

Abstract Bibliography of Homeless Education Resources: 2011

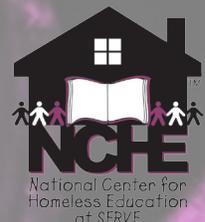
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National Center for Homeless Education

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 by 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

This bibliography includes written documents published in 2011 that address many issues related to the education and lives of homeless children, youth, and families. Documents are listed topically for easy reference. The contents of the bibliography are not exhaustive but do represent a cross section of available materials. If you need a more comprehensive list, feel free to examine the citations listed in the included publications or visit the NCHE website at <http://www.serve.org/nche> to find additional resources.

Bibliography

CHILD WELFARE/FOSTER CARE

Child Welfare Information Gateway. (2011). *How the child welfare system works*. Retrieved July 28, 2011, from <http://www.childwelfare.gov/pubs/factsheets/cpswork.cfm>

This fact sheet provides a brief overview of the purposes and functions of the child welfare system from a national perspective. It outlines how reports of suspected abuse or neglect are made, screened, and substantiated. It also discusses what happens to people who abuse children and to children who enter foster care.

Collins, M.E. & Curtis, M. (2011, July). *Conceptualizing housing careers for vulnerable youth: Implications for research and policy*. *American Journal of Orthopsychiatry*, 81(3), 390-400.

Research on the experiences of youth leaving foster care as they enter adulthood has identified a high risk for homelessness and housing instability. In this article, the authors review the recent findings on housing outcomes for former foster youth; identify relevant theoretical frameworks to examine housing outcomes for these youth, giving specific attention to the concept of housing career; describe existing policy; and propose further strategies for understanding and, therefore, influencing outcomes for this population. They conclude with implications for policy, practice, and further research to assist these young people.

Goodkind, S., Schelbe, L.A., & Shook, J.J. (2011). *Why youth leave care: Understandings of adulthood and transition successes and challenges among youth aging out of child welfare*. *Children and Youth Services Review*, 33(6), 1039-1048.

Child welfare policies and practices are changing to allow more youth to remain in care beyond age 18. Yet, the majority of youth do not stay. Given recent evidence suggesting that remaining in care may be beneficial, there

is a need to understand why youth leave. Using data gathered from in-depth interviews with young people aging out of care, this paper reports that youth leave care because of misunderstanding and misinformation about the requirements for remaining in care, as well as a desire for autonomy and independence. Many youth equated adulthood with independence, and thus felt that they needed to leave care to achieve adulthood. Their efforts to be independent often hinder youths' development of supportive relationships.

Kirk, R. & Day, A. (2011, July). Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college. *Children and Youth Services Review*, 33(7), 1173-1180.

This article focuses on an intervention to help transitioning foster youth pursue higher education in Michigan. The process involved peer support, role modeling, and mentoring. Active learning sessions were led by university faculty and students who were often foster care alumni themselves. It was demonstrated that a campus-based learning program can contribute toward a perceived increase in knowledge and information about college life, funding, and admissions procedures. This approach and curriculum contributed to a perceived enhancement of life skills, self-concept, empowerment, and sense of purpose. Consequently, the program contributed to the resilience of those who attended and potentially helped build steps from care to higher education.

Legal Center for Foster Care and Education. (2011). December 2011 FERPA regulations. Retrieved December 22, 2011, from <http://www2.americanbar.org/BlueprintForChange/Documents/FERPA%20Regs%20Dec%202011%20FINAL.pdf>

This fact sheet contains information about the recently released Family Education Rights and Privacy Act (FERPA) regulations, which present an opportunity to expand data collection pertaining to children and youth in foster care. Although the new rules offer greater opportunities for state or local child welfare and education agencies to share information, they do not completely eliminate the barriers to intersystem communication for children in care.

Legal Center for Foster Care and Education. (2011). *Fostering Connections toolkit*. Retrieved March 1, 2011 from http://www.americanbar.org/groups/child_law/projects_initiatives/education/state_implementation_toolkit.html

The Fostering Connections to Success and Increasing Adoptions Act of 2008 included several provisions designed to increase the educational stability and experience of children in foster care. This online toolkit focuses on these education provisions by providing resources to help ensure compliance. It features: detailed issue briefs with analyses, examples, and best practices; state checklists that outline questions and considerations for implementing the Act; materials to explain the overlap of the McKinney-Vento Act and Fostering Connections Act; and a webinar about providing school transportation for children in out-of-home care.

Legal Center for Foster Care and Education. (2011). *How Fostering Connections and McKinney-Vento can support school success for all children in out-of-home care*. Retrieved August 23, 2011, from http://www.americanbar.org/content/dam/aba/migrated/child/education/publications/qa_fc_and_mv_overlap_final.authcheckdam.pdf

This fact sheet provides a brief synopsis of the overlap between the Fostering Connections and McKinney-Vento Acts, and the critical importance of collaboration between the education and child welfare systems to serve the needs of children in out-of-home care appropriately.

Noonan, K., Matone, M., Zlotnik, S., Hernandez-Mekonnen, R., Watts, C., Rubin, D., et al. (2011). *Cross-system barriers to educational success for children in foster care: The front line perspective*. *Children and Youth Services Review*, 34(2), 403-408.

The Fostering Connections to Success and Increasing Adoptions Act of 2008 requires child welfare and education systems to collaborate towards improved educational outcomes for children in foster care. This study assembled ten focus groups with ground-level stakeholders from child welfare and education systems to solicit information on the barriers, strategies, and daily experiences of working across systems towards educational success. Ineffective and limited cross-system communication, role uncertainty among stakeholders, and prevalence and complexity of behavioral health needs among children were identified as barriers to achieving educational success. The authors conclude that innovative approaches to cross-system collaboration are needed to affect positive outcomes.

Pergamit, M.R. & Ernst, M. (2011). *Running away from foster care: Youths' knowledge and access of services*. Retrieved July 28, 2011, from the 1-800 Runaway Web site: http://www.1800runaway.org/assets/1/7/NORC_Part_C_Final.pdf

Although estimates vary, a sizable percentage of older youth in foster care run away from their placement at least once; many run multiple times. This report, based on interviews with a sample of youth who ran away from foster care placements in Chicago and Los Angeles, is the third part of a study on runaway youth and their knowledge and access of services. The information provided by these youth explains why they run away, where they go when they run away, and what can be done to prevent runaway episodes.

COLLABORATION/CASE MANAGEMENT

Campaign to End Child Homelessness at The National Center on Family Homelessness, National Collaboration for Youth, National Law Center on Homelessness & Poverty, & National Association for the Education of Homeless Children and Youth. (2011, November 1). *Improving federal collaboration for homeless children and youth*. Retrieved January 4, 2012,

from <http://www.homelesschildrenamerica.org/media/159.pdf>

This report contends that the U.S. can make progress toward combating child and youth homelessness if federal agencies align their efforts; coordinate both program and funding streams; and include a high quality, fully-funded, and efficient support system of housing and services. Authors suggest that the federal government continue to lead efforts to collaborate and coordinate resources, programs, and services as part of an integrated strategic plan to help at-risk and homeless children and youth achieve school success and productive adulthood.

Conrad N. Hilton Foundation, National Center on Family Homelessness, National Alliance to End Homelessness, & ZERO TO THREE: National Center for Infants, Toddlers and Families. (2011, March). *Step by step: A comprehensive approach to case management*. Retrieved July 29, 2011, from <http://www.familyhomelessness.org/media/237.pdf>

Case management is one of the primary services offered to individuals and families who face multiple challenges, including homelessness. As the practice of case management has evolved, the term has become increasingly complex. Many organizations offer case management without clearly defining what this means, why they chose a particular approach, how it relates to existing case management models and outcomes, and how they prepare case managers to provide these services. This brief outlines steps that organizations can take to design a comprehensive approach to case management, including researching and designing a model, supporting staff in providing case management services, and evaluating impact.

Conrad N. Hilton Foundation, National Center on Family Homelessness, National Alliance to End Homelessness, & ZERO TO THREE: National Center for Infants, Toddlers and Families. (2011, September). *Building successful collaborations: Ten principles of sustainable partnerships*. Retrieved October 9, 2011, from <http://www.familyhomelessness.org/media/290.pdf>

This brief provides service providers who are contemplating collaborations with the necessary knowledge and tools to create robust, sustainable partnerships that will benefit their communities as well as each participating agency. The ten principles outlined provide practical guideposts for organizations that are considering or planning collaborative partnerships and for those that have already embarked on this work and encountered challenges.

Evennou, D. (2011). *Don't stop collaborating - Just stop creating new collaboratives*. Retrieved January 20, 2011, from The Forum for Youth Investment Web site: http://forumfyi.org/files/Collaborations_Paper_Jan_2011.pdf

Many states and communities have multiple task forces, partnerships, and councils working on overlapping youth issues, from bullying to pregnancy to dropouts. This policy brief calls attention to the problem of collaboration overload and suggests ways to tackle it, offering tips for working collaboratively

without creating redundancy. It also explains how states and communities from California to Texas are taking steps to align their collaboratives.

Tseng, S., Liu, K., & Wang, W. (2011). Moving toward being analytical: A framework to evaluate the impact of influential factors on interagency collaboration. *Children and Youth Services Review, 33(6), 798-803.*

Although many factors influencing interagency collaboration have been identified in the literature, the majority of studies have only listed or categorized the influential factors as opposed to analyzing the extent of their impact. The authors of this study cite a need to evaluate the impact of factors and to plan effective changes. They propose an overarching framework designed to assist interagency systems in identifying key factors and expand system capability to promote effective changes. Finally, they apply the framework in an early intervention interagency system to exemplify the application of the Scope-Duration-Stage (SDS) framework.

U.S. Government Accountability Office. (2010, June). Homelessness: A common vocabulary could help agencies collaborate and collect more consistent data. Retrieved July 11, 2011, from <http://www.gao.gov/new.items/d10702.pdf>

In preparation for this report, the U.S. Government Accountability Office (GAO) reviewed laws, agency regulations, performance and planning documents, data, and literature on homelessness. GAO also spoke with stakeholders, such as government officials and service providers, about potential barriers to data collection and sharing, and overall collaboration. The report addresses (1) the availability, completeness, and usefulness of federal data on homelessness, (2) the extent to which research identifies factors associated with experiencing homelessness, and (3) how differences in definitions and other factors impact the effectiveness of programs serving those experiencing homelessness.

DATA

National Center for Homeless Education. (2011). Education for Homeless Children and Youth (EHCY) federal program profile. Retrieved October 31, 2011, from http://center.serve.org/nche/downloads/ehcy_profile.pdf

This two-page profile provides an overview of the U.S. Department of Education's federal EHCY Program. Topics include a brief history of the McKinney-Vento Act, rights of eligible children and youth, funding history, funding for states and school districts, program administrative structure, homeless student enrollment data, national homeless student academic performance data, interagency collaboration, and program contact information.

U.S. Department of Housing and Urban Development. (2011, June). The 2010 annual homeless assessment report to Congress. Retrieved July 5, 2011, from

<http://www.hudhre.info/documents/2010HomelessAssessmentReport.pdf>

This report provides the latest counts of homelessness nationwide, including counts of individuals; persons in families; and special population groups, such as veterans and chronically homeless people. The report also covers the types of locations where people use emergency shelter and transitional housing, where people were just before they entered a residential program, how much time people spend in shelters over the course of a year, and the size and use of the U.S. inventory of residential programs for homeless people.

U.S. Government Accountability Office. (2010, June). *Homelessness: A common vocabulary could help agencies collaborate and collect more consistent data*. Retrieved July 11, 2011, from <http://www.gao.gov/new.items/d10702.pdf>

In preparation for this report, the U.S. Government Accountability Office (GAO) reviewed laws, agency regulations, performance and planning documents, data, and literature on homelessness. GAO also spoke with stakeholders, such as government officials and service providers, about potential barriers to data collection and sharing, and overall collaboration. The report addresses (1) the availability, completeness, and usefulness of federal data on homelessness, (2) the extent to which research identifies factors associated with experiencing homelessness, and (3) how differences in definitions and other factors impact the effectiveness of programs serving those experiencing homelessness.

DOMESTIC VIOLENCE

Institute for Children, Poverty & Homelessness. (2011). *Housing assistance underfunded but critical for survivors of domestic violence*. Retrieved November 29, 2011, from http://www.icphusa.org/PDF/reports/ICPH_brief_HousingAssistanceCriticalforSurvivorsofDV.pdf

In 2010, 17,113 adults and 20,406 children escaping abuse were served in emergency domestic violence shelters and transitional housing throughout the country. Due to reduced funding, however, 13.2% (5,686) of persons seeking assistance were denied shelter. Faced with a lack of resources and housing discrimination, survivors and their children risk becoming homeless. This report highlights the importance of housing and supportive services for survivors.

Safe Start Center & Office of Juvenile Justice and Delinquency Prevention. (n.d.) *Trauma-informed care for children exposed to violence*. Retrieved February 1, 2012 from <http://www.safestartcenter.org/pdf/Tip%20Sheet%20-%20For%20Working%20with%20Youth.pdf>

This series of tip sheets explains the possible physical, emotional, and developmental results when children and youth are exposed to violence. It gives some warning signs and offers strategies to work with those who have had experience with violence. Each of the nine tip sheets is focused on a particular

audience including parents/caregivers, teachers, early childhood providers, domestic violence and homeless shelters, and staff working with youth.

White, K. (2011). *A safe place for women: Surviving domestic abuse and creating a successful future*. Alameda, CA: Hunter House.

Written by the leader of SafePlace, herself a domestic violence survivor, this book provides an overview of domestic violence, describes the impact of abuse, and explores the development of domestic violence programs. Among other topics, the book includes chapters on defining domestic abuse, indicators of an abusive relationship, battering and child abuse, risk factors for domestic abuse, the long-term impact of domestic violence on children, and supporting children in domestic violence situations. The second part of the book focuses on battered women's shelters and includes information on: sheltering women and children with multiple issues, building a shelter, maintaining a safe and secure shelter facility, developing supportive-housing programs and counseling services, building alliances, and providing organizational leadership.

EDUCATION

Been, V., Ellen, I.G., Schwartz, A.E., Stiefel, L., & Weinstein, M. (2011, July). *Does losing your home mean losing your school?: Effects of foreclosures on the school mobility of children*. *Regional Science and Urban Economics*, 41(4), 407-414.

In the last few years, millions of homes around the country have entered foreclosure, pushing many families out of their homes and potentially forcing their children to move to new schools. Despite considerable attention to the causes and consequences of mortgage defaults, little is understood about the distribution and severity of the impacts on children. This paper seeks to begin filling that gap by studying how foreclosures in New York City affect the mobility of public school children. A significant body of research suggests that, in general, switching schools is costly for students, though the magnitude of the effect depends largely on the nature of the move and the quality of the origin and destination schools.

Grothaus, T., Lorelle, S., Anderson, K., & Knight, J. (2011). *Answering the call: Facilitating responsive services for students experiencing homelessness*. *Professional School Counseling*, 14(3), 191-201.

After a review of the literature about students experiencing homelessness, this article shares the results of a study that explored the perceptions of parents and children experiencing homelessness regarding their academic needs and the services they considered helpful. The researchers also examined archival data associated with an after-school tutoring program offered at an agency that works with families experiencing homelessness. A significant difference was found in the number of failed courses for participants in the tutoring program, but differences in grade point average were not significant. The article shares

implications and recommendations for practice.

Hallet, R. (2011). *Educational experiences of hidden homeless teenagers: Living doubled-up*. New York: Routledge.

This report investigates the effects of living in doubled-up situations on educational participation and higher education access. Data from interviews, observations, and document analysis shed light on the experience of four doubled-up adolescents and their families. The author demonstrates how complex these residential situations are, while also identifying aspects of living doubled-up that encourage educational success. Findings reveal how this understudied segment of the adolescent population navigates their education.

Heise, D. & MacGillivray, L. (2011). *Implementing an art program for children in a homeless shelter*. *Studies in Art Education*, 52(4), 323-336.

This article describes a qualitative research study designed to analyze the implementation of an art program for children in a homeless shelter. Using a sociocultural lens and the framework of resilience theory, teacher researchers implemented community-art programs for children residing in a family emergency shelter. Research findings addressed three themes: redefining success, tensions in curriculum and implementation, and managing behavior. The findings indicate the importance of the cultural context for children living in crisis. Results showed that despite short-term implementation, art programs for children who are homeless can benefit the community and enhance teacher preparation.

Hendry, D.G., Woelfer, J.P., Harper, R., Bauer, T., Fitzer, B., & Champagne, M. (2011). *How to integrate digital media into a drop-in for homeless young people for deepening relationships between youth and adults*. *Children and Youth Services Review*, 33(5), 774-782.

This paper reports on a curriculum, called New Tech for Youth Sessions, designed for homeless youth. Goals included developing students' life skills for information technology and digital media and positioning students to recognize their self-worth through meeting challenges, positive communication with adults, and reciprocal peer support. Authors describe how these goals were addressed by incorporating a community technology center into a multi-purpose drop-in for homeless young people and by a curriculum that guides students through an integrated series of activities related to finding employment. They discuss the principles underlying the curriculum, class processes, and social structure that supports the learning environment, concluding with lessons learned.

Herbers, J.E., Cutuli, J.J., Lafavor, T.L., Vrieze, D., Leibel, C., Obradovic, J., et al. (2011). *Direct and indirect effects of parenting on the academic functioning of young homeless children*. *Early Education and Development*, 22(1), 77-104.

Authors examined the effects of parenting quality, child executive function, child intellectual functioning, and risk status on the academic functioning of young homeless children and their parents at an emergency homeless

shelter. Parenting quality was associated with children's academic success but mediated by executive function skills in the children. Parenting quality also had a moderating effect on risk, consistent with a protective role of high-quality parenting among children with higher risk levels. Children with higher risk and lower parenting quality appeared to be more vulnerable to academic problems.

Larson, A.M. & Meehan, D.M. (2011). Homeless and highly mobile students: A population-level description of the status of homeless students from three school districts. *Journal of Children & Poverty, 17(2), 187-205.*

An increasing number of school-age children lack fixed and permanent housing, which negatively affects their school engagement and jeopardizes long-term school success. Much of the previous research on this problem has focused on specific interventions in specific jurisdictions on targeted populations, but seldom have researchers attempted to study homeless and highly mobile students at a population level. This descriptive study combined statewide and local district education and child welfare data to examine and describe the attributes of children who are identified as homeless in relation to their mobile and non-mobile peers.

Miller, P. (2011). Homeless families' education networks: An examination of access and mobilization. *Educational Administration Quarterly, 47(4), 543-581.*

This study sought a deeper understanding of how sheltered families access and mobilize educationally related relationships and resources while homeless. Although the findings revealed several significant obstacles to homeless families' access to and mobilization of network relationships and resources, the leaders and structures of service agencies appeared to play key roles in helping families develop new opportunities. Among the author's suggestions are that shelter, school, and community leaders construct systems of collaborative understanding and practice.

Miller, P. (2011). The impact of the McKinney-Vento Act upon the homeless education situation. *Educational Policy, 25(3), 424-450.*

This article describes the McKinney-Vento Homeless Assistance Act and, drawing from Spillane's distributed leadership perspective, examines the policy's impact on homeless education. Although the initial passing and subsequent revisions to McKinney-Vento are depicted as providing numerous benefits for students who are homeless, its full actualization is seen to be inhibited by several intra- and inter-organizational leadership issues at school, community, and state levels. After analyzing some of the common barriers to McKinney-Vento's full implementation, several recommendations and implications for practice are posited.

Miller, P. (2011). Homeless education and social capital: An examination of school and community leaders. *Teachers College Record, 113(5), 1067-1104.*

The purpose of the study was to develop a deeper understanding of how schools and shelters help create educational social capital for students and families experiencing homelessness. Results showed that homeless students and families appeared to have insufficient stores of productive social capital, even though schools and homeless shelters provided them with some important relationships and resources. The author recommends that schools and shelters prioritize social capital development and improve inter-organizational networking. Specifically, purposeful efforts should be made to develop school-shelter-family networks that are heterogeneous in composition.

Murphy, J. (2011, January-March). Homeless children and youth at risk: The educational impact of displacement. *Journal of Education for Students Placed at Risk*, 16(1), 38-55.

Researchers document that homelessness creates conditions of risk with physical, emotional, social, and educational impacts for children and youth. Exploring how displacement affects educational well-being, the author discusses an assortment of outcome factors including placement in special education, attendance, academic success, and graduation. He concludes that the consequences of homelessness follow children and youth into adulthood.

Murphy, J.F. & Tobin, K.J. (2011, November). Homelessness comes to school. *Phi Delta Kappan*, 93(3), 32-37.

The article discusses educational programs for homeless children and youth. An explanation of the damage homelessness causes to child development is provided, with emphasis given to poor academic achievement. The educational framework outlined by the author includes providing for homeless students' basic needs, offering individualized instruction, and collaborating with agencies that work with homeless families.

National Center for Homeless Education. (2011). *Education for Homeless Children and Youth (EHCY) federal program profile*. Retrieved October 31, 2011, from http://center.serve.org/nche/downloads/ehcy_profile.pdf

This two-page profile provides an overview of the U.S. Department of Education's federal EHCY Program. Topics include a brief history of the McKinney-Vento Act, rights of eligible children and youth, funding history, funding for states and school districts, program administrative structure, homeless student enrollment data, national homeless student academic performance data, interagency collaboration, and program contact information.

National Center for Homeless Education & U.S. Department of Veterans Affairs. *Supporting school success for homeless children of veterans and active duty military members*. (2011). Retrieved February 8, 2011, from <http://center.serve.org/nche/downloads/briefs/vet.pdf>

This brief is designed for local Veterans Affairs (VA) staff, state coordinators for homeless education, local homeless education liaisons, educators, and other

providers of services to active members of the military, veterans, and their children. It provides basic information to assist homeless children of veterans or active members of the military to enroll in school and receive education and other services available to them.

National Law Center on Homelessness & Poverty. (2011, June). *Education of homeless children and youth: The guide to their rights*. Retrieved July 14, 2011, from <http://www.nlchp.org/content/pubs/Basic%20McKinney-Vento%20Booklet%20%282011%29.pdf>

This updated Q&A booklet outlines the main points of the McKinney-Vento Homeless Assistance Act, defining homelessness, explaining local liaison and state coordinator roles, and clarifying the school of origin concept. It discusses how to enroll in a new school, what services are available for homeless students, and dealing with privacy issues and disagreements between schools and parents/guardians/youth.

Powers-Costello, B. & Swick, K.J. (2011). *Transforming teacher constructs of children and families who are homeless*. *Early Childhood Education Journal*, 39(3), 207-212.

This article examines factors that influence teacher perception of children and families who are homeless or at high risk of becoming homeless. It also explores some strategies to support teachers in transforming their perceptions of homeless children and provides case examples of how this process can work. Three case studies explore how educators can work together to reflect on and transform their own perceptions of homeless children from high-poverty backgrounds.

Rennie Center for Education Research & Policy. (2011, Fall). *A revolving door: Challenges and solutions to educating mobile students*. Retrieved November 12, 2011, from http://renniecenter.issue lab.org/research/listing/revolving_door_challenges_and_solutions_to_educating_mobile_students

This report describes the scale of Massachusetts' student mobility problem and the challenges student mobility presents in six school districts located in former industrial mill cities deemed "gateways" to the next era of the state's economic success. It describes examples of promising strategies for overcoming the challenges and better serving mobile students and non-mobile students attending schools with high student turnover. The final section offers policy considerations.

Tanabe, C.S. & Mobley, I.H. (2011). *The forgotten students: The implications of federal homeless education policy for children in Hawaii*. *Brigham Young University Education & Law Journal*, 1, 51-74.

This paper seeks to highlight the barriers homeless children face in receiving an education and analyzes how the McKinney-Vento Homeless Assistance Act has affected those barriers. Specifically, it addresses the strengths of the Act and the issues that arise in its implementation. It also discusses how *Kaleuati v. Tonda*

pointed out Hawaii's shortcomings in complying with the Act, and how the case eventually led to greater compliance. The authors contend that homeless children and their families face a number of debilitating barriers to receiving an adequate education, and while the available legal remedies to these barriers have offered some relief, they are not without problems.

U.S. Department of Education. (2011). *Fact sheet: Information on the rights of all children to enroll in school*. Retrieved May 12, 2011, from <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201101.pdf>

This two-page fact sheet explains students' rights to attend public school and provides guidance on the documents a school cannot request or require upon enrollment. It specifically mentions that a school district may not deny a homeless child enrollment because he or she cannot provide the required documents to establish residency.

FUNDING

Conrad N. Hilton Foundation, National Center on Family Homelessness, National Alliance to End Homelessness, & ZERO TO THREE: National Center for Infants, Toddlers and Families. (2011, November). *Using evidence-based programs to support children and families experiencing homelessness*. Retrieved February 13, 2012, from <http://www.familyhomelessness.org/media/309.pdf>

This brief provides service providers who are contemplating collaborations with the necessary knowledge and tools to create robust, sustainable partnerships that will benefit their communities as well as each participating agency. The ten principles outlined provide practical guideposts for organizations that are considering or planning collaborative partnerships and for those that have already embarked on this work and encountered challenges.

Nunez, R. & Adams, M. (2011, October). *Federal funding essential to finding and aiding homeless students*. Retrieved December 20, 2011, from the Institute for Children, Poverty, and Homelessness Web site: http://www.icphusa.org/PDF/reports/ICPH_brief_FederalFundingEssentialtoFindingandAidingHomelessStudents.pdf

The number of homeless students nationwide increased by 38% between the 2006-07 and 2009-10 school years to nearly one million children. Due in part to the economic downturn, this unparalleled rise is also a result of school districts' heightened efforts to identify and serve students. Nevertheless, fewer than one in five districts receive federal homelessness monies which, the authors say, highlights the need to permanently increase funding levels.

GENERAL ISSUES: HOMELESSNESS, HUNGER, POVERTY, ETC.

Annie E. Casey Foundation. (2011). *KIDS COUNT Data Book*. Retrieved January 4, 2012, from http://datacenter.kidscount.org/databook/2011/OnlineBooks/2011KCDB_FINAL.pdf

The ten key indicators tracked in the KIDS COUNT Data Book over the past two decades reveal significant overall improvements in health and safety outcomes for children. But increasing numbers of children live in single-parent families and, therefore, have fewer economic and human resources available to them. The authors also point out another trend: the decline in economic well-being for children and families in the lower half of the income distribution. This year's essay examines trends in the economic well-being of children and families in the wake of the recession and their implications for the nation's economic future.

Coleman-Jensen, A., Nord, M., Andrews, M., & Carlson, S. (2011, September). *Household food security in the United States in 2010*. Retrieved January 4, 2012, from the Economic Research Service Web site: <http://www.ers.usda.gov/publications/err125/>

According to this report, at some point during 2010, 14.5 percent of Americans were food insecure, including 5.4 percent with very low food security; this means that the food intake of one or more household members was reduced and their eating patterns were disrupted at times during the year because the household lacked money and other resources for food. The prevalence rate of very low food security declined. The typical food-secure household spent 27 percent more on food than the typical food-insecure household of the same size and household composition. Fifty-nine percent of all food-insecure households participated in one or more of the three largest Federal food and nutrition assistance programs during the month prior to the 2010 survey.

Dotson, H. M. (2011). *Homeless women, parents, and children: A triangulation approach analyzing factors influencing homelessness and child separation*. *Journal of Poverty*, 15(3), 241-258.

Many homeless women become separated from their children. The purpose of this study was to determine the predictors of entering a shelter with or without children and of being separated from one or more children. The author also sought to understand the unique experience of homeless mothers separated from children. Findings suggest that women with mental illnesses and those separated from children are less likely to enter the shelter with children. Special needs were not significant predictors for being separated from any children. Focus group findings reveal the pain separated mothers endure.

Federal Interagency Forum on Child and Family Statistics. (2011). *America's children: Key national indicators of well-being*. Retrieved January 4, 2012, from http://www.childstats.gov/pdf/ac2011/ac_11.pdf

This annual report provides a summary of national indicators of children's well-being with data available in an easy-to-use, non-technical format. The seven sections of the report include family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health. Supplementary information presents tabulated data for each measure, additional details not discussed in the main body of the report, and descriptions of the sources and surveys used to generate the demographic background measures and indicators.

Food Research and Action Center. (2011, March). *Food hardship in America - Data for the nation, states, 100 MSAs, and every Congressional district*. Retrieved July 12, 2011, from http://frac.org/wp-content/uploads/2011/03/food_hardship_report_mar2011.pdf

This report analyzes the struggle experienced by tens of millions of American households to afford adequate food, with the analysis drilling down to regions, states, metropolitan statistical areas, and congressional district data. It reveals that in 2010 the wave of food hardship that crested in late 2008 was still very high, but receding slowly.

Institute for Children, Poverty & Homelessness. (2011, November). *A tangled web: Homeless family subpopulations and their overlapping needs*. Retrieved December 1, 2011, from http://www.icphusa.org/PDF/reports/ICPH_brief_ATangledWeb_HomelessFamilySubpopulationsandTheirOverlappingNeeds.pdf

Homeless families often have intense service needs resulting from mental illness, substance abuse, HIV/AIDS, domestic violence, and veteran status. Previously, most reports have depicted homeless families as a homogeneous group or lumped them with homeless singles, which has resulted in a very limited picture of these families. This report sheds light on the diversity and interconnectedness of homeless family subpopulations and stresses the importance of comprehensive data collection.

Mattingly, M.J., Bean, J.A., & Schaefer, A. (2011, July). *One million additional children in poverty since 2009: 2010 data reveal nearly one in four Southern children now live in poverty*. Retrieved February 13, 2012, from the Carsey Institute Web site: <http://www.carseyinstitute.unh.edu/publications/IB-Bean-Same-Day-Poverty.pdf>

This report asserts that while understanding the overall landscape of national poverty provides a valuable snapshot of economic distress, the overall rates mask dramatic differences in poverty across age groups. In recent years, children have been the most likely citizens to live below the poverty line, with young children being particularly vulnerable. It highlights changes in child poverty by region, state, and place type, and in young child poverty by region and place type. The focus is on two time periods - change since 2007, as the nation entered the recession, and change since 2009, as the recession was ending.

Miller, P. (2011). Homeless families' education networks: An examination of access and mobilization. *Educational Administration Quarterly*, 47(4), 543-581.

This study sought a deeper understanding of how sheltered families access and mobilize educationally related relationships and resources while homeless. Although the findings revealed several significant obstacles to homeless families' access to and mobilization of network relationships and resources, the leaders and structures of service agencies appeared to play key roles in helping families develop new opportunities. Among the author's suggestions are that shelter, school, and community leaders construct systems of collaborative understanding and practice.

Moore, J. (2011). *NCHE abstract bibliography of homeless education resources: 2010*. Retrieved May 13, 2011, from http://center.serve.org/nche/downloads/ab_biblio_2010.pdf

This annual abstract bibliography lists and describes a selection of publications released in 2010 that deal with issues related to the lives and education of children, youth, and families experiencing homelessness. Topics include child welfare/foster care/juvenile justice; collaboration; disasters; domestic violence/trauma; education; foreclosures/economic issues; general issues related to children, homelessness, poverty, and nutrition; higher education; housing; immigrants and refugees; LGBTQ; military; mobility; pregnant and parenting; research/data/needs assessments; rural; young children; and youth.

National Alliance to End Homelessness. (2011). *The state of homelessness in America*. Retrieved January 12, 2011, from <http://www.endhomelessness.org/content/article/detail/3668>

This report reviews national and state homelessness counts and examines economic indicators and demographic drivers of homelessness, including severe housing cost burden, unemployment, youth aging out of foster care, release from incarceration, and other factors. The report uses the U.S. Department of Housing and Urban Development (HUD) definition of homelessness and doubling up; as a result, there will be discrepancies between school-based homelessness data and data reported for states and the nation.

National Center for Homeless Education & National Association for the Education of Homeless Children and Youth. (2011). *Definitions of homelessness for federal programs serving children, youth, and families*. Retrieved January 14, 2011, from http://center.serve.org/nche/downloads/defin_chart.doc

The two major definitions of homelessness used by federal agencies are the education definition in Subtitle VII-B of the McKinney-Vento Act, and the Housing and Urban Development (HUD) definition in Section 103 of Subtitle I of the McKinney-Vento Act. The definitions overlap and diverge in ways that can cause confusion. This chart illustrates the similarities and differences between federal agencies' definitions of homeless. It should be noted that the final regulations recently broadened the HUD definition, but with the broadening

came complex and detailed eligibility criteria.

National Center for Homeless Education & U.S. Department of Veterans Affairs. *Supporting school success for homeless children of veterans and active duty military members.* (2011). Retrieved February 8, 2011, from <http://center.serve.org/nche/downloads/briefs/vet.pdf>

This brief is designed for local Veterans Affairs (VA) staff, state coordinators for homeless education, local homeless education liaisons, educators, and other providers of services to active members of the military, veterans, and their children. It provides basic information to assist homeless children of veterans or active members of the military to enroll in school and receive education and other services available to them.

Redd, Z., Karver, T.S., Murphey, D., Anderson Moore, K., & Knewstub, D. (2011, November). *Two generations in poverty: Status and trends among parents and children in the United States, 2000-2010.* Retrieved December 11, 2011, from the Child Trends Web site: http://www.childtrends.org/Files//Child_Trends-2011_11_28_RB_PovertyStatusTrends.pdf

Drawing on data from the U.S. Census Bureau, this brief presents a two-generation lens on the poverty and low-income status of children and families in 2010, and on trends in poverty and low-income status among children and families during the first decade of the 21st century. In addition, it presents data on differences in poverty and low-income status across race and ethnic origin, age, family structure, gender, education, full-time employment status, and geography. It is organized into four sections and ends with a summary of findings.

Sermons, M.W., & Witte, P. (2011). *State of homelessness in America 2011.* Retrieved July 29, 2011, from the National Alliance to End Homelessness Web site: <http://sparkaction.org/resources/49582>

This comprehensive examination reveals national and state level homeless counts and delves into economic indicators and demographic drivers - taking an in-depth look at risk factors for homelessness, analyzing the effect the recession has had on homelessness and how it has contributed to an increased risk of homelessness for many Americans. One section chronicles annual changes in overall homelessness and homelessness among families and other subpopulations. Another identifies some specific populations, including doubled-up people and youth aging out of foster care, that are at increased risk of homelessness. Also, trends in the sizes of those populations are documented.

U.S. Conference of Mayors (2011, December). *2011 Hunger and homelessness survey.* Retrieved January 6, 2012, from <http://usmayors.org/pressreleases/uploads/2011-hhreport.pdf>

This edition of the annual survey provides a status report on hunger and homelessness in the United States based on a 29-city survey. It reports that requests for emergency food assistance increased, while 27% of those needing

emergency assistance did not receive it. Overall homelessness increased by an average of six percent, with a 16% increase in family homelessness. Among households with children, unemployment led the list of causes of homelessness, followed by lack of affordable housing and poverty.

U.S. Department of Education. (2011). *Fact sheet: Information on the rights of all children to enroll in school.* Retrieved May 12, 2011, from <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201101.pdf>

This two-page fact sheet explains students' rights to attend public school and provides guidance on the documents a school cannot request or require upon enrollment. It is particularly relevant for immigrant students as it explains that schools may not ask about a child's citizenship or immigration status, or prevent enrollment because a student has a foreign birth certificate or lacks a social security number.

U.S. Department of Housing and Urban Development. (2011, June). *The 2010 annual homeless assessment report to Congress.* Retrieved July 5, 2011, from <http://www.hudhre.info/documents/2010HomelessAssessmentReport.pdf>

This report provides the latest counts of homelessness nationwide, including counts of individuals, persons in families, and special population groups, such as veterans and chronically homeless people. The report also covers the types of locations where people use emergency shelter and transitional housing, where people were just before they entered a residential program, how much time people spend in shelters over the course of a year, and the size and use of the U.S. inventory of residential programs for homeless people.

Wilder Research. (2011, May). *2009 Minnesota homeless study: Homeless children and their families.* Retrieved May 13, 2011, from <http://www.wilder.org/download.0.html?report=2399>

Volunteers conducted a one-night survey using face-to-face interviews with 4,570 people throughout Minnesota in 300 emergency shelters, transitional housing programs, domestic violence shelters, and a variety of informal and unsheltered locations. Findings indicate that homeless families and children have made up the fastest-growing segment of homeless people in Minnesota since the statewide homeless survey began in 1991. Fifty percent of parents had a child who was not with them because of shelter restrictions. Most homeless households with children were headed by single adults. Severe racial disparities were reported.

HEALTH AND MENTAL HEALTH

Cullerton-Sen, C. & Gewirtz, A. (2011). *Psychological first aid for families experiencing homelessness.* Retrieved February 23, 2011, from the National Child Traumatic Stress Network Web site: http://www.nctsn.org/sites/default/files/assets/pdfs/PFA_Families_homelessness.pdf

Research suggests that many families facing homelessness, especially women and their children, have experienced traumatic events, including physical, emotional, and sexual abuse. Numerous families who enter shelter have experienced multiple traumatic events. This report, developed by members of Ambit Network, a university-community partnership, provides a framework and an intervention model to enable shelter providers to meet the needs of this highly traumatized population.

Park, J., Metraux, S., Culhane, D.P., & Mandell, D.S. (2012). Homelessness and children's use of mental health services: A population-based study. *Children and Youth Services Review*, 34(1), 261-265.

This study examined whether children who become homeless differ from other low-income children in their mental health service use before and after their first homeless episode, and to what extent homelessness is associated with an increased likelihood of mental health service use. Sheltered homelessness and foster care placement history were associated with increased odds of receiving inpatient and ambulatory mental health services. Findings underscore the importance of collaborations between homeless assistance, foster care, and mental healthcare in efforts to mitigate family homelessness and collateral needs among homeless children.

Runaway and Homeless Youth Training and Technical Assistance Center. (2011). *Recognizing and responding to substance abuse among runaway and homeless youth*. Retrieved February 18, 2011, from <http://rhttp://rhyttac.ou.edu/images/stories/subabusev1.pdf>

Whether it is a pathway to homelessness or a way of coping after becoming homeless, drug and alcohol use is rampant among a substantial number of homeless youth. This tip sheet helps service providers recognize the signs and explains how to respond to help young people mitigate the harmful effects of substance abuse.

Scheer, A. (2011). *Psychological first aid for youth experiencing homelessness*. Retrieved February 23, 2011, from the National Child Traumatic Stress Network Web site: http://www.nctsn.org/sites/default/files/assets/pdfs/pfa_homeless_youth.pdf

This report is a collaborative project of the Hollywood Homeless Youth Partnership, which includes a combination of local and national organizations. It is designed to provide a framework and a model for intervention by direct care staff working in drop-in centers, emergency and transitional shelters, and group homes so they can better understand and address the needs of homeless youth who are often impacted by trauma.

HIGHER EDUCATION

Kirk, R. & Day, A. (2011, July). Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college. *Children and Youth Services Review*, 33(7), 1173-1180.

This article focuses on an intervention to help transitioning foster youth pursue higher education in Michigan. The process involved peer support, role modeling, and mentoring. Active learning sessions were led by university faculty and students who were often foster care alumni themselves. It was demonstrated that a campus-based learning program can contribute toward a perceived increase in knowledge and information about college life, funding, and admissions procedures. This approach and curriculum contributed to a perceived enhancement of life skills, self-concept, empowerment, and sense of purpose. Consequently, the program contributed to the resilience of those who attended and potentially helped build steps from care to higher education.

National Association for the Education of Homeless Children and Youth. (2011). *Unaccompanied Homeless Youth Documentation of Independent Student Status for the FAFSA*. Retrieved January 7, 2011, from http://www.naehcy.org/higher_ed.html

This sample independent student verification form can be placed on your agency's letterhead and used to provide documentation of your determination that a student is unaccompanied and homeless, and therefore should be considered an independent student for financial aid purposes. The template was designed for students attending college for the 2011-2012 school year, but can be updated for future school years.

HOUSING

Cohen, R. & Wardrip, K. (2011, February). *Should I stay or should I go?: Exploring the effects of housing instability and mobility on children*. Retrieved April 14, 2011, from the National Housing Conference Web site: <http://www.nhc.org/media/files/HsgInstabilityandMobility.pdf>

Authors examine the role that residential stability plays in child development and find that low-income families move much more frequently than the general population. While reasons for moving vary, the data and interviews of low-income families show that moves resulting from unplanned or involuntary circumstances, such as an eviction or foreclosure, and moves that occur one after another as part of a pattern of frequent mobility, tend to have negative impacts on child and family welfare. Impacts include increased school absenteeism and a higher incidence of neighborhood problems.

Collins, M.E. & Curtis, M. (2011, July). Conceptualizing housing careers for

vulnerable youth: Implications for research and policy. *American Journal of Orthopsychiatry*, 81(3), 390-400.

Research on the experiences of youth leaving foster care as they enter adulthood has identified a high risk for homelessness and housing instability. In this article, the authors review the recent findings on housing outcomes for former foster youth; identify relevant theoretical frameworks to examine housing outcomes for these youth, giving specific attention to the concept of housing career; describe existing policy; and propose further strategies for understanding and, therefore, influencing outcomes for this population. They conclude with implications for policy, practice, and further research to assist these young people.

Cutts, D.B., Meyers, A.F., Black, M.M., Casey, P.H., Chilton, M., Cook, J.T., et al. (2011, August). U.S. housing insecurity and the health of very young children. *American Journal of Public Health*, 101(8), 1508-1514.

This study investigated the association between housing insecurity and the health of very young children and found that housing insecurity is associated with poor health, lower weight, and developmental risk. Authors suggest that policies that decrease housing insecurity can promote the health of young children and should be a priority.

Kroner, M.J. & Mares, A.S. (2011, February). Living arrangements and level of care among clients discharged from a scattered-site housing-based independent living program. *Children and Youth Services Review*, 33(2), 405-415.

There is little recent research on adolescent independent living that looks at the specific living arrangements of youth, who at the point of discharge from the child welfare system, had experienced living independently and had access to a choice of housing options. Administrative data and reviews of client records were used to look at the choice of housing options and the change in level of care of young adults who emancipated from an independent living program during a five-year period. Study outcomes suggest that, when presented with a choice of housing options, most emancipating foster youth would prefer to live on their own, rather than return to their families of origin, and that many youth who participate in an independent living program with scattered-site housing can succeed in leaving care with affordable housing in place and avoid immediate homelessness.

Tevendale, H.D., Comulada, W.S., & Lightfoot, M.A. (2011, December). Finding Shelter: Two-year housing trajectories among homeless youth. *Journal of Adolescent Health*, 49(6), 615-620.

The aim of this study was to identify (1) trajectories of homeless youth remaining sheltered or returning to shelter over a period of two years, and (2) predictors of these trajectories. Three trajectories of homeless youth remaining sheltered or returning to shelter were identified: consistently sheltered (approximately 41% of the sample); inconsistently sheltered, short-term (approximately 20%);

and inconsistently sheltered, long-term (approximately 39%). Findings suggest that being able to return home is more important than the degree of individual impairment (e.g., substance use or mental health problems) when determining the likelihood that a homeless youth follows a more or a less chronically homeless pathway.

IMMIGRANTS

The Future of Children. (2011, Spring). *Immigrant children*. Retrieved March 23, 2011, from http://www.princeton.edu/futureofchildren/publications/journals/journal_details/index.xml?journalid=74

Eleven sections composed by different authors make up this report. Although homelessness is not specifically addressed, several references are made to family and housing instability. The five sections that address education issues are entitled "Early Care and Education for Children," "Effective Instruction for English Learners," "K-12 Educational Outcomes of Immigrant Youth," "Immigrants in Community Colleges," and "Higher Education and Children in Immigrant Families." There is also a section on living arrangements and one on poverty.

JUVENILE JUSTICE

National Center for Homeless Education. (2011). *Youth homelessness and juvenile justice*. Retrieved November 1, 2011, from http://center.serve.org/nche/downloads/briefs/juv_just.pdf

This brief is designed for juvenile justice agencies and professionals (including law enforcement officers, juvenile probation officers, attorneys, juvenile court personnel, and detention facility staff), as well as state coordinators for homeless education and local homeless education liaisons. It includes basic information to help educators understand the juvenile court process and explains why the McKinney-Vento Homeless Assistance Act is a critical tool for juvenile justice agencies to help homeless youth to enroll and succeed in school.

PREGNANT AND PARENTING

Crawford, D., Trotter, E.C., Hartshorn, K.J.S., & Whitbeck, L. (2011, April). *Pregnancy and mental health of young homeless women*. *American Journal of Orthopsychiatry*, 81(2), 173-183.

Pregnancy rates among young women who are homeless are significantly higher than rates among housed young women in the United States. Yet, little research has addressed mental health or risk and resilience among young mothers who are homeless. Based on a sample from the Midwest Longitudinal

Study of Homeless Adolescents, this study explores pregnancy and motherhood in unaccompanied homeless young women over a period of three years. The impacts of homelessness on maternal and child outcomes are discussed.

RESEARCH

Hobden, K., Forney, J.C., Durham, K.W., & Toro, P. (2011, May). Limiting attrition in longitudinal research on homeless adolescents: What works best? *Journal of Community Psychology*, 39(4), 443-451.

The effectiveness of five tracking strategies (collateral contacts, Internet databases, driver's records, letters, and community visits) used in attempting to locate homeless and housed adolescents four and a half years after they were first contacted was examined and compared. The study sample was comprised of 401 adolescents (252 homeless and 149 matched housed) from eight counties in southeast Michigan. Homelessness was defined as sleeping in a shelter, at a friend's home without parental permission, or on the streets for at least one night within one month before initial contact. Authors found the most effective tracking procedure to be collateral contact, which was important in locating 43% of participants, followed by Internet databases (18%), community visits (11%), driver's records (6%), and letters (6%).

Masten, A. (2011, May). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and Psychopathology*, 23(2), 493-506.

This article contrasts frameworks that grew out of the research on risk and resilience - one for research and one for practice - and then discusses the promise of an emerging synthesis. The application of a resilience approach transformed practice in many fields concerned with promoting resilience in people at risk for problems, revolutionizing the mission, models, measures, and methods of practice to align with the emphasis on positive adaptation and strengths defining a resilience-based approach. Yet these interventions rarely translated back to inform and refine resilience theory in ways that would accelerate progress to promote resilience more effectively. The concluding section on translational synergy discusses the potential for a synthesis of basic and applied resilience frameworks as the next steps toward realizing the original objective and promise of resilience science.

Miller, P.M. (2011, September). A critical analysis of the research on student homelessness. *Review of Educational Research*, 81(3), 308-337.

Citing a lack of general coherence in the research about how diverse conditions of homelessness affect students and how schools and communities can best serve them, this literature review attempts to deepen scholars' understanding by examining (a) homeless students' school experience in comparison to that of other students, (b) federal policy's shaping of homeless

students' rights and opportunities, and (c) homeless students' key support mechanisms. The author suggests that these three focus areas provide foundational insights into the nature and extent of students' opportunities to succeed in school. Although homeless students' experiences are noted to be similar to those of residentially stable low-income students, they appeared to be distinguishable based on their high rates of isolation and school mobility. The author suggests considering the people, places, and policies that affect students in more holistic manners - as networks of practice.

RESILIENCE

Hyman, S., Aubry, T., & Klodawsky, F. (2011). Resilient educational outcomes: Participation in school by youth with histories of homelessness. *Youth & Society*, 43(1), 253-273

Disrupted high school experiences, including dropping out, are educational consequences for many youth with histories of homelessness. This study followed 82 youth who were initially homeless for a 2-year period, to identify predictors of participating in school. Female gender and increased duration of rehousing at Time 2 significantly predicted being in school at follow-up. Youth who were not in school reported a greater increase in satisfaction with social support compared to youth who were participating in school at follow-up. The study adds to what is understood regarding the longitudinal consequences of housing instability and discontinuity in school participation in youth by examining ecological predictors of resilience. Implications of findings for policy and program development targeting education and housing for youth are discussed.

Masten, A. (2011, May). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and Psychopathology*, 23(2), 493-506.

This article contrasts frameworks that grew out of the research on risk and resilience - one for research and one for practice - and then discusses the promise of an emerging synthesis. The application of a resilience approach transformed practice in many fields concerned with promoting resilience in people at risk for problems, revolutionizing the mission, models, measures, and methods of practice to align with the emphasis on positive adaptation and strengths defining a resilience-based approach. Yet these interventions rarely translated back to inform and refine resilience theory in ways that would accelerate progress to promote resilience more effectively. The concluding section on translational synergy discusses the potential for a synthesis of basic and applied resilience frameworks as the next steps toward realizing the original objective and promise of resilience science.

YOUNG CHILDREN

Conrad N. Hilton Foundation, National Center on Family Homelessness, National Alliance to End Homelessness, & ZERO TO THREE: National Center for Infants, Toddlers and Families. (2011). *Early childhood home visiting program*. Retrieved July 29, 2011, from <http://www.familyhomelessness.org/media/179.pdf>

Families experiencing homelessness tend to be headed by young parents, many of whom are either pregnant or parenting a very young child. This report suggests that many of these parents would benefit from support to promote the health and development of their children, improve their parenting skills, and help prepare their children to thrive in school. This support may be particularly beneficial for parents who are under inordinate stress, moving from place to place, and who lack a consistent support network to help them cope. Authors suggest that homeless advocates promote the use of home visiting resources to benefit children and parents experiencing homelessness by educating key stakeholders about the prevalence and needs of homeless families in their community.

Institute for Children, Homelessness and Poverty. (2011). *Head Start's positive impact on homeless families*. Retrieved October 31, 2011, from http://www.icphusa.org/PDF/reports/ICPH_NationalSurveyPolicyBrief_HeadStart%27sPositiveImpactOnHomelessFamilies.pdf

Research has shown that Head Start participants have better cognitive, social, emotional, and educational outcomes compared to their low-income peers. Since homeless children were made automatically eligible for Head Start in 2007, the number of homeless families served has steadily increased. In 2010, 38,979 homeless families were registered in Head Start programs, representing a 50.1% rise from 2008. With these gains, nearly one-quarter (23.4%) of all sheltered homeless children under the age of six participated in Head Start programs in 2010.

Rouse, H.L., Fantuzzo, J.W., & Leboeuf, W. (2011). *Comprehensive challenges for the well being of young children: A population-based study of publicly monitored risks in a large urban center*. *Child & Youth Care Forum*, 40(4), 281-302.

This study investigated the unique and cumulative relations between risks and academic and behavioral outcomes for an entire cohort of third graders (over 10,000 students) in a large, urban public school system. Using integrated records from child welfare, public health, housing, and education, researchers documented the disproportionate prevalence of early risks that included low maternal education, child maltreatment, and homelessness. Low maternal education (i.e., mothers without a high school degree) had the strongest association with third grade reading and math achievement, attendance, and school suspensions. Classroom behavior was significantly influenced by familial and social risks (including homelessness). Cumulative risk experiences were

significantly related to both academic and behavioral outcomes and were most strongly associated with school attendance problems. Implications of the study for national child welfare and educational policy are discussed.

YOUTH

Aviles de Bradley, A.M. (2011). Unaccompanied homeless youth: Intersections of homelessness, school experiences and educational policy. *Child & Youth Services, 32(2)*, 155-172.

School districts are faced with the challenge of how best to serve the needs of a growing homeless student population. In order to understand the experiences of unaccompanied homeless youth, a qualitative research project was conducted with six high school students experiencing homelessness. Their narratives uncovered the following themes: (a) homelessness as a misnomer, (b) homelessness is not a choice, (c) caring adults, and (d) student agency. Their counter-narratives challenge adults working with unaccompanied homeless youth to rethink the way homelessness is understood and framed - especially in schools.

Bavier, R. (2011, October). Children residing with no parent present. *Children and Youth Services Review, 33(10)*, 1891-1901.

Although foster care and Temporary Assistance for Needy Families' "child-only" caseloads have fallen since the 1990s, detailed household relationship data establish that the share of children residing with no parent present (NoPP) has been rising for decades. In this article, characteristics of NoPP children and the composition and poverty rates of their households are traced over time. Most NoPP spells are found to last two years or more. Special attention is paid to "informal care" children, the majority of NoPP children not in contact with foster care or income support programs. By several measures of well-being, informal care children occupy a margin between all children and other NoPP children. Children residing with only one parent are at higher risk of entering NoPP status than those with both parents present.

Hendry, D.G., Woelfer, J.P., Harper, R., Bauer, T., Fitzer, B., & Champagne, M. (2011). How to integrate digital media into a drop-in for homeless young people for deepening relationships between youth and adults. *Children and Youth Services Review, 33(5)*, 774-782.

This paper reports on a curriculum called New Tech for Youth Sessions, designed for homeless youth. Goals were to develop students' life skills for information technology and digital media and to position students to recognize their self-worth, through meeting challenges, positive communication with adults, and reciprocal peer support. Authors describe how these goals were addressed by incorporating a community technology center into a multi-purpose drop-in for homeless young people and by a curriculum that guides students through an integrated series of activities related to finding employment. They discuss the

principles underlying the curriculum, the class processes, and the social structure that supports the learning environment and conclude with lessons learned.

Hobden, K., Forney, J.C., Durham, K.W., & Toro, P. (2011, May). Limiting attrition in longitudinal research on homeless adolescents: What works best? *Journal of Community Psychology*, 39(4), 443-451.

The effectiveness of five tracking strategies (collateral contacts, Internet databases, driver's records, letters, and community visits) used in attempting to locate homeless and housed adolescents four and a half years after they were first contacted was examined and compared. The study sample was comprised of 401 adolescents (252 homeless and 149 matched housed) from eight counties in southeast Michigan. Homelessness was defined as sleeping in a shelter, at a friend's home without parental permission, or on the streets for at least one night within one month before initial contact. Authors found the most effective tracking procedure to be collateral contact, which was important in locating 43% of participants, followed by Internet databases (18%), community visits (11%), driver's records (6%), and letters (6%).

Family and Youth Services Bureau. (2011). Report to Congress on the Runaway and Homeless Youth programs of the Family and Youth Services Bureau for fiscal years 2008 and 2009. Retrieved July 12, 2011, from <http://www.acf.hhs.gov/programs/fysb/content/docs/508-fysb-congress-0809.pdf>

This report provides information on the activities and accomplishments of the Runaway and Homeless Youth Act (RHYA) programs for FY 2008 and FY 2009. Major findings were that the most frequently identified issue of youth in basic center programs was a need for assistance with family dynamics, while the most frequently identified issue of youth in transitional living programs was assistance with housing. Youth outreach workers made contact with 766,817 youth in FY 2008 and 812,418 youth in FY 2009.

Pergamit, M.R. & Ernst, M. (2011). Running away from foster care: Youths' knowledge and access of services. Retrieved July 28, 2011, from the 1-800 Runaway Web site: http://www.1800runaway.org/assets/1/7/NORC_Part_C_Final.pdf

Although estimates vary, a sizable percentage of older youth in foster care run away from their placement at least once; many run multiple times. This report, based on interviews with a sample of youth who ran away from foster care placements in Chicago and Los Angeles, is the third part of a study on runaway youth and their knowledge and access of services. The information provided by these youth explains why they run away, where they go when they run away, and what can be done to prevent runaway episodes.

Toro, P.A., Lesperance, T.M., & Braciszewski, J.M. (2011). The heterogeneity of homeless youth in America: Examining typologies. Retrieved October 13, 2011, from the National Alliance to End Homelessness Web site: <http://www.endhomelessness.org/content/article/detail/4247/>

Although research has documented many of the characteristics of homeless youth, their profiles differ depending on sampling strategies, target age groups, gender balance, measures used, and other methodological factors. In this report, authors review the research on homeless youth; introduce a three-category typology: (1) transient but connected, (2) high-risk, and (3) low-risk; and offer recommendations for future research and intervention. They suggest that targeted interventions can be created for homeless youth, given key characteristics found while they are homeless during mid-adolescence (e.g., mental health, substance use, and connection to stable schooling).