their caseloads who were homeless to refer to the FUP program. Advocacy on behalf of homeless families may be necessary to ensure that the vouchers are used to benefit those already

experiencing homelessness.

O'Hare, W.P. (2009). *The forgotten fifth: Child poverty in rural America*. Retrieved March 10, 2010, from the Annie E Casey Foundation Web site: <http://www.aecf.org/~media/Pubs/Topics/Special%20Interest%20Areas/Rural%20Families/TheForgottenFifthChildPovertyinRuralAmerica/ReportOHareForgottenFifth.pdf>

One in five poor children in this country lives in a rural area, yet they are seldom the highlight of discussions about child poverty in the United States. This report highlights statistics of child poverty in America's rural areas and details how rural child poverty compares to poverty among urban children and the elderly. Because of their isolation, poor rural children may be more disadvantaged in some ways than poor children in urban areas. The author says the socioeconomic environment of poor rural families should be considered before designing and implementing policies and programs for the poor.

Project Hope, VA Education for Homeless Children and Youth. (2009). *Exploring homelessness through young adult literature: An annotated bibliography*. Retrieved March 10, 2010, from <http://education.wm.edu/centers/hope/resources/annotatedbib.pdf>

This resource is for teaching young adult literature that deals with issues of homelessness. Book titles marked by an asterisk have related learning activities designed for in-service and pre-service teachers and others. Entries for the texts provide bibliographic information and a description of the book, including its genre, the number of pages, suggested grade level (middle school and high school), and other themes and issues related to adolescence. Among these themes are coming-of-age, identity formation, moral dilemmas, and relationships with family, friends, and others who populate the world of teenagers.

Shenk, E. (2009, July/August). *Homeless in America*. Retrieved January 11, 2010, from the Child Welfare League of America Web site: <http://www.cwla.org/voice/0907homeless.htm>

This article tells the story of one homeless family in Virginia to highlight the rise in the number of homeless families and the impact of homelessness on children and families. Statistics are cited on homelessness across the country and the connection between poverty and involvement in the child welfare system is explored.

Sussman, S. (2009, December 30). *Kids from chaos*. Education Week. Retrieved March 8, 2010, from <http://www.edweek.org/ew/articles/2009/12/21/16sussman.h29.html?tkn=QYLF96j9i8%2Fh5SihGbADTeoz4GwY2FUjAvdJ&print=1>

Like at-risk students, kids from chaos struggle to achieve academically. They are frequently from poor and historically marginalized student populations. But in addition to this, they come from homes where chaos reigns. The adults in

their homes are absent, either physically, from the necessity of working multiple low-paying jobs, or emotionally, as the fallout from unemployment, substance abuse, illness, or some other social factor. Turmoil and unpredictability rule their daily lives. The author offers ten instructional strategies that can move kids from chaos towards becoming powerful, humane, culturally affirmed, and engaged citizens.

Wight, V., & Chau, M. (2009, November). *Basic facts about low-income children, 2008*. Retrieved January 26, 2010, from the National Center for Children in Poverty Web site: http://nccp.org/publications/index_a-c.html

This 5-part series includes a separate fact sheet for different age groups of low-income children - under 3, under 6, under 18, 6-11, and 12-17. Each one gives statistics on overall numbers of low-income children and breaks them down by age, race/ethnicity, family characteristics, region of the country, etc.

HIGHER EDUCATION

Bielat, K. & Yarrish, J. (2009, June). *Building a campus support network for students emerging from foster care*. Retrieved November 30, 2009, from the Casey Family Programs Web site: <http://www.casey.org/Resources/Publications/pdf/BuildingCampusSupport.pdf>

Youth emerging from foster care face special challenges in transitioning to college life, applying for financial aid, and finding housing during breaks. Based on discussions with contacts at public and private universities, the California State University system, and Casey Family Programs, the authors determined how key support services for youth coming from foster care are structured, what resources are available to help youth transition to university life, and how universities help them address challenges. They offer recommendations for building a support structure for foster youth in college and outline essential support services that youth need.

Dworsky, A., & Perez, A. (2009, April). *Helping former foster youth graduate from college: Campus support programs in California and Washington State*. Retrieved April 8, 2009, from http://www.chapinhall.org/article_abstract.aspx?ar=1483&L2=60&L3=125

Campus support programs provide financial, academic, and other types of supports to help former foster youth succeed in college; however, relatively little is known about the impact of these programs on college retention or graduation rates. This study lays the groundwork for an impact evaluation by examining program implementation from two different perspectives. Researchers conducted telephone interviews with the directors of 10 campus support programs in California and Washington State. In addition, participants from 8 of the 10 programs completed a web-based survey that asked about their perceptions of and experiences with the program. The report concludes with several recommendations concerning an evaluation of campus support programs for former foster youth.

Institute of Education Sciences. (2009, September). *Helping students navigate the path to college: What high schools can do*. Retrieved September 23, 2009, from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/higher_ed_pg_091509.pdf

Intended to help schools and school districts develop practices to increase access to higher education, this report can be useful in planning and executing strategies to improve preparation for and access to higher education. The guide contains specific steps on how to implement the recommendations that are targeted at school- and district-level administrators, teachers, counselors, and related education staff.

National Association for the Education of Homeless Children and Youth. (2009). *Helping unaccompanied homeless youth access college financial aid*. Retrieved February 19, 2009, from http://www.naehcy.org/higher_ed.htm

This brief provides information on helping unaccompanied youth access financial aid for college. It includes information on the provisions of the College Cost Reduction and Access Act of 2007 that make it easier for unaccompanied youth to apply for federal financial aid using the Free Application for Federal Student Aid.

National Association for the Education of Homeless Children and Youth. (2009). *Income tax and the FAFSA for unaccompanied homeless youth*. Retrieved February 19, 2009, from http://www.naehcy.org/dl/tax_fafsa.doc

This two-page brief answers various questions about the relationship between the filing of tax returns and a youth's completion of the FAFSA. Questions answered include: How does a youth's decision to file a tax return affect the FAFSA?; Are youth required to file tax returns?; and What should an unaccompanied youth do if his/her parents claim him/her as a dependent on their tax returns?

Tracy L. Fried and Associates. (2009, December). *Providing effective financial aid assistance to students from foster care and unaccompanied homeless youth: A key to higher education access and success*. Retrieved December 11, 2009, from the Casey Family Programs Web site: <http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf>

This is an excerpt of the California Community Colleges Chancellor's Office *Foster Youth Success Initiative (FYSI) Manual: A Guide for Financial Aid*. Although originally intended for financial aid professionals and advocates for these student groups in California, it is helpful to independent living coordinators, school personnel, and others across the country who are helping youth access post-secondary education. It provides a detailed discussion of the dependency questions in the FAFSA, including multiple scenarios for each question that can help financial aid staff determine whether youth should be classified as independent students.

U.S. Department of Education (2009). *Application and Verification Guide 2009-2010*. Retrieved September 1, 2009, from <http://www.ifap.ed.gov/fsahandbook/attachments/0910AVG.pdf>

This guide is intended for financial aid administrators and counselors who help students with the student aid process: filing the Free Application for Federal Student Aid (FAFSA), verifying information, and making corrections and other changes to the information reported on the FAFSA. The College Cost Reduction and Access Act of 2007 states that unaccompanied homeless youth are to be considered independent students when applying for federal financial aid for higher education. Pages 24-40 refer specifically to verifying an applicant's dependency status, including unaccompanied youth qualifying as independent students.

What Works Clearinghouse. (2009, September). *Helping students navigate the path to college: What high schools can do*. Retrieved December 17, 2009, from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/higher_ed_pg_091509.pdf

Intended for individuals who work in schools and school districts in planning and executing strategies to improve preparation for and access to higher education, the guide contains specific steps on how to implement the recommendations that are targeted at school- and district-level administrators, teachers, counselors, and related education staff.

HOUSING

Gewirtz, A.H., DeGarmo, D.S., Plowman, E.J., August, G., & Realmuto, G. (2009, July). Parenting, parental mental health, and child functioning in families residing in supportive housing. *American Journal of Orthopsychiatry*, 79(3), 336-347.

Psychosocial risk factors are associated with impairments in parenting effectiveness and child adjustment; but there is a lack of literature on the relationships observed among parenting, parental mental health, and child adjustment in a supportive housing sample. This article presents data from a sample of children and families residing in supportive housing in a large metro area that show both parenting practices and parental mental health impact child adjustment directly. Implications for research and practice are offered.

Julianelle, P. (2009, November). *Housing + high school = success: Schools and communities uniting to house unaccompanied youth*. Retrieved November 30, 2009, from the National Association for the Education of Homeless Children and Youth Web site: <http://www.naehcy.org/dl/youthhousing.pdf>

This publication features programs in seven communities that provide housing for unaccompanied youth and suggests overall steps in creating a program. Interviews with local homeless education liaisons show examples of community coordination, mentioning specific collaborations with federal and local

organizations, including their LEAs. There is an emphasis on tracking data and outcomes – specific indicators that can be used to measure success. One of the more striking aspects of the programs is their cost effectiveness; they do a lot with a small amount of money. Also provided are strategies for working with parents and handling issues of medical and educational decision making.

Kroner, M.J., & Mares, A.S. (2009, May). Lighthouse independent living program: Characteristics of youth served and their outcomes at discharge. *Children & Youth Services Review, 31(5), 563-571.*

This study examined the outcomes of 455 young people who entered the Lighthouse Independent Living Program between 2001 and 2006. Clients averaged just under 10 months in the program. At discharge, 60% had completed high school/GED program, 31% were employed, and 33% were housed independently; however, there were significant differences in outcomes across subgroups. The study's descriptive data may provide useful benchmark data for program planning, development, administration, and policy-making purposes.

National Alliance to End Homelessness. (2009). *Housing for homeless youth.* Retrieved March 2, 2009, from <http://www.endhomelessness.org/content/article/detail/2206/>

When homeless youth cannot be reunited with their families, the creation of housing models that also address the service needs of youth is one solution to ending youth homelessness. This brief outlines a spectrum of youth housing models that connect affordable housing, self-sufficiency services, and positive youth development approaches. It examines youth housing combined with positive youth development services and highlights four housing models and programs that demonstrate promise in housing for older adolescents and young adults.

Shinn, M. (2009). *Ending homelessness for families: The evidence for affordable housing.* Retrieved July 30, 2009, from the National Alliance to End Homelessness Web site: <http://www.endhomelessness.org/content/article/detail/2436>

This paper demonstrates the importance of affordable housing in ending family homelessness and looks at how community development corporations (CDCs) are adding to their efforts to serve low-income families through employment support, financial literacy training, and after-school activities. Communities also are adopting new strategies to prevent homelessness and to secure permanent housing rapidly for families when they do become homeless. Although these organizations are achieving results, the author says substantive progress will require broader networks and commitments, including the expertise and resources of the affordable housing and community development industry.

IMMIGRANTS AND REFUGEES

Borkowski, J., (2009). *Legal issues for school districts related to the education of undocumented children.* Retrieved February 22, 2010, from the National Education Association Web site: <http://www.nea.org/assets/docs/09undocumentedchildren.pdf>

Based on his understanding of Plyler v. Doe, the author favors providing undocumented students an education; but he admits that Plyler, the U.S. Supreme Court's sole legal opinion in this area, directly addressed only the narrow question of whether undocumented children are entitled to receive a free public school education, so it is difficult to predict with certainty how courts would decide a case. He offers tentative answers to 13 legal questions commonly asked by school personnel. The answers are designed to help school districts minimize their legal risks based on the assumption that both courts and potential litigants would accept Plyler as the principle precedent and conclude that school districts should enroll undocumented children.

Lincroft, Y., Borelli, K., & Dettlaff, A. (2009). *A social worker's tool kit for working with immigrant families: A child welfare flowchart.* Retrieved October 20, 2009, from the American Humane Web Site <http://www.americanhumane.org/assets/docs/protecting-children/PC-migration-sw-toolkit-flowchart.pdf>

This flowchart illustrates how and when immigration issues may arise during the chronology of a child welfare case. It begins at the point of a child abuse report and continues through assessment, diversion or intervention, removal, dependency issues, and permanency planning. At each stage of the flowchart, potential immigration issues are noted and explored. The tool kit contains tips for assessing and partnering with community-based organizations that serve immigrants. Although these are intended for child welfare professionals, they are just as applicable for homeless education personnel.

MOBILITY

Apostolico-Buck, J. (2009, June). *Policies and practices to mitigate the negative effects of student mobility: Observations from Arlington Public Schools.* Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 23, 2010, from http://www.bocyf.org/apostolico-buck_presentation.pdf

A 2001-2002 school year evaluation of the Arlington, Virginia school system's Montessori preschool program found that children who had attended preschool had a significantly higher pass rate than those who had not, with particularly sharp differences among the children who qualify for free and reduced-price lunch. Afterwards, the district conducted focus groups with parents in the groups most in need and adapted the program to address parents' concerns. Later assessments of the effectiveness of the preschool program in 2007 and 2008 showed that economically disadvantaged children who attended Arlington's

preschool program had sustained gains that lasted at least through fifth grade (the district will continue to follow their progress). The author suggests that the experience of success in kindergarten is extremely important because it shapes both children's and parents' expectations about school, which they take with them as they progress.

Burkham, D.T., Lee, V.E., & Dwyer, J. (2009, June). *School mobility in the early elementary grades: Frequency and impact from nationally-representative data*. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC.

Most of the literature on school mobility suggests that school change has a negative influence on academic achievement, academic progress, and non-academic outcomes. The authors caution about limitations of this research because it does not factor in child and family characteristics like race/ethnicity, SES, and prior achievement. They focus on the impact of school change on children from kindergarten to third grade using a nationally representative sample of children who were followed longitudinally. The complexity of their findings led them to suggest that future research on school mobility focus on the effects of the mobility on particular groups of children.

de la Torre, M., & Gwynne, J. (2009, January). *Changing schools: A look at student mobility trends in Chicago Public Schools since 1995*. Retrieved March 4, 2010, from the Consortium on Chicago School Research, University of Chicago Web site: <http://ccsr.uchicago.edu/publications/studentmobility-final.pdf>

This study addresses gaps in the literature by focusing on the impact of school change (including school structure, i.e., when a school does not serve the next grade) on children from kindergarten to third grade. Overall, little impact on cognitive development was reported. But, when the authors examined conditional effects, a much more complex picture emerged. For example, children from a lower socio-economic status (SES), minorities, and children in special education are impacted negatively. Therefore, the authors suggest that future research distinguish between reasons for school mobility and adjust for race/ethnicity, SES, and prior achievement.

Dukes, G.L. (2009, June). *Student mobility in primary grades in Florida*. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 23, 2010, from http://www.bocyf.org/dukes_presentation.pdf

Based on information about the school moves of Florida children in kindergarten through third grade, Dukes found that mobility rates varied by ethnic subgroup, with the variation apparent in kindergarten but even more pronounced by third grade. Test scores begin to fall when students move three to five times with the most obvious impact occurring with students who moved seven or more times by third grade.

Fantuzzo, J., Rouse, H., & LeBoeuf, W. (2009, June). *Homelessness, school mobility, and educational well-being in a large urban school system.* Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 23, 2010, from http://www.bocyf.org/fantuzzo_rouse_presentation.pdf

Data from the Kids Integrated Data System (KIDS) contains records from multiple public agencies on children and youth. Using KIDS and school outcome data, the authors found the rate of homelessness among a third grade cohort from Philadelphia was three times higher than the national average. Those who had experienced homelessness or a school move were significantly more at risk for negative academic and behavioral outcomes. The authors conclude with recommendations for data collection methods that could lead to a clearer explanation of mobility and homelessness.

Hallett, R. (2009). *Educating transient youth: Influence of residential instability on educational resilience.* *Dissertation Abstracts International*, 71(01) (UMI No. 3389466).

Framed by Resiliency Theory, this dissertation study investigated how living doubled-up influenced youths' educational participation. The seven-month case study of four adolescents living in Los Angeles used data gathered from interviews, observations, and document analysis to identify risk and protective characteristics of the youths' experiences. Main findings from the study suggest that: (1) families have multiple ways of arranging doubled-up residences; (2) how the families structure the doubled-up residences influences educational resilience; and, (3) the social network outside the home shapes how youth living doubled-up understand the educational process.

Hanushek, E.A., Kain, J.F., & Rivkin, S.G. (2009, June). *Student mobility and school outcomes.* Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 23, 2010, from http://www.bocyf.org/hanushek_presentation.pdf

To identify possible negative effects of mobility for students and the schools into and out of which they transition, the authors attempted to hold all other factors (e.g., family and neighborhood characteristics) constant and examine the independent effect of changing schools. They applied this model to data from the Texas Schools Project, which provided attendance and mathematics achievement data for three cohorts of students in grades 4 through 7. They found that "higher student mobility in a school during the school year really hurts everybody, and it hurts people in a fairly dramatic way," and these effects persist throughout the students' school careers. Because African American students in the Texas sample had much higher mobility rates and tended to go to schools with much higher mobility, Hanushek and his colleagues estimated that the difference in mobility rates between white and African American students in Texas "can explain about 15 percent of the achievement gap by

grade seven.”

Institute for Children and Poverty. (2009, Fall). Examination of residential instability and homelessness among young children. Retrieved November 6, 2009, from http://www.icpny.org/PDF/reports/ICP%20Report_Examination%20of%20Residential%20Instability%20and%20Homelessness%20among%20Young%20Children.pdf?Submit1=Free+Download

This report aims to understand the prevalence of homelessness and residential instability among a nationally representative group of children around age five. The findings presented suggest that low-income children are at an increased risk of homelessness and housing instability. Homelessness, coupled with frequent moves (which often include school transitions), can compromise school readiness skills, lower academic performance, and lead to poorer social and emotional adjustment. In addition, frequent moves and homelessness may represent a significant source of stress for parents that can affect their psychological well-being and compromise their ability to care for their children. The article concludes that all of these potential stressors could have long-term implications for well-being.

Lee, V.E., Burkam, D.T., and Dwyer, J. (2009, June). School mobility in the elementary grades: Frequency and impact from nationally-representative data. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 23, 2010, from http://www.bocyf.org/lee_burkam_dwyer_presentation.pdf

The authors explored the experiences of children in kindergarten through third grade to determine the impact of school moves at different points in the year. The impact appears benign when looking at the overall effects for the entire population; but a more complex picture emerges when looking at conditional effects and how the impact differs for different groups of children. Moves made at any point between kindergarten and third grade had greater impact for children receiving special education services, children whose first language is not English, and children from low-SES families. Two or more moves were associated with somewhat lower achievement in third grade, and the effects were stronger for some children, such as those receiving special education services.

Ludwig, J. (2009, June). Methodological considerations in assessing causality in studies of residential mobility. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 23, 2010, from http://www.bocyf.org/ludwig2_presentation.pdf

This presentation describes the methodological challenges associated with estimating the effects of residential mobility on outcomes for children. Because the reasons for a move and its consequences are so varied, it is difficult to consider a single effect of moving. The implications for child development and schooling are likely to depend in significant ways on the motivation,

circumstances, and options facing a family that moves. Thus, to understand the effect of a move, it is necessary to understand the circumstances the family might have experienced if they had not moved. For example, a family that experiences a loss of income may or may not move, but it will have to adjust in some way; and most of the possible adjustments could affect children's development.

Masten, A. (2009, June). *Early development in the context of mobility: Conceptual perspectives*. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC.

Children's body function, brain development, capacities for dealing with stress, and behavior change over time; and these variations may make them more or less vulnerable to the effects of mobility. Disruptions in this development can have a snowball effect, which explains how mobility has the potential to harm children. Children adapt and develop skills for the circumstances in which they find themselves, so children living in chaos adapt for chaos. But the skills needed to deal with constant instability may cause children problems with focusing their attention or controlling their behavior in a structured classroom setting. These difficulties may, in turn, inhibit their capacities to develop relationships with teachers and peers and to succeed academically.

National Center for Homeless Education. (2009, August). *NCHE Mobility Study Bibliography*. (Rev. ed.). Retrieved March 17, 2009, from http://center.serve.org/nche/ibt/educ_mobile.php

This abstract bibliography provides a comprehensive listing of research studies published since the 1960s that address the issues of school and residential mobility and their effects on a child's or youth's education.

Reynolds, A.J., Chen, C.C., & Herbers, J.E. (2009, June). *School mobility and educational success: A research synthesis and evidence on prevention*. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved June 26, 2009, from http://www.bocycf.org/children_who_movereynolds_paper.pdf

This presentation assessed the effects of school mobility on achievement and school dropout rates in 16 studies from 1990-2008 that included pre-mobility achievement. Thirteen of the studies found that mobility from kindergarten to high school was associated independently with outcomes. Findings indicated that children who moved 3 or more times had higher dropout rates and significantly lower levels of reading and math achievement. Each additional move was associated with a smaller reduction in reading and math achievement. The Chicago Longitudinal Study revealed that students who move frequently or beyond third grade experience the most detrimental effects. Evidence also is presented that mobility contributes indirectly to school performance and later well-being. The Child-Parent-Center preventive intervention is illustrated to show the benefits of preschool-to-third-grade

approaches to reducing the prevalence of mobility.

Schafft, K.A. (2009, June). *Poverty, residential mobility, and student transiency within rural and small town contexts*. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC.

Based on empirical data he collected on student transience in approximately 300 upstate New York rural school districts, Schafft noted a self-reinforcing cycle of poverty, residential mobility, and community disadvantage within communities with high unemployment, high percentages of rental housing stock, and high poverty. Student transience in rural areas has often been overlooked by both researchers and policymakers, leaving a large population of at-risk students who are “flying under the radar.” Since transience is not simply an academic issue, but is closely linked to broader questions about family and community disadvantage, Schafft advocates multidisciplinary and multi-method research that looks beyond the school as the best analytic approach.

Schmidt, L.S. (2009, June). *Michigan’s Family Resource Centers: The role of public human services in promoting student stability*. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 23, 2010, from http://www.bocycf.org/schmidt_presentation.pdf

The Michigan Department of Human Services’ (DHS) Family Resource Centers are located in selected schools that failed to meet AYP targets. They offer support for families to gain access to DHS services. The centers are based on the theory that family functioning is a key predictor of academic success; security in meeting basic needs is essential for school attendance and academic achievement; and, DHS is the main provider of family supports. Schools with centers were four times more likely to meet AYP targets in subsequent years; attendance improved; and, pass rates on state tests more than doubled. Acknowledging the difficulty of parsing out the program impacts on particular outcomes, Schmidt stressed that poverty is connected with each of the problems, so it makes sense to “target poverty instead of skirting the issue.”

Schwartz, A.E., Stiefel, L., and Chalico, L. (2009). *The multiple dimensions of student mobility: Evidence from NYC*. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, The National Academies, Washington, DC. Retrieved April 26, 2010, from <http://www.bocycf.org/schwartzpresentation.pdf>

In grades K-5, researchers found that black children moved most often and white children least frequently. Poor children were more likely to move, more likely to move during the school year, and more likely to move multiple times. A majority of black students move to lower quality schools, but a majority of white students move to higher quality schools. For every move a child makes across school years between first and third grades, math and English performance decline. Each additional move is linked to a greater effect, but it is uncertain

whether the moves themselves are harmful or just an indicator of adversity experienced by the students outside of school.

Xu, Z., Hannaway, J., & D'Souza, S. (2009). *Student transience in North Carolina: The effect of school mobility on student outcomes using longitudinal data*. Retrieved March 4, 2010, from the Urban Institute, Calder Center Web site: http://www.caldercenter.org/PDF/1001256_student_transience.pdf

This paper describes the school mobility rates for elementary and middle school students in North Carolina and attempts to estimate the effect of school mobility on the performance of different groups of students. Mobility rates were highest for minority and disadvantaged students, and those students were more likely to experience harmful academic consequences. "Strategic" school moves (cross-district) benefitted or had no effect on student performance, but "reactive" moves (within district) hurt all groups of students. White and Hispanic students were more likely to move to a higher quality school while black students were more likely to move to a lower quality school. The negative effects of school mobility increased with the number of school moves.

PARENTS AND PARENTING

Fonfield-Ayinla, G. (2009, July). Commentary: A consumer perspective on parenting while homeless. *American Journal of Orthopsychiatry*, 79(3), 299-300.

A look at homelessness through the eyes of a domestic violence survivor provides first-hand insight into homelessness and homeless services and programs. Based on her experiences, the author advocates for more individualized service models that involve parents in their family's treatment planning instead of using labels to create a hierarchy of case managers and clients.

Gewirtz, A.H., DeGarmo, D.S., Plowman, E.J., August, G., & Realmuto, G. (2009, July). Parenting, parental mental health, and child functioning in families residing in supportive housing. *American Journal of Orthopsychiatry*, 79(3), 336-347.

Psychosocial risk factors are associated with impairments in parenting effectiveness and child adjustment; but there is a lack of literature on the relationships observed among parenting, parental mental health, and child adjustment in a supportive housing sample. This article presents data from a sample of children and families residing in supportive housing in a large metro area that show both parenting practices and parental mental health impact child adjustment directly. Implications for research and practice are offered.

Haber, M.G., & Toro, P.A. (2009). Parent-adolescent violence and later behavioral health problems among homeless and housed youth. *American Journal of Orthopsychiatry*, 79(3), 305-318.

Parent violence toward youth and vice versa are examined along with their relationship to the later development of behavioral health problems. Homelessness often occurs because of problems within family relationships. The article emphasizes the critical role of conflicted relationships with parents as a precipitant of youth homelessness. Predictive relationships are examined by gender, ethnic, and housing status subgroups. Implications for research and practice with homeless youth are discussed.

Howard, K.S., Cartwright, S., & Barajas, R.G. (2009, July). Examining the impact of parental risk on family functioning among homeless and housed families. *American Journal of Orthopsychiatry*, 79(3), 326-318.

A comparison of the functioning of homeless and housed families showed few differences; however, the data did show homeless families perform worse in areas such as finance, living conditions, and interactions with children when parents have a history of mental illness or substance abuse. On the other hand, homeless children experienced better developmental stimulation than their housed peers. The article has implications for policy and future research.

Kolos, A.C., Green, E.J., & Crenshaw, D.A. (2009, July). Conducting filial therapy with homeless parents. *American Journal of Orthopsychiatry*, 79(3), 366-374.

Filial therapy is a form of child-centered play therapy. A clinician teaches parents how to conduct play sessions with their child. Strategies learned help parents teach their children how to express and manage their emotions. A case study illustrates the skills required to implement the therapy and also describes its benefits. This therapy may assist the parent-child relationship by promoting healing during a highly distressing event such as homelessness.

Marra, J.V., McCarthy, E., Lin, H., Ford, J., Rodis, E., & Frisman, L.K. (2009, July). Effects of social support and conflict on parenting among homeless mothers. *American Journal of Orthopsychiatry*, 79(3), 348-356.

While social supports can help families to avoid or recover from homelessness, the authors focus on the complexity of kin and social support networks. Women with high social support experienced greater improvements in parental consistency, and conflict among network members was a risk factor for harsh parenting practices among those with lower levels of social support. Results show that social support may enhance ability to provide consistent parenting, but benefits may be undermined if conflict occurs in combination with limited levels of social support.

National Center on Family Homelessness, National Alliance to End Homelessness, & ZERO TO THREE: National Center for Infants, Toddlers and Families. (2009, November). *Early education home visiting: Supporting children experiencing homelessness*. Retrieved December 16, 2009, from http://www.familyhomelessness.org/sites/default/files/Strength_HomeVisiting_3a.pdf

Early education home visiting programs provide parent education, child

development, and support services to low-income, at-risk young children and their families. Voluntary, one-on-one services are provided in a family's home, wherever families are, to provide critical support and promote the use of effective strategies to stimulate children's healthy growth and development. This publication recommends that home visiting programs target children and families experiencing homelessness and be coupled with concrete supports, including housing assistance, to support families and promote positive outcomes.

Paquette, K., & Bassuk, E. (2009). Parenting and homelessness: Overview and introduction to the special section. *American Journal of Orthopsychiatry*, 79(3), 291-298.

This is an introduction to a special section on parenting and homelessness in the *American Journal of Orthopsychiatry*. Using the HUD definition of homeless, it includes the characteristics and needs of families in shelters and the unique challenges of parenting while homeless. The authors summarize the other articles in the special section and offer recommendations for research, practice, and policy.

Schulz, B. (2009, July). A provider perspective on supporting parents who are homeless. *American Journal of Orthopsychiatry*, 79(3), 301-304.

This commentary provides insight from a nurse practitioner about working with parents and children experiencing homelessness. The author describes challenges and successes from her experience as part of a primary care team and describes many of the strengths and challenges of homeless families. She also offers practical suggestions about better supporting these children and families.

RESILIENCY

Hallett, R. (2009). Educating transient youth: Influence of residential instability on educational resilience. *Dissertation Abstracts International*, 71(01) (UMI No. 3389466)

Framed by Resiliency Theory, this dissertation study investigated how living doubled-up influenced youths' educational participation. The seven-month case study of four adolescents living in Los Angeles used data gathered from interviews, observations, and document analysis to identify risk and protective characteristics of the youths' experiences. Main findings from the study suggest that: (1) families have multiple ways of arranging doubled-up residences; (2) how the families structure the doubled-up residences influences educational resilience; and, (3) the social network outside the home shapes how youth living doubled-up understand the educational process.

Hawkins, S.R., Graham, P.W., Williams, J., & Zahn, M. A. (2009, January). *Resilient girls—Factors that protect against delinquency*. Retrieved January 15, 2009, from the Office of Juvenile Justice and Delinquency Prevention Web site:

<http://www.ncjrs.gov/pdffiles1/ojjdp/220124.pdf>

This report is the third in a Girls' Study Group series and examines factors that may protect girls who are at risk of becoming delinquent and establishes a theoretical and empirical foundation to guide the development, testing, and dissemination of strategies to reduce or prevent girls' involvement in delinquency and violence. It explores four hypothetical processes that may operate as protective factors in the lives of girls at risk for delinquency: 1) support from/presence of a caring adult; 2) school connectedness; 3) school success; and, 4) religiosity. These factors may also contribute to the resilience of girls living in other at-risk situations such as homelessness.

YOUNG CHILDREN

National Center on Family Homelessness, National Alliance to End Homelessness, & ZERO TO THREE: National Center for Infants, Toddlers and Families. (2009, November). *Early education home visiting: Supporting children experiencing homelessness*. Retrieved December 16, 2009, from http://www.familyhomelessness.org/sites/default/files/Strength_HomeVisiting_3a.pdf

Early education home visiting programs provide parent education, child development, and support services to low-income, at-risk young children and their families. Voluntary, one-on-one services are provided in a family's home, wherever families are, to provide critical support and promote the use of effective strategies to stimulate children's healthy growth and development. This publication recommends that home visiting programs target children and families experiencing homelessness and be coupled with concrete supports, including housing assistance, to support families and promote positive outcomes.

POWER-PAC. (2009, May). *Why isn't Johnny in preschool?* Retrieved July 6, 2009, from the Community Organizing and Family Issues Web site: <http://cofonline.org/files/earlylearningreport.pdf>

Even though Illinois is a nationwide leader in creating high quality preschool programs and guaranteeing access for all 3- and 4-year olds, 40 to 64 percent of preschool-aged children were not enrolled in preschool or Head Start. To find out why, more than 5,000 parents and caregivers were interviewed and the findings presented at community forums where parents, advocates, experts on early childhood education, and other community stakeholders shared feedback. The report cites nine reasons parents don't enroll their children in preschool, provides policy recommendations for the preschool system as a whole, and suggests strategies to overcome each of the barriers mentioned.

YOUTH

American Bar Association Commission on Homelessness and Poverty. (2009). *Runaway and homeless youth and the law: Model state statutes*.

Chicago: Author. <http://www.abanet.org/abastore/index.cfm?fm=Product.AddToCart&pid=4180014>

This unique publication provides guidance for policymakers, advocates, attorneys, and service providers on how state laws can assist homeless and runaway youth. The publication was developed by experts in the field with input provided during two national conferences. The comprehensive resource provides not only model statutes, but background information and research to provide context for each issue. Additionally, the authors have provided commentary to assist in the implementation of the law.

Covenant House Institute. (2009, March). *Youth in crisis: Characteristics of homeless youth served by Covenant House New York*. Retrieved April 13, 2009, from <http://covhouse.org/downloads/chi/20100301-Youth-in-Crisis-CHNY-Full-Report.pdf>

In one of the largest-ever studies of homeless youth in New York City history, researchers at Columbia University's Center for Homelessness Prevention, in partnership with Covenant House – the city's largest agency serving street youth, offer a stark portrait of youth disconnected from the world of work and education and with intense histories of family violence. The study included 444 youth between the ages of 18 and 21 who entered the Covenant House Crisis Shelter for the first time between October 2007 and February 2008. Findings included: 35 percent had a history of foster care or other institutional placement; 68 percent lacked a high school diploma; and 77 percent were not currently enrolled in school.

The Exchange. (2009, June). *Serving youth in an economic downturn*. Retrieved July 7, 2009, from the Family and Youth Services Bureau Web site: <http://ncfy.acf.hhs.gov/publications/exchange/0906/index.htm>

Focused on serving youth experiencing homelessness, this newsletter includes a number of informative articles, including: *Youth Homelessness in Today's Tough Economy*; *In His Words: A Youth Speaks Out about His Homeless Experience*; *Three Rules for Working With Unaccompanied Youth*; *Coming in From the Shadows: Overrepresented Groups Among Homeless Youth*; *Serving Overrepresented Groups of Homeless Youth*; *Down for the Count: Getting the Numbers on Youth Homelessness*; *How Many Homeless Youth Are There in My Community?*; and *Resources for Identifying and Working With the Spectrum of Homeless Youth*.

Family and Youth Services Bureau, U.S. Department of Health & Human Services, Administration for Children and Families. (2009). *Runaway & homeless youth and relationship violence toolkit: Guidance and materials for practitioners*. Retrieved March 9, 2010, from <http://www.nrcdv.org/rhydvtoolkit/>

Many runaway and homeless youth have been raised in abusive households or have experienced neglect, abandonment, or severe family conflict, so they are particularly vulnerable to dating violence. This Toolkit was developed by and for advocates in the runaway and homeless youth (RHY) and domestic and sexual

assault (DV/SA) fields to help programs address relationship violence better. DV/SA providers will find information designed to increase their understanding of runaway and homeless youth and the network of programs and services working with them. RHY providers will find resources on intimate partner violence and the programs and networks that provide protections and support to victims of violence.

Merscham, C., Van Leeuwen, J.M., & McGuire, M. (2009). Mental health and substance abuse indicators among homeless youth in Denver, Colorado. *Child Welfare, 88(2)* 93-110.

The authors report the results of mental health evaluations from 182 homeless youth residing in a Denver, Colorado, shelter. The study was motivated by high rates of mental illness, trauma, danger issues, and drug and alcohol abuse. Results showed significantly higher than expected diagnoses of mental illness and associations between drug of choice and diagnosis, trauma history and suicidal ideation, and trauma history and diagnosis. These suggest a strong need for co-occurring treatment, trauma-focused therapy, and attention to both mental illness and substance abuse in homeless youth.

National Alliance to End Homelessness. (2009, April). A national approach to meeting the needs of LGBTQ homeless youth. Retrieved June 26, 2009, from <http://www.endhomelessness.org/content/article/detail/2240>

This two-page fact sheet provides an overview of the prevalence and experience of LGBTQ youth, causal factors, and risks to LGBTQ youth while homeless. It also highlights a reform agenda to end homelessness for LGBTQ youth and makes best practice recommendations for youth-serving professionals, caseworkers, advocates, administrators, supervisors, and residential service providers.

National Alliance to End Homelessness. (2009, August). Ending youth homelessness before it begins: Prevention and early intervention services for older adolescents. Retrieved March 9, 2010, from <http://www.endhomelessness.org/content/general/detail/2455>

According to this issue brief, a system aimed at ending youth homelessness must include prevention and early intervention services to address abuse and family dysfunction. Prevention services are defined as those that improve family functioning and prevent the abuse and conflict that lead to runaway and throwaway scenarios. Interventions from the fields of child welfare, community mental health, and juvenile justice are promoted as models for youth homelessness prevention and early intervention.

National Alliance to End Homelessness (2009, August). Homeless youth and sexual exploitation: Research findings and practice implications. Retrieved September 15, 2009, from http://endhomelessness.org/files/2559_file_Sexual_Exploitation_of_Homeless_Youth_10_2009.pdf

This issue brief reviews research regarding the involvement of unaccompanied

homeless youth in various types of sexual exploitation, including survival sex and recruitment into the commercial sex industry, and recommends a series of programmatic responses to meet their needs. The brief asserts that current rates of victimization among homeless youth are unacceptable and advocates for an increased national investment in outreach, supportive services, and housing. The research and statistics offered could be helpful in presentations for community awareness.

National Healthy Marriage Resource Center. (2009). *Relationships matter: Strengthening vulnerable youth*. Retrieved April 20, 2010, from the Innovation Center for Youth and Community Development Web site: <http://www.theinnovationcenter.org/files/RelationshipsMatter.pdf>

Although many youth development programs recognize the importance of relationships for youth, very few teach the necessary skills to help young people manage intimate partner relationships. These skills are especially important for youth in vulnerable circumstances, such as being low-income, system-involved, runaway/homeless, or disconnected from school or work. Leaders and practitioners from the youth development and relationship education fields convened to discuss the needs of disadvantaged youth and the capacity of the field to deliver relationship education to this population, with the primary implications to find common ground to bring the fields of youth development and relationship education together and identify strategies for action. This proceedings paper summarizes their findings.

Nellis, A. & Wayman, R.H. (2009, Fall). *Back on track: Supporting youth reentry from out-of-home placement to the community*. Retrieved December 23, 2009, from The Sentencing Project Web site: http://www.sentencingproject.org/doc/publications/CC_youthreentryfall09report.pdf

About 100,000 young people exit the juvenile justice system each year, many facing unemployment, school re-enrollment challenges, and homelessness upon release. This brief, prepared by the Youth Reentry Task Force of the Juvenile Justice and Delinquency Prevention Coalition, states that youth receiving reentry services with mentoring achieved better outcomes than youth who simply received traditional probation services. These outcomes included reductions in drug use, lower recidivism, and increased referrals to educational, employment, and mental health services. The authors advocate national policy changes to support reentry services and offer principles for effective reentry programs and recommendations for federal leadership in youth reentry.

Slesnick, N., Dashora, P., Letcher, A., Erdem, G., & Serovich, J. (2009, July). *A review of services and interventions for runaway and homeless youth: Moving forward*. *Children and Youth Services Review*, 31(7), 732-742.

Research focused on the impact of community-based services and treatment interventions designed to intervene in the lives of runaway and homeless youth has increased in the last two decades. In light of the tremendous need for identifying effective strategies to end homelessness and its associated problems among youth, this paper summarizes and critiques the findings of the existing

literature. Among the conclusions are that comprehensive interventions which target the varied and interconnected needs of these youth and families may be worthy of more study than studies that isolate the intervention focus on one problem. Also, more research incorporating design strategies that increase the reliability and validity of study findings is needed. Other preliminary conclusions and future directions are offered.

van den Bree, M.B.M, Shelton, K., Bonner, A., Moss, S., Thomas, H., & Taylor, P.J. (2009, December). A longitudinal population-based study of factors in adolescence predicting homelessness in young adulthood. *Journal of Adolescent Health, 45(6), 571-578.*

In order to discover which factors predict homelessness independently in young adults, the authors interviewed 10,433 high school students when they were 11–18 years of age and again when participants were 18–28 years of age. Among a range of well-established risk factors, a troubled family background, school adjustment problems (including poor achievement, lack of academic aspirations, and getting into trouble), and experiences of victimization were found to be the strongest predictors of homelessness. Recommendations include educating professionals about high-risk youth and the links between family adversity, victimization, and homelessness, and providing highly specialized service provision.

Whitbeck, L.B. (2009). *Mental health and emerging adulthood among homeless young people.* East Sussex, UK: Psychology Press.

Based on interviews of homeless adolescents every three months for three years from their mid teens to their early twenties, this study reviews the mental health consequences of runaway episodes and street life by documenting the psychological consequences of becoming an adult while missing critical developmental tasks of adolescence. The authors examine the impact street life has on future relationships, education, employment, and health, plus the social and economic impact of this population on society, and report that victimization prior to and after running away leads to high levels of psychological problems, which shape behaviors, affect relationships, and lower chances of conventional adjustment.