

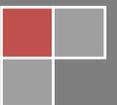
2012

Abstract Bibliography of Homeless Education Resources

Compiled by
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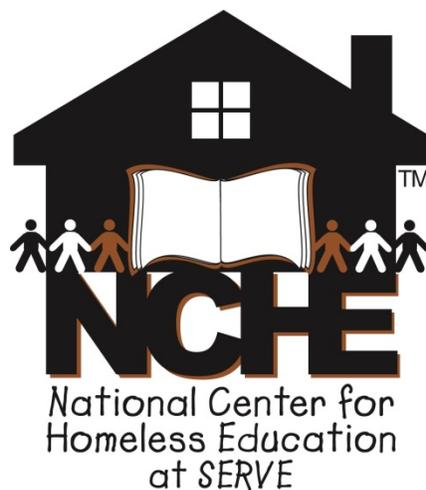
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National Center for Homeless Education

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 housed at the University of North Carolina at Greensboro.



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Introduction

Beginning in 2004, the National Center for Homeless Education (NCHE) has published an annual bibliography featuring resources that address various issues related to the education and lives of homeless children, youth, and families. The bibliography is intended to inform, educate, and empower those who serve at-risk children, youth, and families, especially those who are homeless and/or highly mobile. This edition includes items published in 2012 that are listed topically for easy reference. The list is not exhaustive but does represent a cross-section of materials available. Eight publications from NCHE including issue briefs, research summaries and data collection reports are detailed. The bibliography also references products issued by related Federal agencies and organizations on homeless families, children and youth as well as scholarly articles and studies. More information may be found by examining the citations listed in the included publications or in resources featured on the NCHE website at center.serve.org/nche.

Bibliography

ACADEMIC ACHIEVEMENT

Bowman, D., Dukes, C., & Moore, J. (2012). *Summary of the state of research on the relationship between homelessness and academic achievement among school-aged children and youth.* Retrieved from National Center for Homeless Education website: http://center.serve.org/nche/downloads/nche_research_pub.pdf

This publication, an overview of research focusing on the relationship between homelessness and academic achievement in school-aged children and youth, provides context on the history of homelessness of children, youth and families. It also provides a summary of policies and practices that give homeless children and youth access to educational support; examines the relationship between homelessness and academic achievement; provides insight into common research methodologies and challenges in conducting research on homelessness; and gives recommendations for further research.

Voight, A., Shinn, M., & Nation, M. (2012). *The longitudinal effects of residential mobility on the academic achievement of urban elementary and middle school students.* *Educational Researcher*, 41(9), 385-392.

Latent growth-curve modeling is used to study how changing residences affects academic achievement in grades 3-8 in a sample of urban elementary and middle-school students. The study shows that residential moves in the early years of elementary school have negative effects beginning in third grade and a negative effect on reading scores' trajectory from then on. Recommendations for further research and practice are discussed.

ADVOCACY

National Center on Family Homelessness (2012). *How you can help children and families experiencing homelessness.* Retrieved from <http://www.homelesschildrenamerica.org/media/252.pdf>

This resource is a list of ideas to help provide education about and support to homeless children and families and how to inform and include others in these endeavors.

AFTER SCHOOL/SUMMER SCHOOL

Sinatra, R., & Eschenauer, R. (2012). *Results of innovative and supportive learning programs for homeless children and adults.* *Learning Environments Research*, 15(3), 403-417.

Two four-week summer academy programs that serve both homeless adults and children in concurrent learning programs that were held on a university campus are described in this article. Both children and adults were shown various career, academic, and leadership opportunities. Children were given experiences such as literacy instruction, robotics, leadership training, sports, biology, and chemistry activities. Adult activities included writing workshops, health and self-care, computer skills, career counseling, and yoga. Results shown by children in the program included significant gains in writing ability and vocabulary understanding. Adults showed increases in keyboard fluency as a result of their computer training.

CHILD WELFARE

Child Welfare Information Gateway (2012). *What is child welfare? A guide for educators.* Retrieved from U.S. Department of Health and Human Services, Children's Bureau website:

https://www.childwelfare.gov/pubs/cw_educators.pdf

This guide gives educators an overview of child welfare and discusses how child welfare workers and educators can collaborate to support students and families involved with child welfare. Lists of resources for more information are provided.

Meeting the educational needs of students in the child welfare system: Lessons learned from the field. (2012).

Retrieved from Advocates for Children of New York website:

<http://e2ma.net/go/11106647879/208948449/234774756/1407856/goto:http://www.advocatesforchildren.org/sites/default/files/library/projectachieve2012.pdf?pt=1>

This report details the operation and outcomes of Project Achieve, a program that connects Advocates for Children of New York, a non-profit that advocates education to New York City low-income students with local foster care and preventive services organizations. Recommendations are made for child welfare agencies on improving educational outcomes of students within the child welfare system.

DATA COLLECTION

Consolidated state performance report federal data collection guide for state coordinators of homeless education: School year 2011-12. (2012). Retrieved from National Center for Homeless Education website:

http://center.serve.org/nche/pr/fed_data_coll_guide.php

This guide is a resource for State Coordinators of EHCY programs for overseeing the collection and submission of high quality data for Part I of the SY 2011-12 Consolidated State Performance Report (CSPR). Local homeless education liaisons may also find this guide helpful in completing their EHCY program reports to their SEAs.

DATA/STATISTICS

America's children in brief: Key national indicators of well-being, 2012. (2012). Retrieved from Federal

Interagency Forum on Child and Family Statistics website: http://www.childstats.gov/pdf/ac2012/ac_12.pdf

This report provides a compilation of selected statistics from 22 Federal government agencies pertaining to the well-being of America's children. Background data are presented and 41 key indicators covering 8 domains related to demographic background, family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health are highlighted.

Education for homeless children and youths program data collection summary from the school year 2010-11 federally required state data collection for the McKinney-Vento Education Assistance Improvements Act of 2001. (2012). Retrieved from National Center for Homeless Education website:

http://center.serve.org/nche/downloads/data_comp_0909-1011.pdf

This report provides a summary and analysis of the 2010-2011 state data collection required by the U.S. Department of Education of the McKinney-Vento Education for Homeless Children and Youths program. The 2010-2011 data are also presented in comparison to the 2008-2009 and 2009-2010 data collections.

KIDS COUNT data book 2012. (2012). Retrieved from Annie E. Casey Foundation website: <http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2012KIDSCOUNTDataBook/KIDSCOUNT2012DataBookFullReport.pdf>

Published by the Annie E. Casey Foundation, the 2012 Data Book uses an updated index of 16 indicators of child well-being, organized by the categories Economic Well-Being, Health, Education, and Family and Community. The nation's children have experienced both promising progress and discouraging setbacks, as indicated by improvement in their health and academic achievement in most states and the continuing decline of their economic well-being.

EVALUATION

Canfield, J. P. (2012). Validation of a McKinney-Vento Act implementation scale. *Research on Social Work Practice, 22*(4), 410-419. doi:10.1177/1049731512439758

This article describes the development of an instrument, the McKinney-Vento Act Implementation Scale (MVAIS), to assess school-based social services workers in their knowledge of how the McKinney-Vento Act is implemented within their service area based on three constructs: preparation, accessibility, and collaboration. The author recommends the use of this instrument by school district administrators, teachers, and related service personnel to assess readiness levels, preparation and knowledge of the challenges homeless children and youth face in educational access. The instrument may also be used to facilitate collaborative efforts and guide in-service training and professional development.

Evaluating programs: Strategies and tools for providers serving homeless families. (2012). Retrieved from National Center on Family Homelessness website: <http://www.familyhomelessness.org/media/324.pdf>

Built into the regular process of providing services, evaluation is a valuable and necessary addition. Competently conducted evaluations help providers to ascertain if their services have a real impact. People being served want beneficial services and funders want to know that their funding has directly helped the population being served. This report describes the process of evaluation and outlines the why, what, and how of the evaluation process. A list of further resources is provided.

EXECUTIVE FUNCTION

Masten, A. S., Herbers, J. E., Desjardins, C. D., Cutuli, J. J., McCormick, C. M., Sapienza, J. K., ... Zelazo, P. D. (2012). Executive function skills and school success in young children experiencing homelessness. *Educational Researcher, 41*(9), 375-384.

The role of executive function (EF) skills in predicting adjustment to kindergarten or first-grade was studied in a group of children living in homeless shelters. The results supported the hypothesis that EF is an effective predictor for homeless children and are also important for school success. The implications of this in addressing educational disparities for highly mobile and homeless children are discussed.

FOOD AND NUTRITION

Access to food for homeless and highly mobile students. (2012). Retrieved from National Center for Homeless Education website: <http://center.serve.org/nche/downloads/briefs/nutrition.pdf>

This brief is designed for state and local child nutrition program administrators, cafeteria managers, State Coordinators for Homeless Education, and local homeless education liaisons. It explains the U.S. Department of Agriculture's (USDA) Child Nutrition Division (CND) policies regarding eligibility for free school meals for certain homeless, migrant, runaway, and foster students; addresses frequently asked questions about implementing these policies; and offers tools to ensure that these students can access food both inside and outside of school.

FORECLOSURES

Isaacs, J. B. (2012). *The ongoing impact of foreclosures on children.* Retrieved from First Focus website: http://www.firstfocus.net/sites/default/files/Foreclosures%202012_0.pdf

A comprehensive look at the impact of the foreclosure crisis on children in America is given in this report. Findings indicate that one-in-ten children have been or are at risk of being affected by foreclosures. In some states the rate is one-in-five. Findings also indicate that upheaval as a result of foreclosure can have harmful and lasting effects on a child's development.

GENERAL ISSUES: HOMELESSNESS, HUNGER, POVERTY, ETC.

HUD: 2012 point-in-time estimates of homelessness: Volume I of the 2012 annual homeless assessment report (AHAR). (2012). Retrieved from The U.S. Department of Housing and Urban Development website: https://www.onecpd.info/resources/documents/2012AHAR_PITestimates.pdf

This report details the key findings of the HUD 2012 Point-In-Time (PIT) counts which were conducted in January 2012. 2012 PIT estimates and national PIT estimates of homelessness are provided and estimates of homelessness by state, chronic homelessness and homeless veterans are included as well.

Moore, J. (2012). *Abstract bibliography of homeless education resources: 2011.* Retrieved from National Center for Homeless Education website: http://center.serve.org/nche/downloads/ab_biblio_2011.pdf

This abstract bibliography contains a selection of publications released in 2012 that deal with issues related to the lives and education of children, youth, and families experiencing homelessness. Topics include Child Welfare/Foster Care, Collaboration/Case Management, Data, Domestic Violence, Education, Funding, General Issues, Health and Mental Health, Higher Education, Housing, Immigrants, Juvenile Justice, Pregnant and Parenting, Research, Resilience, Young Children, and Youth.

The 2011 annual homeless assessment report to Congress. (2012). Retrieved from The U.S. Department of Housing and Urban Development Office of Community Planning and Development website: https://www.onecpd.info/resources/documents/2011AHAR_FinalReport.pdf

The 2011 Annual Homeless Assessment Report (AHAR) report from The U.S. Department of Housing and Urban Development (HUD) outlines the extent of homelessness in the United States. The AHAR documents the number of people using shelter programs for homeless people, and the number of people who are in unsheltered locations (sometimes referred to as "the streets"). The AHAR is delivered each year to the U.S. Congress. This 2011 AHAR gives the most recent national estimates of homelessness, focusing on those who experience homelessness by themselves, or as family members, or as members of specific subgroups. The estimates detail how homelessness has changed over time and portray a demographic profile of homelessness in America.

The state of homelessness in America 2012. (2012). Retrieved from National Alliance to End Homelessness-Homelessness Research Institute website: http://b.3cdn.net/naeh/9892745b6de8a5ef59_q2m6yc53b.pdf

This report examines homelessness in the United States between 2009 and 2011. In spite of this being a period of economic downturn, the report shows that homelessness decreased by one percent during this period. The report

attributes the decrease to a substantial investment of federal resources to prevent homelessness and to help those who did become homeless to be quickly re-housed. Evidence is provided in the report which shows that the \$1.5 billion federal Homelessness Prevention and Rapid Re-Housing Program (HPRP) effort to prevent a recession-related increase in homelessness was successful in achieving that goal.

The U.S. Conference of Mayors 2012 status report on hunger & homelessness. (2012). Retrieved from The United States Conference of Mayors website: <http://usmayors.org/pressreleases/uploads/2012/1219-report-HH.pdf>

This report features the survey responses from 25 cities that are part of the U.S. Conference of Mayors' Task Force on Hunger and Homelessness. Survey respondents provided information on the causes and extent of hunger and homelessness in their own city and what assistance services were provided during the period September , 2011 through August 31, 2012, as well as what their outlook is for the coming year.

HEALTH/MENTAL HEALTH

Improving access to mainstream programs for families experiencing homelessness-MEDICAID. (2012). Retrieved from National Center on Family Homelessness website: <http://www.familyhomelessness.org/media/367.pdf>

One of a series of fact sheets developed by the National Center on Family Homelessness on ways to improve access and services for families experiencing homelessness. This fact sheet discusses Medicaid, a state and federal partnership that provides access to medical services for people with low incomes, older people, people with disabilities, and some families and children. Children who are homeless can receive health insurance through Medicaid.

HIGHER EDUCATION

United States. (2003). *Federal student aid handbook*. Washington, D.C.: U.S. Dept. of Education, Federal Student Aid. Retrieved from Information for Financial Aid Professionals (IFAP) website: <http://ifap.ed.gov/fsahandbook/attachments/1213AVG.pdf>

This guide, which is updated annually by the U.S. Department of Education, is targeted to financial administrators and counselors to assist students in beginning the student aid process. The Application and Verification Guide is included in this publication. The College Cost Reduction and Access Act of 2007 (P.L. 110-84) states that unaccompanied homeless youth are to be considered independent students when applying for federal financial aid for higher education. For specific references to unaccompanied homeless youth, see pages AVG-23, AVG-105, and AVG-106.

HIGHLY MOBILE CHILDREN

Cutuli, J. J., Long, J. D., Chan, C., Desjardins, C. D., Herbers, J., Heistad, D., ... Masten, A. S. (2012). Academic achievement trajectories of homeless and highly mobile students: Resilience in the context of chronic and acute risk. *Child Development*, 1-17. doi:10.1111/cdev.12013

The authors examined the significance of early academic achievement for later achievement trajectories in over 18,000 students grouped by level of socioeconomic risk. Students who experienced homelessness or high residential mobility (HHM) were considered to be at the most risk. HHM students were compared with students eligible for free or reduced price meals, and students who were neither HHM nor low income. Achievement in math and reading were shown to be slower during the times of HHM identification, however, 45% of HHM students scored within or above the average range which suggests academic resilience.

Fantuzzo, J. W., LeBoeuf, W. A., Chen, C., Rouse, H. L., & Culhane (2012). The unique and combined effects of homelessness and school mobility on the educational outcomes of young children. *Educational Researcher*, 41(9), 393-402.

Both individual and combined associations of homelessness and school mobility were compared with indicators of educational well-being in combination with the effects of absenteeism for a full cohort of third-grade students. Results showed that homelessness was related to problems with classroom engagement, school mobility was related to both problems with classroom engagement and academic achievement, and experiencing both homelessness and high mobility was the most detrimental issue of all. The authors conclude that the results provide support for the McKinney-Vento Act and the need for educational policies geared toward highly mobile children.

Miller, P. M. (2012). Families' experiences in different homeless and highly mobile settings: Implications for school and community practice. *Education and Urban Society*, 1-30. doi:10.1177/0013124512469814

This study examined how homeless families' particular places of homelessness might influence school and community action. It was found that few positive social and educational opportunities were available to the families living double-up which is the most common choice for those experiencing homelessness. Those living in long-term residential agencies had more heterogeneous and resource-rich networks. The author suggests that schools and community agencies would benefit these families by developing differentiated models of practice to develop students' place-specific needs.

Miller, P., & Schreiber, J. (2012). Multilevel considerations of family homelessness and schooling in the recession era. *Journal of School Leadership*, 22, 147-185.

This study investigated homeless education in a major urban region. The demographics of the homeless population have shifted in recent years, resulting in a higher number of homeless families, many of whom were experiencing homelessness for the first time. The findings are analyzed with the help of several elements of Bronfenbrenner's bioecological theory and implications for educational leaders are discussed.

Murphey, D., Bandy, T., & Moore, K. A. (2012). Frequent residential mobility and young children's well-being. Retrieved from Child Trends website: http://www.childtrends.org/Files//Child_Trends-2012_02_14_RB_Mobility.pdf

A group of children who were all under six years old who had experienced five or more moves were examined in this study. Their mental and physical health in relation to that of children who did not experience frequent moves was also studied. The study showed that only a small percentage of young children experience frequent moves, but that children in poor families, in households with no fully employed adult, in single-parent households, and children who are mixed-race or Hispanic were over-represented in this group. Once these factors were accounted for, no obvious harm to well-being was associated with frequent moving.

HOMELESS EDUCATION

Buckner, J. C. (2012). Education research on homeless and housed children living in poverty: Comments on Masten, Fantuzzo, Herbers, and Voight. *Educational Researcher* 41(9), 403-407. doi:10.3102/0013189X12466588

This article provides commentary on articles by Masten, Fantuzzo, Herbers, and Voight (and their colleagues). The findings of each study are summarized and their respective contributions are detailed. The article's author discusses personal experiences in conducting similar research with homeless and other low-income youths. He concludes that future research in this area would benefit from a clearer definition of key terms as well as an expanded awareness of contextual factors that influence study findings.

HOUSING

Bravve, E., Bolton, M., Couch, L., & Crowley, S. (2012). *Out of reach 2012*. Retrieved from National Low Income Housing Coalition website: <http://nlihc.org/sites/default/files/oor/2012-OOR.pdf>

This annual publication from the National Low Income Housing Coalition is a side-by-side look at wages and rents in every county, Metropolitan Statistical Area (MSA), combined nonmetropolitan area and state in the United States. The report calculates the "Housing Wage" which is the hourly wage necessary to be earned to be able to afford a two-bedroom home at each individual jurisdiction's Fair Market Rent (FMR).

Dworsky, A., Dillman, K., Dion, M. R., Coffee-Borden, B., & Rosenau, M. (2012). *Housing for youth aging out of foster care: A review of the literature and program typology*. Retrieved from U.S. Department of Housing and Urban Development Office of Policy Development & Research website: http://www.huduser.org/publications/pdf/HousingFosterCare_LiteratureReview_0412_v2.pdf

This literature review summarizes current knowledge pertaining to housing needs and experiences common to youths who age out of foster care. Characteristics of these youth and the barriers they encounter are discussed. Housing programs available to these youth are outlined and evaluated.

Hong, S., & Piescher, K. (2012). *The role of supportive housing in homeless children's well-being: An investigation of child welfare and educational outcomes. Minn-LInK (Minnesota-Linking Information for Kids), (11), 1-31*. Retrieved from <http://www.cehd.umn.edu/ssw/cascw/>

This study investigated the impact of family supportive housing on the well-being of children, including academic achievement. Notably positive effects were found in school mobility, school attendance, and math achievement for recipients of supportive housing services. The study makes recommendations for practice policy and further research.

Julianelle, P. (2012). *Housing + high school = success. Schools and communities uniting to house unaccompanied youth-2012 update: new successes, new challenges*. Retrieved from National Association for the Education of Homeless Children and Youth (NAEHCY) website: <http://www.naehcy.org/educational-resources/housing-high-school-success>

The first edition, published in 2009, spotlighted seven communities where community partners and McKinney-Vento homeless liaisons collaborated to secure housing for unaccompanied homeless youth. This update discusses challenges and successes experienced by four of the programs highlighted in 2009 and includes information about three additional programs. A ten-step program to follow in creating a local youth housing program, along with an online library of forms and documents, is provided to assist those wishing to replicate the programs.

Linking human services and housing assistance for homeless families and families at risk of homelessness. (2012). Retrieved from Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation website: <http://aspe.hhs.gov/hsp/12/LinkingServices2HomelessFamilies/index.pdf>

This report, published by the Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation, is the culmination of an 18-month study. Fourteen communities that coordinate federally funded housing supports and comprehensive services to assist homeless families and families at risk of becoming homeless were observed. Seven communities include participation from local public housing agencies.

State of the nation's housing 2012. (2012). Retrieved from Joint Center for Housing Studies at Harvard University website: <http://www.jchs.harvard.edu/sites/jchs.harvard.edu/files/son2012.pdf>

This report describes the current state of housing in the United States by using statistics and trends. It includes income and housing costs, median net wealth of owner and renter households, lowest-income households by cost burdens, median net wealth, and homeownership rates by age and race/ethnicity, home prices by region and metropolitan areas, and more. The report provides a periodic assessment of the nation's housing outlook and summarizes important trends in the economics and demographics of housing.

IDENTIFICATION

Cumming, J. M., & Gloeckner, G. W. (2012). Homeless high school students in America: Who counts? *Administrative Issues Journal: Education, Practice, and Research*, 2(2), 104-111. doi:10.5929/2012.2.2.9

This article discusses a survey developed in a Colorado school district to ascertain students' actual living situations. The anonymous survey encompassed the primary nighttime residence categories as defined by the McKinney-Vento Act. Over 25 times as many homeless students were identified as a result of this survey as by the process previously used by the district. Statistical patterns to predict homelessness are discussed and recommendations for administrative practices to increase identification are given.

JUVENILE JUSTICE

Herz, D., Lee, P., Lutz, L., Stewart, M., Tuell, J., & Wiig, J. (2012). *Addressing the needs of multi-system youth: Strengthening the connection between child welfare and juvenile justice*. Retrieved from Center for Juvenile Justice Reform and Robert F. Kennedy Children's Action Corps website: <http://cjjr.georgetown.edu/pdfs/msy/AddressingtheNeedsofMultiSystemYouth.pdf>

This report features descriptions and tools that communities can use to build a consolidated framework to serve youth known to both the child welfare and juvenile justice systems—often referred to as crossover or dually-involved youth.

LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUESTIONING

Ferguson-Colvin, K., & Maccio, E. M. (2012). *Toolkit for practitioners/researchers working with lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) runaway and homeless youth (RHY)*. Retrieved from National Resource Center for Permanency and Family Connections, Silberman School of School of Social Work website: http://www.hunter.cuny.edu/socwork/nrcfcp/info_services/download/LGBTQ%20HRY%20Toolkit%20September%202012.pdf

This toolkit, created by the National Resource Center for Permanency and Family Connections (NRCFPC), provides evidence-based and evidence-informed programs, practice models and assessment/evaluation tools for working with LGBTQ RHY. Cultural sensitivity and standards of care training curricula from LGBTQ RHY service agencies are provided along with sample agency non-discrimination policies.

MAINSTREAM RESOURCES

Improving access to mainstream programs for families experiencing homelessness. (2012). Retrieved from The National Center on Family Homelessness website: <http://www.familyhomelessness.org/media/363.pdf>

This brief, from The Campaign to End Child Homelessness at The National Center on Family Homelessness, provides information about barriers faced by homeless families when trying to access federal mainstream anti-poverty programs is given in this brief. Policy recommendations for ways for the federal government can improve access to these programs for families experiencing homelessness are given.

Improving access to mainstream programs for families experiencing homelessness-TEMPORARY ASSISTANCE FOR NEEDY FAMILIES PROGRAM. (2012). Retrieved from National Center on Family Homelessness website: <http://www.familyhomelessness.org/media/367.pdf>

One of a series of fact sheets developed by The National Center on Family Homelessness on ways to improve access and services for families experiencing homelessness. This fact sheet discusses the Temporary Assistance to Needy Families (TANF) program. Multiple ways in which TANF funding may be used by states to provide assistance to needy families are detailed.

Improving access to mainstream programs for families experiencing homelessness-WORKFORCE INVESTMENT ACT/EMPLOYMENT. (2012). Retrieved from National Center on Family Homelessness website: <http://www.familyhomelessness.org/media/367.pdf>

One of a series of fact sheets developed by The National Center on Family Homelessness on ways to improve access and services for families experiencing homelessness. This sheet highlights the Workforce Investment Act (WIA) which is the largest individual source of federal funding for workforce development activities administered by the U.S. Department of Labor. The Act requires states and localities to create workforce investment boards whose purpose is to develop employment and training systems and to allocate resources within communities. WIA can provide access to employment-focused assistance to qualifying parents and youth who are experiencing homelessness.

MIGRANT

Migrant students experiencing homelessness: Rights and services under the McKinney-Vento Act. (2012). Retrieved from National Center for Homeless Education website: <http://center.serve.org/nche/downloads/briefs/migrant.pdf>

This brief provides information about the federal Migrant Education Program (MEP) and Education for Homeless Children and Youth (EHCY) Program and how they can work together to support the education of migrant students experiencing homelessness.

PREGNANT AND PARENTING

One degree of separation: education, sex, and family planning among New York City's homeless mothers. (2012). Retrieved from Institute for Children, Poverty, and Homelessness website: <http://www.icphusa.org/index.asp?page=16&report=101>

This policy brief looks at how educational attainment is related to family planning for homeless mothers in New York City. The brief also examines contraceptive usage and abortion rates within this population and offers ideas for increasing attainment of educational goals and the use of contraceptives for this group.

PRESCHOOL

Di Santa, A. (2012). Promoting preschool literacy: a family literacy program for homeless mothers and their children. *Childhood Education*, 88(4), 232-240.

This article describes a literacy program which targets a unique audience-families who are at risk for academic difficulties due to homelessness as well as other issues such as being second language learners. The project has two goals- to offer preschool children experiencing homelessness literacy experiences that would result in sustained home exposure to reading and writing, and also to empower the mothers of these children to be their

preschool child's first literacy mentor by giving these mothers an opportunity to engage in a family-based literacy program to learn literacy strategies that they could then use with their children.

McCoy-Roth, M., & Mackintosh, B. B. (2012). When the bough breaks: The effects of homelessness on young children. *Child Trends*, 3(1), 1-11. Retrieved from http://www.childtrends.org/Files/Child_Trends-2012_02_16_ECH_Homelessness.pdf

The effects of homelessness on children, with a particular focus on young children, are highlighted in this brief. Several policies and practices that could help alleviate negative outcomes are discussed.

SUBGRANTS

Canzone, K. A. (2012). A descriptive study of funded homeless education programs: Barriers and supports in New York State. *Long Island Education Review*, 11(1), 10-16. Retrieved from <http://scopeonline.us/pdf/Spring2012LIER.pdf>

This study examined the types of education barriers to school access and success, and the support mechanisms available to homeless students in 148 Local Education Agencies (LEAs) with McKinney-Vento subgrants across New York State. The study was based on data from the SY2007-2008 and SY2008-2009 New York State Education Department Consolidated State Performance Reports (CSPR). The results of this study describe a variety of barriers to school access and success for homeless students. The majority of the barriers cited dealt with barriers to access to education. The frequency of barriers experienced by LEAs differed by region. Recommendations for Local Education Agencies and policymakers are given based on results of this study.

TEACHER EDUCATION

Hallman, H. (2012). Community-based field experiences in teacher education: possibilities for a pedagogical third space. *Teaching Education*, 23(3), 241-263.

This article details a qualitative case study which illustrates the importance of community-based field experiences as a facet of teacher education programs. The study focused on prospective teachers' work with homeless youth in an after-school program and discusses the value that these experiences have in training future teachers for diverse educational settings.

TITLE I

Serving students experiencing homelessness under Title I, Part A. (2012). Retrieved from National Center for Homeless Education website: <http://center.serve.org/nche/downloads/briefs/titlei.pdf>

This brief explains how Title I, Part A of the No Child Left Behind Act (NCLB) and Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (reauthorized under Title X, Part C of NCLB) intersect and offers strategies for effective collaboration. Topics include: Automatic Eligibility; Coordination; Determining Title I, Part A Set-Aside Amounts; Expenditures for Homeless Students; and more.

TRAFFICKING

Commercial sexual exploitation of children (CESC) and youth homelessness. (2012). Retrieved from Missing and Exploited Children's Program Newsletter website: <http://mecptraining.org/mecp-monthly-newsletter-september-2012/>

The correlation between Runaway and Homeless Youth (RHY) and commercial sexual exploitation (CSE) is explored by contributing authors and recommendations to reduce the risk of exploitation are provided. Three programs that help victims resolve their family issues and return home are spotlighted.

TRANSPORTATION

Transporting children and youth experiencing homelessness. (2012). Retrieved from National Center for Homeless Education website: <http://center.serve.org/nche/downloads/briefs/transportation.pdf>

This brief explains the provisions of Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (reauthorized under Title X, Part C of the No Child Left Behind Act) related to the transportation of children and youth experiencing homelessness and offers strategies for implementing the law. Topics include: Transportation under the McKinney-Vento Act; Resources for Funding Transportation; Collaborating to Provide Transportation; Using Discretion and Sensitivity in Providing Transportation; and Strategies for Establishing a Transportation System.

TRAUMA

Rossen, E. A., & Hull, R. V. (2012). *Supporting and educating traumatized students: A guide for school-based professionals*. Oxford: Oxford University Press.

The authors combine information about the cognitive and behavioral effects of trauma, evidence-based interventions, best practices in education and the experiences of seasoned educators to construct a new design for assisting students with a history of trauma in their lives. This book features a chapter by NCHE Director Diana Bowman and Virginia State Coordinator Patricia A. Popp about students experiencing homelessness.

YOUTH

An emerging framework for ending unaccompanied youth homelessness. (2012). Retrieved from National Alliance to End Homelessness website: http://b3cdn.net/naeh/1c46153d87d15eaaff_9zm6i2af5.pdf

This brief seeks to provide a framework to end homelessness in unaccompanied homeless youth. It advocates the establishment of a classification system to assist with scaling of resources and to then measure progress towards this goal. Data on homeless youth are examined and estimates of the number of homeless youth within a classification are given. Recommendations for strategies to end youth homelessness more effectively are outlined.

Hallett, R. E. (2012). *Educational experiences of hidden homeless teenagers: living doubled-up*. New York, NY: Routledge.

The effects of living "doubled-up" on educational participation and higher education access are examined in this book. It includes interviews with four doubled-up teens and their families and illustrates how complex these living situations can be. Aspects that encourage academic success while living in a doubled-up situation are detailed.

Murphy, J. F., & Tobin, K. (2012). *Addressing the problems of homeless adolescents*. *Journal of School Leadership*, 22, 633-663.

This literature review focuses on existing literature pertaining to unaccompanied homeless youth to help educational leaders, researchers, and policymakers understand the phenomenon of youth homelessness and how it affects academic success. Various strategies to address the problem of homeless youth, including advocacy and policy, are provided.