

Abstract Bibliography of Homeless Education Resources: 2010

Compiled by
Jan Moore, Program Specialist

National Center for Homeless Education

Toll-free Helpline: (800) 308-2145

E-mail: homeless@serve.org

Web: www.serve.org/nche



National Center for Homeless Education

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

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



National Center for Homeless Education

<http://www.serve.org/nche>

homeless@serve.org

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Introduction

This bibliography includes written documents published in 2010 that address many issues related to the education and lives of homeless children, youth, and families. Documents are listed topically for easy reference. The list is not exhaustive but does represent a cross-section of materials available. If you need a more comprehensive list, feel free to examine the citations listed in the included publications or go to the NCHE website to find additional materials, related webinars, etc.

Bibliography

CHILD WELFARE/FOSTER CARE/JUVENILE JUSTICE

Administration for Children and Families. *Guidance on Fostering Connections to Success and Increasing Adoptions Act of 2008*. Retrieved February 24, 2011, from http://center.serve.org/nche/downloads/fost_conn_guidance_jul10.doc

These Program Instructions provide guidance on the implementation of the Fostering Connections Act. Section E contains provisions related to education.

Allen, B., & Vacca, J.S. (2010). *Frequent moving has a negative affect on the school achievement of foster children makes the case for reform*. *Children & Youth Services Review*, 32(6), 829-832.

This study investigates the effect of frequent school and home mobility on the academic achievement of foster children and the possible responses of society, governments, and schools to ensure long-term success and achievement of foster care children. Furthermore, it examines the dilemma of foster children in the classroom and describes research-based solutions to address barriers and improve the chances for academic success.

Bridging Refugee Youth & Children's Services. (2010). *Schools and refugee child welfare*. Retrieved May 14, 2010, from <http://www.brycs.org/documents/upload/ChildWelfare-FAQ.pdf>

School personnel may need specific guidance when addressing child welfare and family issues with immigrant and refugee families. This toolkit was created to help school staff address these concerns. School staff must report suspected child maltreatment to child welfare authorities. This mandated reporter responsibility should make children safer, but it may also make refugee families fearful. Furthermore, some apparent signs of neglect or abuse may be the result of traditional cultural practices, learned behaviors from the refugee experience, or the need for education about U.S. practices. This resource helps distinguish resettlement challenges and cultural differences from child maltreatment and provides information on steps to help strengthen refugee families and connect

them to supportive community services.

Bruce, E., Naccarato, T., Hopson, L., & Morrelli, K. (2010, April-June). Providing a sound educational framework for foster youth: A proposed research agenda. *Journal of Public Child Welfare, 4(2), 219-240.*

Youth living in out-of-home care often have multiple risk factors for school failure. Family disruption and frequent moves between schools compromise a student's ability to succeed in school. When mental health and behavioral issues compound these risk factors, students are at even greater risk. Despite the poor academic outcomes for foster youth, few programs aim to reduce risk and promote school success for this population. Little research has been done on the effectiveness of existing programs, and there is scant evidence of the effectiveness of the strategies designed to prevent school failure for foster youth. This article identifies gaps in services to youth in out-of-home care and proposes a research agenda to build the knowledge and understanding of what is needed, and how to increase the use of effective practices.

Casey Family Programs. (2010). Improving educational continuity and school stability for children in out of home care. Retrieved April 16, 2010, from http://www.casey.org/Resources/Publications/BreakthroughSeries_ImprovingEducationalContinuity.htm

In a breakthrough series collaborative, teams from state, county, and tribally administered child welfare agencies come together to conduct small scale practice changes that are rapidly tested and disseminated, and that can lead to dramatic system wide improvements in a short time. This report highlights the most promising practices developed by teams focused on improving educational continuity and school stability by enhancing the way information is exchanged and by coordinating resources and advocacy around educational issues. The strategies, practices, and tools that emerged as having the greatest potential for affecting systems improvements are described along with insights and lessons learned that shaped the teams' experiences.

Center for the Future of Teaching and Learning. (2010, June). Ready to succeed in the classroom. Retrieved January 18, 2011, from http://www.cftl.org/Our_Publications.htm

This report brings forward the voices of experienced classroom teachers who met in six discussion groups to explore how classroom teachers can help improve educational outcomes for children and youth in foster care. Specific classroom strategies and tips are included in the summary report for teachers. Ideas about how schools, districts, and communities can better meet the needs of these children and youth are summarized in discussion cards specific to each respective group.

Center for the Future of Teaching and Learning. (2010, November). Sharing data between child welfare and education to improve outcomes for children and youth in the foster care system. Retrieved January 18, 2011, from <http://www.cftl.org/documents/2010/PolicyBrief-FC.2010.pdf>

This policy brief outlines the steps needed to ensure more comprehensive and timely sharing of child welfare and education data for students in the foster care system so that the professionals charged with helping them can make informed decisions.

Child Welfare Information Gateway. (2010). *How the Child Welfare System Works*. Retrieved February 26, 2011, from <http://www.childwelfare.gov/pubs/factsheets/cpswork.pdf>

The child welfare system is a group of services designed to promote the well-being of children by ensuring safety, achieving permanency, and strengthening families to successfully care for their children. Child welfare systems are complex, and their specific procedures vary widely by state. The purpose of this fact sheet is to give a brief overview of the purposes and functions of the child welfare system from a national perspective. It discusses what happens when a report of possible abuse or neglect is made, what happens when a report is screened in, and what happens in substantiated cases. It also addresses what happens to people who abuse children and what happens to children who enter foster care.

Courtney, M.E., Dworsky, A., Lee, J.S., Raap, M., Cusick, G.R., Keller, T., et al. (2010) *Midwest evaluation of the adult functioning of former foster youth*. Retrieved April 8, 2010, from the Chapin Hall Web site: <http://www.chapinhall.org/research/report/midwest-evaluation-adult-functioning-former-foster-youth>

This study follows a sample of young people from Iowa, Wisconsin, and Illinois as they transition out of foster care into adulthood, providing a comprehensive picture of how they are faring since the Foster Care Independence Act of 1999 became law. Comparisons between this sample of former foster youth and a nationally representative sample of young people in the general population indicate that those who have aged out of foster care are faring poorly as a group relative to their peers across a variety of domains, including increased risk of homelessness. Data also suggest that extending foster care until age 21 may be associated with better outcomes in some domains.

Courtney, M., Hook, J., & Lee, J. (2010). *Distinct subgroups of former foster youth during young adulthood: Implications for policy and practice*. Retrieved February 26, 2011, from the Partners for Our Children Web site: <http://www.partnersforourchildren.org/pocweb/userfiles/file/MW%20Wave%204%20Subgroups%20issue%20brief.pdf>

This issue brief uses information provided by young people participating in the Midwest Evaluation of the Adult Functioning of Former Foster Youth (Midwest Study) to identify distinct subgroups of young adults making the transition to adulthood based on their experiences across several key transition domains. This analysis reveals four subgroups of former foster youth: accelerated adults (36.3%), struggling parents (25.2%), emerging adults (21.1%), and troubled and troubling (17.5%). Characteristics of each class are described, and implications

for the Fostering Connections Act are discussed.

Dworsky, A., & Courtney, M.E. (2010, March). *Assessing the impact of extending care beyond age 18 on homelessness: Emerging findings from the Midwest Study*. Retrieved May 14, 2010, from the Chapin Hall Web site: http://www.chapinhall.org/sites/default/files/publications/Midwest_IB2_Homelessness.pdf

Finding a safe and affordable place to live is one of the major challenges facing young people who age out of foster care. The authors examined how transitioning from care is related to homelessness and found that many former foster youth become homeless. Although allowing young people to remain in care until their 21st birthday does help prevent them from becoming homeless prior to age 19 and, to a lesser extent, age 21, it does not appear to reduce their risk of experiencing homelessness by age 23 or 24. The article includes a discussion about the implications of the findings for both policy and practice.

FosterClub, & FosteringConnections.org. *Transition toolkit*. (2010). Retrieved June 5, 2010, from <http://www.fosteringconnections.org/resources?id=0009>

The toolkit provides an overview of the skills, knowledge, and resources needed for young people leaving foster care to prepare for life on their own as young adults. It provides space to write down and keep track of all available resources putting young people in the driver's seat in planning for and working towards their future. While designed with students transitioning from foster care in mind, the toolkit can be a valuable resource for all young people, including youth experiencing homelessness.

Legal Center for Foster Care and Education. (2010). *Courtroom education advocacy for children in out of home care*. Retrieved February 16, 2010, from http://www.abanet.org/child/education/publications/qa_courtroom_advocacy_final.pdf

This 2-page question and answer document explains the need for education advocacy in the courtroom on behalf of children in out-of-home care. It suggests specific issues that may need to be addressed with some tips under each one. Additional resources for more information are also included.

Legal Center for Foster Care and Education. (2010). *How Fostering Connections and McKinney-Vento can support school success for all children in out-of-home care*. Retrieved February 3, 2011, from www.abanet.org/child/education/publications/qa_fc_and_mv_overlap_final.pdf

This fact sheet looks at how both federal education and child welfare laws can provide educational stability for children in out-of-home care. Each law provides a different set of rights and protections for eligible children, based on their circumstances and needs. It summarizes the education rights available under each law, who is eligible, and the overlap between the two laws.

Legal Center for Foster Care and Education. (2010). *Solving the data puzzle: A how-to guide on collecting and sharing information to improve education*

outcomes for children in out-of-home care. Retrieved December 13, 2010, from <http://new.abanet.org/BlueprintForChange/Documents/solvingthedatapuzzle.pdf>

This article guides the reader in identifying data needed to better serve children in out-of-home care and sets forth options for how to gather the data in light of existing legal requirements and opportunities. The tools are designed for agencies to use on their own or as a first step in a collaborative process. Because the most effective data collection efforts require collaboration between both agencies, the Child Welfare and Education Collaborative Tool guides both agencies through the joint process of developing an effective collaboration for data collection and information sharing.

Leone, P., & Weinberg, L. (2010, April). Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Retrieved May 25, 2010, from the Georgetown Public Policy Institute's Center for Juvenile Justice Reform Web site: <http://cjjr.georgetown.edu/pdfs/ed/edpaper.pdf>

The paper reviews educational barriers encountered by youth involved in the juvenile justice and child welfare systems and describes recent legal and policy reforms. Promising practices and evidence based interventions to improve educational outcomes for these system involved youth are also provided.

Minke, K., Pisano, M., Kabler, B., Wigo, J., & Skalski, S. (Speakers). (2010, November). Learning and social-emotional supports for students experiencing family transitions: meeting the needs of military, foster, and homeless children. Retrieved February 3, 2011, from <http://sparkaction.org/resources/50021>

Panelists for this Congressional briefing discussed challenges faced by children who are experiencing stressful family transitions (homelessness, foster care, military deployment of a parent or parents); implications for their academic achievement and social-emotional well-being; strategies and supports schools can provide to promote school success; and recommendations for public policy that better addresses the needs of these students in the Elementary and Secondary Education Act reauthorization. A few of the posted resources include key issues, testimonies, models, and research.

National Association of Public Child Welfare Administrators. (2010). Educational needs of foster youth. Retrieved February 28, 2011, from <http://www.napcwa.org/Youth/docs/EducationYouthBrief2010.pdf>

This brief notes the poorer academic outcomes of foster youth, explores the reasons for the poorer outcomes, and highlights the critical role of adults in ensuring the academic success for foster youth. Federal laws that improve educational outcomes for foster youth are reviewed. State programs that promote educational stability, educational improvement, and post secondary education for foster youth are also described.

National Center for Homeless Education, & Legal Center for Foster Care and Education. (2010). *When Working Together Works: Academic Success for Students in Out-of-Home Care*. Retrieved May 11, 2010, from <http://center.serve.org/nche/downloads/briefs/wwtw.pdf>

This brief is designed to help educators and child welfare advocates work together to support the academic success of children and youth in out-of-home care. It offers practical, proven strategies for implementing the Fostering Connections and McKinney-Vento Acts collaboratively. Specifically, this brief will assist state and local agencies and staff in: laying a foundation for working together; agreeing on requirements and expectations; promoting school stability; and incorporating children fully in classes and school activities.

Osgood, D.W., Foster, E.M., & Courtney, M.E. (2010, Spring). *Vulnerable populations and the transition to adulthood*. Retrieved August 27, 2010, from the Future of Children Web site: http://www.futureofchildren.org/futureofchildren/publications/docs/20_01_10.pdf

The authors examine the transition to adulthood for youth involved in social service and justice systems during childhood and adolescence. They survey the challenges faced by youth in the mental health system, the foster care system, the juvenile justice system, the criminal justice system, and special education, and by youth with physical disabilities and chronic illness, as well as runaway and homeless youth.

Perlman, S., & Fantuzzo, J. (2010, June). *Timing and influence of early experiences of child maltreatment and homelessness on children's educational well-being*. *Children & Youth Services Review*, 32(6), 874-883.

The purpose of this study was to examine the timing and influence of first experiences of substantiated child maltreatment and homelessness on children's academic achievement and attendance at the end of second grade for an entire cohort of 12,045 second grade students in a large, urban school district. Results showed that after controlling for birth risks, poverty, and demographics, different patterns emerged for the influence of timing of first substantiated child maltreatment and homelessness on academic achievement and attendance. Practice and policy implications are discussed.

Smithgall, C., Jarpe-Ratner, E., & Walker, L. (2010). *Looking back, moving forward: Using integrated assessments to examine the educational experiences of children entering foster care*. Retrieved February 16, 2011, from the Chapin Hall Web site: http://www.chapinhall.org/sites/default/files/Looking_Back_Moving_Forward_111810.pdf

Previous Chapin Hall studies focused on the educational experiences of all children in foster care in a large urban school district. This study focuses on a subset of children at the point when they become involved with the Illinois Department of Children and Family Services and considers the educational status of children in the context of their maltreatment and prior school experiences. Findings suggest that the majority of these children who struggled

academically were on that trajectory before they were placed in out-of-home care. This report raises issues for discussion concerning the roles of schools and the child welfare system in supporting the educational progress of vulnerable children, before the peak of family crises and after placement in out-of-home care.

Sullivan, M., Jones, L., & Mathiesen, S. (2010, February). School change, academic progress, and behavior problems in a sample of foster youth. *Children & Youth Services Review*, 32(2), 164-170.

While the effect of residential placement change on behavioral problems and case outcome has received considerable attention in the literature, school change has largely been ignored. This paper addresses that gap through structured interviews with youth about their educational experiences while in foster care. Results showed no statistically significant relationships between number of school changes and academic progress. However, school change was significantly correlated with an increase in behavioral problems.

Zetlin, A., Weinberg, L., & Shea, N.M. (2010, July). Caregivers, school liaisons, and agency advocates speak out about the educational needs of children and youths in foster care. *Social Work* 55(3), 245-254.

The child welfare agency, schools, and home must all work together to provide the services and supports required to achieve better academic results for children and youth in foster care. This study conducted focus groups with participants from each sector to discuss their views on the educational problems and needs of students and their recommendations for improvements. Themes identified by caregivers, school liaisons, and agency advocates are provided with an explanation of how each lacks a shared view on what is needed. The article concludes with recommendations for designing a model program that involves all the sectors and provides an arena for strategically addressing barriers to school success.

COLLABORATION

Corporate Voices for Working Families, United Way Worldwide, & Workforce Strategy Center. (2010). *Supporting the education pipeline: A business engagement toolkit for community-based organizations*. Retrieved February 28, 2011, from <http://corporatevoices.org/supporting-education-pipeline>

This toolkit is designed to help community-based organizations recruit, engage, and develop ongoing relationships with businesses in their community. It focuses on identifying business leaders who will support your efforts; educating business leaders about the needs in the community; persuading business leaders to become involved; and activating business leaders in your efforts.

National Association for the Education of Homeless Children and Youth. (2010, November). *Strategies for implementing new HUD homeless assistance requirements to collaborate with schools*. Retrieved January 19, 2011, from

http://www.naehcy.org/dl/hud_strat.pdf

As a result of the passage of the HEARTH Act, there are four new requirements for HUD-funded homeless service programs related to education and early care. These requirements, and suggestions for implementing them, are described in this document.

National Association for the Education of Homeless Children and Youth. (2010). *Tip sheet for participating in Ten-Year Plans to End Homelessness and Continuums of Care.* Retrieved July 19, 2010, from <http://naehcy.org/dl/tipsheet.pdf>

Increasing numbers of homeless education liaisons participate in their CoCs serving an important role as the voice for children, youth, and families who are experiencing homelessness and emphasizing education as a key asset that can lead to breaking the cycle of homelessness for children, youth and families. This tip sheet provides liaisons and other child advocates with strategies to help shape overall 10-year plans and develop key goals for educational success and meeting needs identified in schools.

DISASTERS

Annie E Casey Foundation. (2010, July). *After the earthquake: A bulletin for child welfare organizations assisting Haitian families in the United States.* Retrieved January 14, 2011, from http://www.aecf.org/~media/Pubs/Other/A/AftertheEarthquake/BulletinForHaiti_Final.pdf

This report explains the ability of Haitians to apply for Temporary Protective Status (TPS) to avoid being removed from the United States, along with other benefits. Statistics are provided on the top ten states with Haitian-born populations, as well as on the characteristics of this community. The brief also discusses the challenges facing Haitian children both before and after the earthquake, and principles that were developed regarding children separated from family. The principles emphasize the need to reunite children separated from their families rather than adopting them out of the country. Additional information is provided on how TPS helps children in the foster care system, federal assistance given to repatriated U.S. citizens from Haiti, and other federal programs that may benefit Haitian migrants in the United States. A list of relevant resources is included.

National Commission on Children and Disasters. (2010, May 11). *2010 report to the President and Congress.* Retrieved October 20, 2010, from http://www.childrenanddisasters.acf.hhs.gov/20100511_NCCD_Progress_Report_FINAL.pdf

Citing persistent gaps in disaster preparedness for children since Hurricane Katrina five years ago, this report calls for the development of a national strategy for children in disasters to ensure they are protected before, during and after an emergency. Among the findings of the report are seriously underfunded federal programs for school disaster preparedness, insufficient coordination

among federal, state and local agencies responsible for children, and lack of preparedness in the private health care system. The Commission makes over 100 recommended actions to federal, state and local governments and non-governmental organizations to improve protections for children.

Reyes, A. H. (2010). *The immigrant children of Katrina*. *Peabody Journal of Education*, 85(4), 443-468.

Although much of the media attention, policy, and research on Hurricane Katrina has focused on the effects of race, immigrant children were part of the largely unreported immigrant evacuation from Louisiana using a network of relatives and others. The author illustrates the theoretical implications and consequences of identifying immigrant children as racially White. This study documents the intersections of local, state, and federal policy regarding schools and recovery relief showing that access to disaster relief and recovery were framed in the context of immigration status, which often placed children at risk.

Save the Children. (2010). *A national report card on protecting children after disasters*. Retrieved July 26, 2010, from <http://www.savethechildren.org/publications/reports/2010-Disaster-Report.pdf>

Almost five years after Hurricane Katrina ravaged the Gulf Coast and displaced over 160,000 Louisiana and Mississippi kids, this report reveals that the vast majority of states are still not fully prepared to protect children in disasters. Fewer than one quarter of all states and the District of Columbia have enacted four basic safeguards to protect kids who are in school or child care during disasters, such as requiring all licensed child care centers to have a plan to reunite children with their families and requiring schools to have a clear written evacuation plan in place.

U.S. Department of Education. (2010, June). *Family Educational Rights and Privacy Act (FERPA) and the disclosure of student information related to emergencies and disasters*. Retrieved July 1, 2010, from <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferpa-disaster-guidance.pdf>

This guidance document answers questions about the sharing of personally identifiable information from students' education records to outside parties when responding to emergencies, including natural or man-made disasters.

DOMESTIC VIOLENCE/TRAUMA

Institute for Children and Poverty. (2010, Winter). *Exposure to intimate partner violence among poor children experiencing homelessness or residential instability*. Retrieved February 18, 2010, from http://www.icpny.org/PDF/reports/ICP_ResearchBrief_ExposureToIntimatePartnerViolenceAmongPoorChildren.pdf

As this brief demonstrates, experiences with homelessness, poverty, residential instability, and intimate partner violence are largely intertwined. The study

findings indicate that intimate partners victimize a greater percentage of poor mothers who experience either homelessness or residential instability during the first five years of their children's lives than residentially stable poor mothers. Similarly, ever homeless and residentially unstable poor children have higher rates of exposure to a physical fight between parents than residentially stable poor children at age five. Despite some differences, the findings highlight the similarities between families experiencing homelessness and residential instability, and point to long-term, negative economic and social consequences for mothers and their children.

Konnath, K., & Gabowitz, D. (2010). *Developing trauma-informed services for families experiencing homelessness: An interactive training video and guide*. Retrieved February 17, 2010, from the National Center on Family Homelessness Web site: http://www.familyhomelessness.org/sites/default/files/NCTSN_102308.pdf

Created for service providers, this educational resource focuses on the relationship between homelessness and traumatic stress and how to apply trauma concepts to providers' work with families experiencing homelessness. It looks specifically at five issues: the relationship between homelessness and trauma; the nature of traumatic stress and the human stress response; the effects of trauma on people's lives and functioning; the impact of vicarious trauma and the importance of self-care; and developing trauma-informed responses within shelter settings.

EDUCATION

Institute for Children, Poverty & Homelessness. (2010, September). *The impact of school closures on homeless students in New York City*. Retrieved December 14, 2010, from http://www.icphusa.org/PDF/reports/ICPH_SchoolClosuresPolicyReport.pdf

This policy report examines the impact on homeless students in New York City when poorly-performing neighborhood schools are closed and replaced with small schools that offer families choice. While school closure can be seen as a way to ensure no student stays in a poorly performing school, it can also create multiple avenues for possible educational displacement, regardless of whether the student stays in the phasing-out school or transfers to another. Authors offer suggestions for school personnel and cite the need for more federal data on which to base research to determine the impact of school closures on homeless students.

Julianelle, P. (2010). *Maximizing credit accrual and recovery for homeless students*. Retrieved March 15, 2010, from the National Center for Homeless Education Web site: <http://www.serve.org/nche/downloads/briefs/credit.pdf>

Homeless students have many demands on their time as they struggle to meet their basic needs. The ability to accrue credits is critical to staying in school and advancing toward graduation, higher education, and eventual financial

stability and independence. This brief, part of NCHE's Best Practices in Homeless Education series, is designed to help teachers, administrators, and local homeless education liaisons maximize opportunities for students experiencing homelessness to accrue and recover credits and graduate from high school in a timely manner.

Legal Center for Foster Care and Education. (2010). *How Fostering Connections and McKinney-Vento can support school success for all children in out-of-home care*. Retrieved February 3, 2011, from http://www.abanet.org/child/education/publications/qa_fc_and_mv_overlap_final.pdf

This fact sheet looks at how both federal education and child welfare laws can provide educational stability for children in out-of-home care. Each law provides a different set of rights and protections for eligible children, based on their circumstances and needs. It summarizes the education rights available under each law, who is eligible, and the overlap between the two laws.

Leone, P., & Weinberg, L. (2010, April). *Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems*. Retrieved May 25, 2010, from the Georgetown Public Policy Institute's Center for Juvenile Justice Reform Web site: <http://cjjr.georgetown.edu/pdfs/ed/edpaper.pdf>

The paper reviews educational barriers encountered by youth involved in the juvenile justice and child welfare systems and describes recent legal and policy reforms. Promising practices and evidence-based interventions to improve educational outcomes for these system involved youth are also provided.

MacGillivray, L., Lassiter Ardell, A., & Saucedo Curwen, M. (2010, February). *Supporting the literacy development of children living in homeless shelters. The Reading Teacher, 63(5), 384–392.*

Based on interviews and observations, the authors present the personal perspectives of a shelter director, principal, teacher, parent living in a homeless shelter, and child living in a homeless shelter. Then they offer insights into how educators can create greater classroom support for homeless children, particularly in literacy learning and development. Suggestions include taking into account that school is a refuge; shelter families have restrictions on their time; children in shelters have less time and space for homework; educators can make a difference for a child or family; and that literacy plays an important role for children and families.

National Association for the Education of Homeless Children. (2010). *FERPA and homelessness: A technical assistance tool for NAEHCY members*. Retrieved March 22, 2011, from http://www.naehcy.org/dl/ferpa_ta_tool.pdf

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. This document addresses common questions about how FERPA's requirements affect the sharing of educational information about children and youth experiencing homelessness.

Topics include exceptions to the consent requirement, unaccompanied youth, and domestic violence.

National Center for Homeless Education. (2010, June). *Education for Homeless Youth Program: Analysis of data from the SY2008-2009 federally required state data collection for the McKinney-Vento Education Assistance Improvements Act of 2001 and comparison of the SY2006-2007, SY2007-2008, and SY2008-2009 data collections.* Retrieved July 8, 2010, from http://center.serve.org/nche/downloads/data_comp_06-08.doc

This report provides a summary and analysis of the 2008-09 state data collection required by the U.S. Department of Education of the McKinney-Vento Education for Homeless Children and Youths program. The 2008-09 data is also presented in comparison to the 2006-07 and 2007-08 data collections.

National Center for Homeless Education. (2010, May). *Ensuring full participation in extra-curricular activities for students experiencing homelessness.* Retrieved May 19, 2010, from http://center.serve.org/nche/downloads/briefs/extra_curr.pdf

The McKinney-Vento Act provides legal rights and support to help ensure that students experiencing homelessness can participate fully in extra-curricular school activities. This brief is designed to help local homeless education liaisons and school district administrators ensure that children and youth experiencing homelessness can overcome the barriers they often encounter to full extra-curricular participation.

Perlman, S., & Fantuzzo, J. (2010, June). *Timing and influence of early experiences of child maltreatment and homelessness on children's educational well-being.* *Children & Youth Services Review*, 32(6), 874-883.

The purpose of this study was to examine the timing and influence of first experiences of substantiated child maltreatment and homelessness on children's academic achievement and attendance at the end of second grade for an entire cohort of 12,045 second grade students in a large, urban school district. Results showed that after controlling for birth risks, poverty, and demographics, different patterns emerged for the influence of timing of first substantiated child maltreatment and homelessness on academic achievement and attendance. Practice and policy implications are discussed.

Poland, S. (2010, March). *Homeless youth in our schools: Identifying and supporting a marginalized and victimized population.* *District Administration*, 46(3), 68.

The author, the prevention director for the American Association of Suicidology, asserts that the key to preventing school problems for homeless students is for educators to know their students well. He advises school personnel who want to support homeless students to begin by recognizing their own personal biases and perceptions about homelessness. Other tips include being familiar with the risk factors and signs of homelessness and developing community collaboratives.

RHYTTAC. (2010). *Legislative provisions of the McKinney-Vento Act for program administrators and directors.* Retrieved July 27, 2010, from <http://rhyttac.ou.edu/images/stories/mvlegpro.pdf>

Created for Runaway and Homeless Youth programs, this brief describes the provisions contained in the McKinney-Vento Act and provides resources for agencies to gain a better understanding of the legislation. It also includes links to NCHE and NAEHCY.

RHYTTAC. (2010). *Practical application of the McKinney-Vento Act for direct care workers and youth.* Retrieved July 27, 2010, from <http://rhyttac.ou.edu/images/stories/mvprapps.pdf>

This brief offers service providers tips on how to use the provisions contained in the McKinney-Vento Act to protect the right of homeless youth to go to school.

Ringle, J.L., Ingram, S.D., & Thompson, R.W. (2010, July). *The association between length of stay in residential care and educational achievement: Results from 5- and 16-year follow-up studies.* *Children & Youth Services Review* 32(7), 974-980.

Research on the relationship between length of stay in out-of-home residential care and educational outcomes is scant and has yielded mixed results. This study investigates this issue by examining the relationship between length of stay in family-style residential care and education achievement. Findings reveal that longer lengths of stay are predictive of obtaining at least a high school education. Results suggest that longer lengths of stay in quality residential care may benefit not only the youth and their families, but society by reducing the societal cost (e.g., lost wages, crime) when an at-risk youth does not receive sufficient treatment.

Rucker, T. (2010, May). *Promoting school readiness by improving family, friend and neighbor care.* Retrieved from the National League of Cities Web site: http://www.nlc.org/ASSETS/9E94A7E8028E4128AD04272A92F87156/IYEF_FFN_Care_MAG_06-10.pdf

Family, Friend and Neighbor (FFN) Care is the most common form of child care used by low-income families with young children. However, an estimated one-third to one-half of FFN care settings may not adequately prepare children to enter school ready to learn. Helping FFN caregivers promote school readiness is therefore critical to the success of any efforts to close the educational achievement gap between disadvantaged children and their peers. This Municipal Action Guide highlights steps that city leaders can take to connect FFN caregivers with the information, resources and support needed to promote early learning and healthy child development.

U.S. Department of Education. (2010, June). *Family Educational Rights and Privacy Act (FERPA) and the Disclosure of Student Information Related to Emergencies and Disasters.* Retrieved July 1, 2010 from <http://www2.ed.gov/>

[policy/gen/guid/fpco/pdf/ferpa-disaster-guidance.pdf](http://www.gao.gov/policy/gen/guid/fpco/pdf/ferpa-disaster-guidance.pdf)

This guidance document answers questions about the sharing of personally identifiable information from students' education records to outside parties when responding to emergencies, including natural or man-made disasters.

U.S. Government Accountability Office. (2010, November 18). K-12 education: Many challenges arise in educating students who change schools frequently. (GAO Publication No. 11-40). Retrieved December 21, 2010, from <http://www.gao.gov/products/GAO-11-40>

To inform Elementary and Secondary Education Act of 1965 reauthorization, GAO was tasked with answering these questions. What are the numbers and characteristics of students who change schools, and what are the reasons students change schools? What is known about the effects of mobility on student outcomes, including academic achievement, behavior, and other outcomes? What challenges does student mobility present for schools in meeting the educational needs of students who change schools? What key federal programs are schools using to address the needs of mobile students? This publication reports the results of GAO's analysis of federal survey data, interviews with U.S. Department of Education officials, visits to schools, and review of federal laws and existing research.

Zetlin, A., Weinberg, L., & Shea, N.M. (2010, July). Caregivers, school liaisons, and agency advocates speak out about the educational needs of children and youths in foster care. *Social Work* 55(3), 245-254.

The child welfare agency, schools, and home must all work together to provide the services and supports required to achieve better academic results for children and youth in foster care. This study conducted focus groups with participants from each sector to discuss their views on the educational problems and needs of students and their recommendations for improvements. Themes identified by caregivers, school liaisons, and agency advocates are provided with an explanation of how each lacks a shared view on what is needed. The article concludes with recommendations for designing a model program that involves all the sectors and provides an arena for strategically addressing barriers to school success.

FORECLOSURES/ECONOMIC ISSUES

Been, V., Ellen, I.G, Schwartz, A.E., Stiefel, L., & Weinstein, M. (2010). *Kids and foreclosures: New York City*. Retrieved December 16, 2010, from the Institute for Education and Social Policy website: http://furmancenter.org/files/Foreclosures_and_Kids_Policy_Brief_Sept_2010.pdf

The effects of economic crisis on children is studied by examining the characteristics of New York City students and schools that have been affected by foreclosures. Linking student-level academic records and building-level foreclosure data, some key findings include: 57% of students facing foreclosure

are black compared to 33% of all NYC students; students facing foreclosure are no more likely to be poor than other public school students; schools with larger shares of students facing foreclosure on average have a larger percentage of black student, higher shares of students receiving free/reduced meals, and lower shares of students scoring proficient on standardized math and reading tests.

Bowdler, J., & Quercia, R. (2010, February 16). *The foreclosure generation: The long-term impact of the housing crisis on Latino children and families.* Retrieved February 3, 2011, from http://www.nclr.org/index.php/publications/the_foreclosure_generation_the_long-term_impact_of_the_housing_crisis_on_latino_children_and/

Results of in-depth interviews with 25 Latino families who experienced foreclosure, showed that most families had multiple negative events that led to the foreclosures and that relationships within the family and with extended family members suffered. Parents reported that children's academic performance and behavior at school were significantly impacted. In addition, the parents' long-term plan to help their children with educational expenses was affected.

Comey, J., & Grosz, M. (2010). *Smallest victims of the foreclosure crisis: Children in the District of Columbia.* Retrieved December 16, 2010, from the Urban Institute Web site: <http://www.urban.org/UploadedPDF/412220-children-foreclosures-crisis.pdf>

As foreclosures have been sweeping the nation in the past few years, the effect of the crisis on children tends to be overlooked. In this brief, the authors discuss foreclosure trends as they relate to public school students living in Washington, D.C. between 2003 and 2008. In particular, they describe the demographic makeup of the students affected, the type of housing and neighborhoods in which they live, and the schools they attend. They conclude with recommendations for both the housing and education sectors in mitigating this crisis as the number of foreclosures continues to rise.

Lovell, P., & Isaacs, J.B. (2010, January). *Families of the recession: Unemployed parents & their children.* Retrieved January 15, 2010, from the First Focus Campaign for Children Web site: <http://www.firstfocus.net/pages/3663>

This report states that one in seven American children is living with an unemployed parent as a result of the current recession (10.5 million under the age of 18), revealing that children are almost twice as likely to be affected by unemployment as adults. Young people with an unemployed parent have a greater chance of experiencing homelessness, suffering from child abuse, failing to complete high school or college, and living in adult poverty than other children.

National Law Center on Homelessness & Poverty. (2010, November). *Indicators of increasing homelessness due to foreclosure and economic crises.* Retrieved February 3, 2011, from <http://www.nlchp.org/content/pubs/>

[ForeclosureFactSheet_November2010.pdf](#)

Using news stories and reports from its Wiki site, this brief cites statistics from the national, state, local and organizational level as indicators of the increasing levels of homelessness in the U.S. One of the four sections focuses on the increasing numbers of homeless students and offers national, state, and local statistics.

GENERAL ISSUES – CHILDREN, HOMELESSNESS, POVERTY, NUTRITION, ETC.

Annie E Casey Foundation. (2010). 2010 KIDS COUNT data book: State profiles of child wellbeing. Retrieved January 18, 2011, from <http://datacenter.kidscount.org/DataBook/2010/OnlineBooks/2010DataBook.pdf>

According to data in the 21st annual *KIDS COUNT Data Book*, overall improvements in child well-being that began in the late 1990s stalled in the years just before the current economic downturn. National data and state-by-state data and rankings are available on 10 key indicators of child well-being.

Armstrong, A. (2010, April). Myths of poverty: Realities for students. *Education Digest*, 75(8), 49-53.

A full stomach and clear mind are prerequisites for learning. Many children who live in poverty have neither. Physical ailments that can impair cognitive functioning often go undiagnosed and untreated. Many poor children must also cope with environmental stresses that impact their schooling. In addition, homeless students face the greatest challenges for they lack the basic securities that allow for them to concentrate on their studies during and after the school day. This article discusses some facts about the effects of poverty on students' academic success and what school districts should do to deliver quality instruction through high-quality teachers.

Bassuk, E.L., Volk, K.T., & Olivet, J. (2010). A framework for developing supports and services for families experiencing homelessness. *The Open Health Services and Policy Journal*, 3, 34-40. Retrieved June 21, 2010, from the Substance Abuse and Mental Health Services Administration Web site: <http://homeless.samhsa.gov/ResourceFiles/eyn4xm01.pdf>

Public policy and federal funding have largely focused on the needs of chronically homeless individuals, but this paper discusses the need for supports and services for families who are experiencing homelessness. The authors propose a three-tier framework for understanding the needs of homeless families. Tier 1 includes short-term basic needs such as affordable housing, child care, transportation, and health care; Tier 2 includes ongoing supports such as education and job opportunities, trauma and mental health services, and family supports; and Tier 3 includes lifelong supports related to chronic medical, mental health, or substance use issues. The authors also review recent service trends and emerging evidence for service needs for homeless families.

Benoit-Bryan, J. (2010, April). National Runaway Switchboard crisis caller trends: An analysis of trends in crisis calls to the National Runaway Switchboard's 1-800-RUNAWAY crisis hotline for the period 2000-2009. Retrieved May 20, 2010, from http://nrscrisisline.org/media/documents/Trend_report_04132010.pdf

A number of indicators point to the economic downturn as negatively affecting runaway and homeless youth including an increase in crisis calls from or about a youth in crisis which identify economic problems as a reason for the call. The number of homeless youth calling the crisis line has increased dramatically. The trends in caller age follow a pattern with significant increases in very young callers (12 and under) and in older callers (age 18-21). On a positive note, there has been a decrease of 11 percent in crisis callers calling about abuse over the past year, and an 8 percent decrease over the past three years.

Bishaw, A., & Macartney, S. (2010, September). Poverty 2008 and 2009. Retrieved February 16, 2011, from the U.S. Census Bureau Web site: <http://www.census.gov/prod/2010pubs/acsbr09-1.pdf>

According to the census, poverty in all U.S. states either increased or stayed the same from 2008 to 2009. Thirty-one states experienced increases in both the number and percentage of people in poverty between the 2008 and the 2009 American Community Surveys, and no states experienced a significant decline in either of these measures. Among the poor in the United States, many are children.

Child Welfare League of America. (2010). The nation's children 2010. Retrieved January 18, 2011, from <http://www.cwla.org/advocacy/statefactsheets/2010/nationalfactsheet10.pdf>

This brief provides data on the status and well-being of children in the United States. Statistics are shared from 2007-2008 on: the number of children, child abuse and neglect cases, the poverty rate for children and income support, the number of children exiting out-of-home placements, kinship support for children, the number of children accessing child care and Head Start, pregnancy and parenting among adolescents, newborn health and infant mortality, the incidence of HIV/AIDS among children, child and youth mental health, the mental health of children in foster care, the number of children enrolled in Medicaid on the basis of being in foster care, substance abuse and child welfare, outcomes of adolescents who have aged out of foster care, juvenile justice and delinquency prevention, funding of child welfare services, and characteristics of the child welfare workforce.

Child Welfare League of America. (2010). 2010 state fact sheets. Retrieved January 18, 2011, from <http://www.cwla.org/advocacy/statefactsheets/statefactsheets10.htm>

State fact sheets provide descriptive information on the condition of vulnerable children in all fifty states and the District of Columbia, using indicators of child

protection, health, child care, education, and income support.

Duncan, G., Magnuson, K., Boyce, T., & Shonkoff, J. (2010) *The long reach of early childhood poverty: Pathways and impacts: Q&A with Drs. Greg Duncan, Katherine Magnuson, Tom Boyce, and Jack Shonkoff.* Retrieved February 23, 2011, from http://developingchild.harvard.edu/index.php/download_file/-/view/623/

The authors answer questions about new research on the impact of poverty on children. Information is provided on the long-run consequences of economic adversity in childhood, including research findings on the link between early poverty and lower productivity in adulthood; the cascading effects of poverty on family life; and the impact of poverty on a child's relationships, learning resources, and stress. Innovative solutions that can help reduce the impact of poverty on child development are discussed. The incidence of child poverty and the implications of research on the impact of poverty on child development for policies in the United States are also addressed.

Feeding America. *Hunger in America: A report on emergency food distribution in the United States in 2009.* Retrieved May 14, 2010, from <http://feedingamerica.org/faces-of-hunger/hunger-in-america-2010/hunger-report-2010.aspx>

This is Feeding America's fifth extensive study of hunger, which they have conducted quadrennially since 1993. Through more than 61,000 face-to-face client interviews and more than 37,000 surveys of local charitable agencies, Hunger in America 2010 captures detailed information about who is in need of emergency food assistance and their circumstances, which, in turn, helps charitable feeding organizations develop programs that best support hungry Americans. The results also inform the public policy discourse so federal nutrition programs can better serve those in need.

First Focus, & NAEHCY. (2010). *A critical moment: Child & youth homelessness in our nation's schools.* Retrieved July 27, 2010, from http://www.firstfocus.net/sites/default/files/HomelessEd_0.pdf

The economic downturn has forced more families and youth to lose their footing, falling downward into the spiral of homelessness and jeopardizing children and youth's educational success. Simultaneously, a one-time increase in federal funding for school-based efforts to identify and support homeless children and youth has enabled more school districts to provide assistance. This brief summarizes recent federal data, as well as findings from a national survey of school districts and state departments of education.

Getsinger, L., & Popkin, S.J. (2010, December 1). *Reaching the next generation: The crisis for CHA's youth.* Retrieved December 1, 2010, from the Urban Institute Web site: <http://www.urban.org/UploadedPDF/412259-Crisis-for-CHAs-Youth.pdf>

of vulnerable residents, many of them children. The Chicago Family Case Management Demonstration hypothesized that using a family-focused approach would benefit both children and parents. While the Demonstration successfully engaged adults, there is no evidence that these benefits produced better outcomes for children and youth. Instead, the findings paint a portrait of children in crisis. This brief profiles these vulnerable children and suggests strategies for building on the successes of the Demonstration to improve the life chances of CHA's children and youth.

Holgersson-Shorter, H. (2010, Fall). Helping the homeless: In school and out. *Teaching Tolerance*, 38. 47-50.

Teachers can help ensure that homeless students don't fall through the cracks. This article provides background information on homeless families and children and offers specific strategies for teaching highly mobile students.

Lee, S.S., August, G.J., Gewirtz, A.H., Klimes-Dougan, B., Bloomquist, M.L., & Realmuto, G.M. (2010, April). Identifying unmet mental health needs in children of formerly homeless mothers living in a supportive housing community sector of care. *Journal of Abnormal Child Psychology*, 38(3), 421-432.

The authors studied psychosocial characteristics of K to 2nd grade children and their mothers who were living in urban supportive housings in order to document the various types and degree of risk endemic to this population. Results showed that children living in supportive housing were in the at-risk range and had comparable levels of externalizing problems, internalizing problems, school problems and emotional strengths with the school-based risk sample receiving prevention services at a family support community agency. Mothers in supportive housing reported significantly higher psychological distress, less optimal parenting practices and greater service utilization. These findings are among the first to provide empirical support for the need to deliver prevention interventions in community sectors of care.

Lindsey, E.W., & Sanchez, C.A. (2010). Homeless families: An extreme stressor. In S.J. Price, C.A. Price, & P.C. McKenry, (Eds.) *Families and change: Coping with stressful events and transitions*. (4th ed., pp. 333-356). Thousand Oaks, CA: Sage Publications.

The various definitions of homeless are discussed along with demographics with emphasis on women and children. The authors present several theories that help explain why some poor families become homeless and others do not - including structural, socioeconomic, individual, and social factors. They also discuss pathways into and out of homelessness and describe services and interventions with case examples.

Minke, K., Pisano, M., Kabler, B., Wigo, J., & Skalski, S. (Speakers). (2010, November 17). *Learning and social-emotional supports for students experiencing family transitions: meeting the needs of military, foster, and homeless children*. Retrieved February 3, 2011, from <http://sparkaction.org/>

[resources/50021](#)

Panelists for this Congressional briefing discussed challenges faced by children who are experiencing stressful family transitions (homelessness, foster care, military deployment of a parent or parents); implications for their academic achievement and social-emotional well-being; strategies and supports schools can provide to promote school success; and recommendations for public policy that better addresses the needs of these students in the Elementary and Secondary Education Act reauthorization. A few of the posted resources include key issues, testimonies, models, and research.

Moore, J. (2010). *Abstract bibliography of homeless education resources: 2009*. Retrieved June 12, 2010, from the National Center for Homeless Education Web site: http://center.serve.org/nche/downloads/ab_biblio_2009.pdf

This NCHE bibliography lists and describes a selection of publications released in 2009 that address issues related to the lives and education of children, youth, and families experiencing high mobility and homelessness. Topics include ARRA; child welfare/foster care/juvenile justice; data; disasters; education; foreclosures; general issues: homelessness and poverty; higher education; housing; immigrants and refugees; mobility; parents and parenting; resiliency; young children; and youth.

National Alliance to End Homelessness. (2010, November). *What is a point-in-time count?* Retrieved February 25, 2011, from http://www.endhomelessness.org/files/3502_file_Fact_Sheet_PIT_Counts_and_Youth.pdf

This 2-page basic information primer explains HUD's required point-in-time count and the obvious gap that exists in covering unaccompanied youth. Despite the fact that point-in-time counts are required to collect the number of unaccompanied youth under the age of 18, the majority of COCs report zero unaccompanied youth in their communities.

National Center for Children in Poverty. (2010, October). *Basic facts about low-income children, 2009*. Retrieved February 28, 2011, from http://www.nccp.org/publications/pub_975.html

This series is broken down by age groups: under 3, under 6, 6-11, 12-17, and under 18. Each publication discusses poverty and provides data on specific characteristics of low-income and poor children and families such as children's age and race/ethnicity, parents' education and employment, family structure, and residential stability.

Nord, M., & Parker, L. (September 2010). *How adequately are food needs of children in low-income households being met? Children & Youth Services Review, 32(9), 1175-1185.*

Food security—consistent access to adequate food for active, healthy living—is an important foundation for children's good nutrition and health. This paper provides an overview of recent research and statistics on the extent and severity

of food insecurity in low-income households with children. The authors summarize research evidence on the determinants of food insecurity and its consequences for children's health and development and identify strengths and gaps in the current monitoring systems and research. They include information on the National School Lunch Program and the School Breakfast Program.

Project Hope Virginia. (2010). *Exploring homelessness through young adult literature: An annotated bibliography*. Retrieved February 3, 2011, from <http://education.wm.edu/centers/hope/resources/annotatedbib.pdf>

This resource for teaching young adult literature lists texts, arranged alphabetically by author, that provide bibliographic information and a description of the book, including its genre, the number of pages, suggested grade level(s), and other themes and issues related to adolescence. Among these themes are coming-of-age, identity formation, moral dilemmas, and relationships with family, friends, and others who populate the world of teenagers. Some works have related learning activities designed for in-service and pre-service teachers and others interested in young adult literature and issues related to homelessness.

Ratcliffe, C., & McKernan, S. (2010, June). *Childhood poverty persistence: Facts and consequences. Brief 14*. Retrieved February 16, 2011, from the Urban Institute Web site: <http://www.urban.org/uploadedpdf/412126-child-poverty-persistence.pdf>

Focusing on persistent poverty in childhood, this brief notes that 37 percent of children and adolescents experience poverty at some point before adulthood, but 10 percent of children are persistently poor, spending at least half of their childhood in poverty. Children who experience persistent poverty are more likely than other children to continue to experience poverty through adulthood, and they are more likely to show worse outcomes on a range of outcomes through adulthood.

Samuels, J., Shinn, M., & Buckner, J.C. (2010, May). *Homeless children: Update on research, policy, programs, and opportunities*. Retrieved May 19, 2010, from <http://aspe.hhs.gov/hsp/10/HomelessChildrenRoundtable/index.shtml>

This report provides an update on the research, policy, laws, and funding for programs and services for children who are homeless in the United States. Education, health, and mental health for homeless children are examined. It is a good introduction to the challenges faced by homeless children and the opportunities to help them.

Sell, K., Zlotnik, S., Noonan, K., & Rubin, D. (2010). *The recession and housing stability*. Retrieved November 30, 2010, from the First Focus Web site: http://www.firstfocus.net/sites/default/files/Recession_Housing_ChildWellBeing.pdf

The report examines four areas – health, food security, housing stability and maltreatment – and reviews the relationship of each to the well-being of children during recessions both past and present. Findings show that it will take

years for families to recover to pre-recession income levels, with low-income families struggling even longer to rebound. As a result of increased poverty, approximately 43 percent of families with children report that they are struggling to afford stable housing.

Sell, K., Zlotnik, S., Noonan, K., & Rubin, D. (2010). *The recession and food security*. Retrieved November 30, 2010, from the First Focus Web site: http://www.firstfocus.net/sites/default/files/Recession_Food_ChildWellBeing.pdf

There has been a dramatic increase in the number of households classified as food insecure. In 2008, 21 percent of all households with children fell into this category, the highest percentage since 1995 when yearly measurement started, and a nearly 25 percent increase from 2007. While enrollment in federal food and nutrition assistance programs is up since the start of the recent recession it is unknown whether increased enrollment is providing families with access to sufficient nutritious food for children.

Southern Education Foundation (SEF). *The worst of times: Children in extreme poverty in the south and the nation*. (2010). Retrieved July 23, 2010 from <http://www.southerneducation.org/pdf/TWOT-Extreme%20Child%20Poverty%20Rpt-Final.pdf>

Analyzing the latest census data, this report finds a large, growing number of children live in extreme poverty, with children in the south being most vulnerable to poverty and homelessness. The section on school districts reveals that districts with high concentrations of extremely poor children have a disproportionately large enrollment of students of color and districts with the largest reported percentages of extremely poor children appear to have the least money to educate these children. The report provides issues and implications for policy and practice in education.

Spellman, B., Khadduri, J., Sokol, B, Leopold, J., & Abt Associates, Inc. (2010, March). *Costs associated with first-time homelessness for families and individuals*. Retrieved March 31, 2010, from the Department of Housing and Urban Development Web site: http://www.huduser.org/publications/pdf/Costs_Homeless.pdf

A study of nearly 9,000 individuals and families across the country examined the cost of housing and serving individuals and families involved. Based on their findings, the authors concluded that communities should try to avoid the use of high-cost homeless programs like transitional housing for households whose needs can be met by mainstream systems. They suggest that communities explore ways to design discharge planning strategies from mainstream systems to help identify at-risk families and individuals.

U.S. Conference of Mayors. (2010). *Hunger and homelessness survey: A status report on hunger and homelessness in America's cities: A 27 city survey*. Retrieved December 21, 2010, from <http://www.usmayors.org/pressreleases/uploads/2010HungerHomelessnessReportfinalDec212010.pdf>

Findings are presented from surveys conducted by each of the 27 cities that sit on the U.S.C.M. Task Force on Hunger and Homelessness The report presents data collected on emergency food assistance and homeless assistance services and documents the plans and strategies each city has for alleviating hunger and homelessness problems in the future. This year's findings included that people experiencing homelessness increased across survey cities by 2 percent, and family homelessness increased by 9 percent.

U.S. Department of Housing and Urban Development. (2010, June). 2009 Annual homeless assessment report. Retrieved February 18, 2011, from <http://www.hudhre.info/documents/5thHomelessAssessmentReport.pdf>

The report is based on the point-in-time estimates (which provide the total number of sheltered and unsheltered homeless persons on a single-night), and one-year estimates (of the total sheltered population during a 12-month period). Even within these populations which exclude doubled up families and youth, the profile of homeless individuals compared to families differs considerably, especially in terms of gender, race, age, and veteran and disability status.

U.S. Government Accountability Office. (2010). Homelessness: A common vocabulary could help agencies collaborate and collect more consistent data. Retrieved January 18, 2011, from <http://www.gao.gov/new.items/d10702.pdf>

Congress asked GAO to address federal data on homelessness, the extent to which research identifies factors associated with experiencing homelessness, and how differences in definitions impact the effectiveness of programs. Their report examines the impact of the use of different definitions of homelessness by federal agencies.

United States Interagency Council on Homelessness. (2010). Opening doors: Federal strategic plan to prevent and end homelessness: 2010. Retrieved February 28, 2011, from <http://www.usich.gov/PDF/FactSheetFamilieswithChildren.pdf>

The nation's goal to prevent and end homelessness among families, youth, and children in 10 years involves providing affordable housing; increasing meaningful and sustainable employment; reducing financial vulnerability; and transforming homeless services to crisis response systems. Although the plan focuses on supportive housing, it encourages interagency collaboration including homeless student identification and service coordination by liaisons in school districts.

Ward, C. (2010, Summer). Living rough. Uncensored: American family experiences with poverty and homelessness, p. 8-12. Retrieved January 3, 2011, from the Institute for Children, Poverty & Homelessness Web site: http://www.icphusa.org/PDF/merchandise/ICP_UNCENSORED_1.2_Summer2010.pdf

An increase in homeless families combined with scarce affordable housing and limited shelter space has spawned rising rates of unsheltered families across the country. This article takes a look at the obstacles families encounter while staying

on beaches, in campgrounds, tent cities, cars, etc.

Wight, V., Chau, M., & Aritani, Y. (2010, January). Who are America's poor children? Retrieved January 26, 2010, from the National Center for Children in Poverty Web site: http://www.nccp.org/publications/pdf/text_912.pdf

There are 2.5 million more children living in poverty today than in 2000, an increase of 21 percent. This report provides a demographic snapshot of the more than 13 million American children living in families with incomes below the poverty level.

HIGHER EDUCATION

Dworsky, A., & Pérez, A. (2010, February). Helping former foster youth graduate from college through campus support programs. *Children & Youth Services Review*, 32(2), 255-263.

This exploratory study examines the implementation of campus support programs designed to provide financial, academic, and other types of supports to students who had aged out of foster care. Data were collected from program administrators and student participants in California and Washington State. Recommendations for moving forward with a methodologically sound impact evaluation of campus support programs are discussed.

Hallett, R. E. (2010). Homeless: How residential instability complicates students' lives. *About Campus*, 15, 11-16.

The author examines the challenges of highly mobile students who are pursuing post-secondary degrees and what educators can do to retain and support them. He maintains that lack of stable housing not only affects college access, but also student participation in the educational process. Finally, he offers guidance in supporting homeless students including locating financial resources, securing stable housing, providing resources and referrals, and creating post-graduation plans.

Hernandez, L., & Naccarato, T. (2010, May). Scholarships and supports available to foster care alumni: A study of 12 programs across the U.S. *Children & Youth Services Review*, 32(5), 758-766.

This exploratory study gathered information from twelve college programs nationwide that provide scholarships and supportive services to foster care alumni attending postsecondary education. Findings illustrate six major themes of youth's unmet needs: academic preparation; housing; financial assistance; the need for emergency assistance; youth's personal challenges; and the need for advocacy. Program coordinators state the importance of accessibility, advocacy, and academic support in the form of tutoring and mentoring; assistance in finding housing; scholarships; emergency financial assistance; access to health and mental health providers; and, outreach programs to college bound foster youth. Recommendations explore furthering tuition waiver

programs and supportive services that address the emotional, financial, and housing needs of foster care alumni attending college.

National Center for Homeless Education. (2010, August). *Increasing access to higher education for unaccompanied youth: Information for colleges and universities*. Retrieved August 17, 2010, from http://center.serve.org/nche/downloads/briefs/higher_ed.pdf

Many unaccompanied homeless youth have higher education aspirations, but find the barriers to enrollment and attendance to be overwhelming. This NCHE brief provides a better understanding of unaccompanied homeless youth and the educational and other challenges they face, a summary of federal education legislation that gives unaccompanied homeless youth access to important educational supports, and samples of promising practices implemented by high schools, colleges, and universities to assist unaccompanied homeless youth in succeeding in college. While the brief is geared towards providing information for higher education administrators and staff, it is a good general primer on the issue of providing access to higher education for unaccompanied homeless youth.

Trout, P. (2010). *College access for nontraditional students: How to replicate a successful program*. Retrieved February 24, 2011, from the Seattle Education Access Web site: http://www.seattleeducationaccess.org/downloads/success_program.pdf

The author is the founder of Seattle Education Access (SEA), a college access program for low income and marginalized youth. She describes the basic values and strategies used by SEA to provide access to higher education for nontraditional students, including young people experiencing homelessness. The program is offered as a model that other communities can use to develop similar strategies making college a real possibility for even the most oppressed members of society.

Yohalem, N., & Jensen, E. (2010, December). *High expectations & strong supports yield postsecondary success*. Retrieved December 16, 2010, from the Forum for Youth Investment Web site: <http://forumfyi.org/content/%3Fhigh-expectations-strong-supports-lead-postsecondary-success>

The authors demonstrate that it is possible to insulate the education pipeline for older, vulnerable youth, by providing the supports necessary for their success. They describe how YouthBuild Brockton, as part of YouthBuild USA's Postsecondary Education Initiative, is partnering with Massasoit Community College to move from dropout recovery into postsecondary completion. They also summarize research on student supports in higher education and feature a conversation with Ann Coles, senior associate at the Institute for Higher Education Policy.

HOUSING

Dworsky, A., & Courtney, M.E. (2010, April). Supporting homeless youth during the transition to adulthood: Housing-based independent living programs. *The Prevention Researcher*, 17(2), 17-20.

This article begins with some background information about the needs of homeless youth and then describes three housing-based independent living programs designed to address their needs. It concludes with a discussion about why the needs of so many homeless youth still are not being addressed and what else might be done to meet their needs.

National Alliance to End Homelessness. (September, 2010). *HPRP youth program profiles: Overview*. Retrieved October 20, 2010, from <http://www.endhomelessness.org/content/general/detail/3392>

This series of program profiles highlights organizations that have utilized Homelessness Prevention and Rapid Re-Housing (HPRP) resources to serve homeless youth. It provides an overview of successful programs, including their initiatives, challenges, achievements, and outcomes. The profiles represent a wide variety of youth programs from across the country and their best practices and strategies.

IMMIGRANTS AND REFUGEES

Advocates for Children of New York. (2010). *Students with interrupted formal education: A Challenge for the New York City Public Schools*. Retrieved January 21, 2011 from <http://www.advocatesforchildren.org/SIFE%20Paper%20final.pdf>

This report describes the challenges that immigrant and refugee students with interrupted formal education (SIFE) face when they arrive in New York City schools, but the stories of these students parallel those of many homeless students across the country. This report presents recommendations for meeting the needs of SIFE. The need to provide psychological and social support is discussed, as well as the risk of students becoming overage and dropping out. Priorities for reforming services are then identified.

American Civil Liberties Union. (2010, December). *Immigrant services directory: Public resources for intake referrals*. Retrieved March 1, 2011, from <http://www.aclu.org/immigrants-rights/immigrant-services-directory-public-resource-intake-referrals>

Immigrant children, youth, and families often need legal assistance. This state-by-state guide outlines available resources, contact information, and referral processes. It should help service providers refer students to these services more efficiently and effectively.

Bridging Refugee Youth & Children's Services. (2010). *Schools and refugee child welfare*. Retrieved May 14, 2010, from <http://www.brycs.org/publications/schools-toolkit.cfm>

School personnel may need specific guidance when addressing child welfare and family issues with immigrant and refugee families. This toolkit was created to help school staff address these concerns. School staff must report suspected child maltreatment to child welfare authorities. This mandated reporter responsibility should make children safer, but it may also make refugee families fearful. Furthermore, some apparent signs of neglect or abuse may be the result of traditional cultural practices, learned behaviors from the refugee experience, or the need for education about U.S. practices. This resource helps distinguish resettlement challenges and cultural differences from child maltreatment and provides information on steps to help strengthen refugee families and connect them to supportive community services.

Fong, A.B., Bae, S., & Huang, M. (2010, October). *Patterns of student mobility among English language learner students in Arizona public schools. (Issues & Answers Report, REL 2010–No. 093)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved November 12, 2010, from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=236>

REL West's study looked at three types of student mobility to determine what proportion of Arizona public school students and English language learner students are mobile, whether mobility varies by education level, whether mobility is greater within or between districts, and how district size is related to mobility rates within and between districts. The study also sought to determine whether mobility in Arizona public schools is similar to findings elsewhere showing an association between student mobility and student characteristics such as special education status and race/ethnicity.

National Association for the Education of Homeless Children and Youth, & Kids In Need of Defense. (2010). *Immigration and schools: Supporting success for undocumented unaccompanied homeless youth*. Retrieved November 30, 2010, from <http://www.naehcy.org/dl/immig.pdf>

This brief is designed for young people, immigration attorneys, advocates, McKinney-Vento liaisons, and educators. After describing some of the factors that cause youth to experience homelessness without a parent or guardian and the circumstances that result in immigrant youth being in the United States without their parents or guardians, the brief shares information about the federal laws that provide the means for youth to attend school and address their immigration status.

Reyes, A. H. (2010). *The immigrant children of Katrina*. *Peabody Journal of Education*, 85(4), 443-468.

Katrina has focused on the effects of race, immigrant children were part of the largely unreported immigrant evacuation from Louisiana using a network of relatives and others. The author illustrates the theoretical implications and consequences of identifying immigrant children as racially White. This study documents the intersections of local, state, and federal policy regarding schools and recovery relief showing that access to disaster relief and recovery were framed in the context of immigration status, which often placed children at risk.

LGBTQ

NYC Commission on Lesbian, Gay, Bisexual, Transgender and Questioning Runaway and Homeless Youth. (2010, June). *All our children: strategies to prevent homelessness, strengthen services and build support for LGBTQ youth.* Retrieved October 28, 2010, from <http://www.gaycenter.org/files/imce/docs/LGBTQ-Youth-Report.pdf>

The report examines the complex needs of LGBTQ youth and promotes a coordinated agenda in meeting these needs. The report suggests recommendations and strategies with actionable steps to promote best practices, foster a culture of respect and acceptance, and address the underlying causes of homelessness among LGBTQ youth.

MILITARY

Military Child Education Coalition. (2010). *Secondary education transition study.* Harker Heights, TX: Author.

The United States Army Community and Family Support Center contracted with the Military Child Education Coalition to design, conduct, and coordinate a comprehensive study of the impact of high school transitions for military-connected students at nine installations and school districts worldwide. The results of the Secondary Education Transition Study are set forth in this report, along with the ancillary publications.

Minke, K., Pisano, M., Kabler, B., Wigo, J., & Skalski, S. (Speakers). (2010, November 17). *Learning and social-emotional supports for students experiencing family transitions: meeting the needs of military, foster, and homeless children.* Retrieved February 3, 2011, from <http://sparkaction.org/resources/50021>

Panelists for this Congressional briefing discussed challenges faced by children who are experiencing stressful family transitions (homelessness, foster care, military deployment of a parent or parents); implications for their academic achievement and social-emotional well-being; strategies and supports schools can provide to promote school success; and recommendations for public policy that better addresses the needs of these students in the Elementary and Secondary Education Act reauthorization. A few of the posted resources include key issues, testimonies, models, and research.

National Center on Family Homelessness. (2010, February). *Understanding the experience of military families and their returning war fighters: Military literature and resource review*. Retrieved February 24, 2011, from <http://www.familyhomelessness.org/media/100.pdf>

This review explains how military families and children face unique stressors associated with deployment, reintegration, and adverse military experiences, which may lead to unemployment and homelessness. The impact of deployment and reintegration are significant for children of active duty and National Guard/Reserve members. They frequently experience behavioral issues, anxiety, nightmares and difficulties in school. If children are living in a single-parent family or in a family where both parents are deployed, separations may be particularly difficult. Military families move frequently and the children need to adjust to new schools, new rules and new routines.

MOBILITY

Cunningham, M., Harwood, R., & Hall, S. (2010, May). *Residential instability and the McKinney-Vento Homeless Children and Education Program: What we know, plus gaps in research*. Retrieved June 23, 2010, from the Urban Institute Web site: <http://www.urban.org/uploadedpdf/412115-mckinney-vento-program.pdf>

This brief describes the McKinney-Vento Education for Homeless Children and Youth Program (EHCY), summarizes the research on and the impact of homelessness and residential instability on families, children, and entire schools. Citing the paucity of research on how homelessness and residential instability influence the academic performance of school-age children, the authors suggest specific target areas for future research – improving data collection in schools and examining the efficacy of the McKinney-Vento EHCY Program.

Fong, A.B., Bae, S., & Huang, M. (2010, October). *Patterns of student mobility among English language learner students in Arizona public schools. (Issues & Answers Report, REL 2010–No. 093)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved November 12, 2010, from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=236>

REL West's study looked at three types of student mobility to determine what proportion of Arizona public school students and English language learner students are mobile, whether mobility varies by education level, whether mobility is greater within or between districts, and how district size is related to mobility rates within and between districts. The study also sought to determine whether mobility in Arizona public schools is similar to findings elsewhere showing an association between student mobility and student characteristics such as special education status and race/ethnicity.

Leventhal, T., & Newman, S. (2010, September). Housing and child development. *Children & Youth Services Review, 32(9), 1165-1174.*

This article presents a critical review of recent research on the role of housing in children's development, including physical health; social, emotional, and behavioral outcomes; and schooling, achievement, and economic attainment. The strongest evidence is provided for the deleterious associations between environmental toxins/hazards and crowding with children's health, and for residential mobility with children's short-term academic, social and emotional problems. An overview of research concerning housing mobility is included although few recent references are mentioned.

National Research Council. (2010, April). *Student mobility: Exploring the impact of frequent moves on achievement*. Retrieved April 27, 2010, from <http://www.iom.edu/Reports/2010/Student-Mobility-Exploring-the-Impacts-of-Frequent-Moves-on-Achievement.aspx>

A joint National Research Council/IOM committee held a workshop in June 2009 to examine mobility issues, highlight patterns in current research, and discuss how to develop a support system for at-risk children. Workshop participants discussed how to adapt child care, early childhood and elementary education, and community services to address the educational and developmental challenges of children without stable environments. Participants focused on issues facing children ages 3 to 8 years in particular, as the first few years of school can set the stage for later development. This document summarizes the workshop.

Shea, N.M., Zetlin, A.G., & Weinberg, L.A. (2010, January). *Improving school stability: An exploratory study of the work of the AB 490 liaisons in California*. *Children & Youth Services Review, 32(1), 74-79.*

This exploratory study examined the effectiveness of the provision of California Assembly Bill (AB) 490 that required each local education agency to designate a foster care education liaison to ensure proper school placement and facilitate enrollment and transfer of school records. Survey responses by 94 liaisons from throughout California identified continuing barriers to the implementation of the law as well as areas of progress being made to better support foster children and youth as they move through school. Recommendations by the liaisons for improving their effectiveness included the need for more collaboration with the child welfare agency, increased time to dedicate to the position, more opportunities for networking with other liaisons, and more involvement in decisions affecting foster youth.

Sullivan, M., Jones, L., & Mathiesen, S. (2010, February). *School change, academic progress, and behavior problems in a sample of foster youth*. *Children & Youth Services Review, 32(2), 164-170.*

While the effect of residential placement change on behavioral problems and case outcome has received considerable attention in the literature; school change has largely been ignored. This paper addresses that gap through

structured interviews with youth about their educational experiences while in foster care. Results showed no statistically significant relationships between number of school changes and academic progress. However, school change was significantly correlated with an increase in behavioral problems.

U.S. Government Accountability Office. (2010, November 18). K-12 education: Many challenges arise in educating students who change schools frequently. (GAO Publication No. 11-40). Retrieved December 21, 2010, from <http://www.gao.gov/products/GAO-11-40>

To inform Elementary and Secondary Education Act of 1965 reauthorization, GAO was tasked with answering these questions. What are the numbers and characteristics of students who change schools, and what are the reasons students change schools? What is known about the effects of mobility on student outcomes, including academic achievement, behavior, and other outcomes? What challenges does student mobility present for schools in meeting the educational needs of students who change schools? What key federal programs are schools using to address the needs of mobile students? This publication reports the results of GAO's analysis of federal survey data, interviews with U.S. Department of Education officials, visits to schools, and review of federal laws and existing research.

PREGNANT AND PARENTING

ABA Center on Children and the Law, & Law and Healthy Teen Network. (2010). *Helping pregnant and parenting teens find adequate housing.* Retrieved February 16, 2011, from <http://healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7B6B08D6EF-E9F0-4637-B3D5-E6D2A63A6330%7D.pdf>

Up to 400,000 teen girls are pregnant and homeless. This Q&A document provides an overview of programs and housing-related legal and policy issues for advocates working with pregnant and parenting young people in need.

Desiderio, G., Max, J., Scott, M.E., Ikramullah, E., Barry, M., & Manlove, J. (2010) *Bricks, mortar, and community: The Foundations of supportive housing for pregnant and parenting teens: Findings from the field.* Retrieved February 24, 2011, from the Healthy Teen Network Web site: <http://www.healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7BF708F838-0408-4E99-B20B-B13A22C48788%7D.pdf>

This report identifies a set of core components for supportive housing programs serving pregnant and parenting teens and presents case studies of programs meeting these standards which include supports and resources to promote self-sufficiency, housing stability, financial stability, successful and engaged parenting and attachment, and healthy relationships. Examples of supportive housing programs integrating the core components are given along with a list of additional resources.

RHYTTAC. (2010). *Working with Head Start programs: Tips to serve pregnant and parenting youth*. Retrieved January 10, 2011, from http://rhyttac.ou.edu/images/stories/mgh_headstart.pdf

This tip sheet offers service providers information on how to work with Head Start programs providing services for pregnant and parenting youth.

RESEARCH/DATA/NEEDS ASSESSMENTS

Bloom, H.S., & Michalopoulos, C. (2010, November). *When is the story in the subgroups? Strategies for interpreting and reporting intervention effects for subgroups*. Retrieved February 28, 2011, from the MDRC Web site: <http://www.mdrc.org/publications/551/full.pdf>

Subpopulations of homeless students include LEP, IDEA, migratory, and unaccompanied youth. What subgroup findings (such as those defined in terms of socioeconomic and other characteristics) should be emphasized and under what conditions? This paper outlines a strategy for making these decisions. It introduces some of the many different ways that subgroups can be defined, describes the different types of research questions that can motivate subgroup analyses, and identifies key factors that should be used to determine how subgroup findings are reported and interpreted. The paper then describes several scenarios that illustrate how these factors vary in practice and how this variation can influence decisions about reporting subgroup findings. The audience for the paper includes anyone who is conducting or reading research on the effects of interventions.

Center for the Future of Teaching and Learning. (2010, November 10). *Sharing data between child welfare and education to improve outcomes for children and youth in the foster care system*. Retrieved January 18, 2011, from <http://www.cftl.org/documents/2010/PolicyBrief-FC.2010.pdf>

This policy brief outlines the steps needed to ensure more comprehensive and timely sharing of child welfare and education data for students in the foster care system so that the professionals charged with helping them can make informed decisions.

Garriss Hardy, B. (2010). *Educating homeless children and youth: Conducting needs assessments and evaluating services - A guide for SEAs, LEAs, and local schools*. Retrieved June 3, 2010, from the National Center for Homeless Education Web site: http://center.serve.org/nche/downloads/needs_assess_eval.doc

The U.S. Department of Education suggests that needs assessments be conducted annually, and that important decisions about programming and resources (e.g., the determination and use of Title IA funds for homeless students) be based on the systematic collection of accurate data across programs and agencies. This guide provides a three-tiered approach to conducting

comprehensive needs assessments and program evaluations to strengthen homeless education programs and includes a comprehensive set of tools that will be useful at the state, district, and school levels.

Heinze, H.J., Jozefowicz, D.M.H., & Toro, P.A. (2010, October). Taking the youth perspective: Assessment of program characteristics that promote positive development in homeless and at-risk youth. *Children & Youth Services Review*, 32(10), 1365-1372.

This study examines program characteristics, resources and positive development opportunities that exist within programs for homeless youth and youth at risk for homelessness. Youth from community agencies completed questionnaires created to assess youth ratings of program dimensions associated with positive development. Older youth who were more satisfied with agency programming produced higher ratings for agency structure, while for younger youth, satisfaction was positively associated with ratings for agency safety. Implications for service delivery and policy are discussed.

Institute for Education Statistics. *Digest of education statistics 2009*. (2010, April). Retrieved May 17, 2010, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010013>

The Digest's primary purpose is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. It contains data on a variety of topics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, and federal funds for education, libraries, and international comparisons.

Legal Center for Foster Care and Education. (2010). *Solving the data puzzle: A how-to guide on collecting and sharing information to improve education outcomes for children in out-of-home care*. Retrieved December 13, 2010, from <http://new.abanet.org/BlueprintForChange/Documents/solvingthedata puzzle.pdf>

This article guides the reader in identifying data needed to better serve children in out-of-home care and sets forth options for how to gather the data in light of existing legal requirements and opportunities. The tools are designed for agencies to use on their own or as a first step in a collaborative process. Because the most effective data collection efforts require collaboration between both agencies, the tool guides both agencies through the joint process of developing an effective collaboration for data collection and information sharing.

National Center for Homeless Education. (2010, June). *Education for Homeless Youth Program: Analysis of data from the SY2008-2009 federally required state data collection for the McKinney-Vento Education Assistance Improvements Act of 2001 and comparison of the SY2006-2007, SY2007-2008, and SY2008-2009 data collections*. Retrieved July 8, 2010, from http://center.serve.org/nche/downloads/data_comp_06-08.doc

This report provides a summary and analysis of the 2008-09 state data collection required by the U.S. Department of Education of the McKinney-Vento Education for Homeless Children and Youths program. The 2008-09 data is also presented in comparison to the 2006-07 and 2007-08 data collections.

Obradović, J. (2010, March-April). Effortful control and adaptive functioning of homeless children: Variable-focused and person-focused analyses. *Journal of Applied Developmental Psychology*, 31(2), 109-117.

Homeless children show significant developmental delays in adaptation, yet research on protective processes that may contribute to their resilience is rare. This study examined the role of effortful control for adaptation in homeless children, ages 5–6, during their transition to school. Effortful control skills were found to be the most significant predictor of the adaptation and resilient status of homeless children.

Samuels, J., Shinn, M., & Buckner, J.C. (2010, May). Homeless children: Update on research, policy, programs, and opportunities. Retrieved May 19, 2010, from the U.S. Department of Health and Human Services Web site: <http://aspe.hhs.gov/hsp/10/HomelessChildrenRoundtable/index.shtml>

This report provides an update on the research, policy, laws, and funding for programs and services for children who are homeless in the United States. Education, health, and mental health for homeless children are examined. It is a good introduction to the challenges faced by homeless children and the opportunities to help them.

RURAL

National Alliance to End Homelessness. (2010, March). Critical success factors in high performing rural Continuums of Care. Retrieved March 29, 2010, from <http://endhomelessness.org/content/article/detail/2681>

Case studies done on Continuums of Care in four rural communities across the country uncovered some common “critical success factors” utilized by each. Although the paper examines Continuums of Care in rural areas, these collaborative strategies would be useful for any group of organizations serving homeless families, youth, and children.

Schafft, K.A., Killeen, K., & Morrissey, J. (2010). The challenges of student transiency for U.S. rural schools and communities in the era of No Child Left Behind. In K.A. Schafft and A. Jackson (Eds.), *Rural education for the twenty-first century: Identity, place, and community in a globalizing world* (pp. 95-114). University Park, PA: Pennsylvania State University Press.

Authors compare the negative effects of economic restructuring on rural areas with the changes in public education brought about by NCLB. They assert that economics has driven families to make sudden, unplanned moves which leads

to school mobility, and the chronic residential and school moves of poor families is both a symptom of and contributing factor to community distress. Strategies are provided for schools and communities to address student transiency and the needs of highly mobile students.

U.S. Government Accountability Office. (2010). *Rural homelessness: Better collaboration by HHS and HUD could improve delivery of services in rural areas*. Retrieved January 18, 2011, from <http://www.gao.gov/new.items/d10724.pdf>

This report examines the characteristics of homelessness in rural areas; the amount of assistance and funding that is available to people experiencing homelessness in rural areas; and the barriers that people who are homeless, or providing services, experience when they seek assistance or funding.

YOUNG CHILDREN

Adams, G., Rohacek, M., & Danziger, A. (2010, October). *Child care instability: Definitions, context, and policy implications*. Retrieved January 25, 2011, from the Urban Institute Web site: <http://www.urban.org/publications/412278.html>

Child care stability is particularly important for children who face significant disruptions in their home lives or their primary family relationships—such as homelessness. This paper describes why it matters, first by looking at what is and is not known about child care stability, and then by providing a framework to explore the implications of child care instability for children's development, parental employment, and the often dynamic lives of low-income families. It also discusses the policy implications of these findings and highlights areas where future research is needed.

Boylan, E., & Splansky, D. (2010, February). *Access to pre-k education under the McKinney-Vento Homeless Assistance Act*. (Pre-K Policy Brief Series). Retrieved February 22, 2011, from the Education Law Center Web site: http://www.edlawcenter.org/ELCPublic/Publications/PDF/PreKPolicyBrief_AccessToEducation.pdf

This policy brief provides an overview of the McKinney-Vento Homeless Assistance Act and explains the major barriers for pre-k homeless children's participation in pre-k programs. Policies are suggested to increase the number of homeless children in pre-k programs.

Child Trends. (2010, May 10). *Early Head Start: Research findings*. Retrieved February 16, 2011, from http://www.childtrends.org/Files/Child_Trends2010_05_10_HL_EarlyHeadStart.pdf

Child Trends reports that Early Head Start gains persist into the preschool years -- improved math and literacy skills, reduced aggressive or hyperactive behaviors, longer attention spans and a more engaged relationship between the children and their parents.

Joo, M. (2010, June). Long-term effects of Head Start on academic and school outcomes of children in persistent poverty: Girls vs. boys. *Children & Youth Services Review, 32(6)*, 807-814.

This study focused on the long-term effects of Head Start programs on academic achievement and school outcomes of children who grew up in chronic poverty after controlling for their home environments and neighborhood qualities. Findings suggest that (1) Head Start participation was associated with higher scores on Woodcock Johnson-Revised Test and decreased involvement with school suspension, expulsion, and grade repetition throughout all school years for chronically poor girls and that (2) home environments and parents' education are more consistent and significant determinants of children's long-term outcomes than Early Childhood Care and Education programs including Head Start. The findings of this study offer implications for policy and research.

Mattingly, M.J., & Stransky, M.L. (2010, Fall). *Young child poverty in 2009: Rural poverty rate jumps to nearly 29 percent in second year of recession. (Issue Brief No. 17)*. Retrieved February 16, 2011, from the Carsey Institute Web site: <http://carseyinstitute.unh.edu/publications/IB-Mattingly-childpoverty10.pdf>

This issue brief reports that many of the children living in poverty are in rural areas, with one in four young children in rural America living in poverty in 2009.

Mistry, R.S., Benner, A.D., Biesanz, J.C., Clark, S.L., & Howes, C. (2010, 4th Quarter). Family and social risk, and parental investments during the early childhood years as predictors of low-income children's school readiness outcomes. *Early Childhood Research Quarterly, 25(4)*, 432-449.

Using data from the National Early Head Start (EHS) Research and Evaluation Project, this study examined relations among cumulative family and social risk, assessed during infancy and the preschool years, and children's prekindergarten achievement, self-regulatory skills, and problematic social behavior. Results highlight the significance of the timing of children's experience of risk in predicting school readiness competencies. Risk exposure during infancy was most detrimental and was partially mediated by responsive parenting practices and the provision of language and literacy stimulation.

Office of Head Start. (2010). *Homelessness online lessons*. Retrieved February 3, 2011, from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Homelessness/homelessness.html>

These online, interactive lessons on homelessness were created for Head Start and Early Head Start grantees and designed to help staff better understand the relationship of McKinney-Vento, Head Start, and Early Head Start; how to determine eligibility for children experiencing homelessness; identification and outreach strategies; enrollment of children experiencing homelessness; and developing family partnerships and community partnerships.

Powers, S. (2010, January). Homeless families with infants and toddlers. *Zero to Three*. 30(3).

The contributors to this issue of the *Zero to Three Journal* provide a wealth of concrete strategies for addressing the needs of children and families who are experiencing homelessness—how to address separation anxiety and the effects of trauma; creating environments that offer structure and routine; strengthening parent–child relationships; and empowering families by helping them identify needs and priorities.

RHYTTAC. (2010). *Working with Head Start programs: Tips to serve pregnant and parenting youth*. Retrieved January 10, 2011, from http://rhyttac.ou.edu/images/stories/mgh_headstart.pdf

This tip sheet offers service providers information on how to work with Head Start programs providing services for pregnant and parenting youth.

Rucker, T. (2010, May). *Promoting school readiness by improving family, friend and neighbor care*. Retrieved from the National League of Cities Web site: http://www.nlc.org/ASSETS/9E94A7E8028E4128AD04272A92F87156/IYEF_FFN_Care_MAG_06-10.pdf

Family, Friend and Neighbor (FFN) Care is the most common form of child care used by low-income families with young children. However, an estimated one-third to one-half of FFN care settings may not adequately prepare children to enter school ready to learn. Helping FFN caregivers promote school readiness is therefore critical to the success of any efforts to close the educational achievement gap between disadvantaged children and their peers. This Municipal Action Guide highlights steps that city leaders can take to connect FFN caregivers with the information, resources and support needed to promote early learning and healthy child development.

Swick, K. J. (2010). *Responding to the voices of homeless preschool children and their families*. *Early Childhood Education Journal*, 38(4), 299–304.

This article stresses the importance of listening to homeless preschoolers, their parents, and professionals who work with them to design more effective support programs. Strategies that empower children and families are provided. The critical roles of early childhood education professionals are delineated and discussed.

YOUTH

Courtney, M., Hook, J., & Lee, J. (2010). *Distinct subgroups of former foster youth during young adulthood: Implications for policy and practice*. Retrieved February 26, 2011, from the Partners for Our Children Web site: <http://www.partnersforourchildren.org/pocweb/userfiles/file/MW%20Wave%204%20Subgroups%20issue%20brief.pdf>

This issue brief uses information provided by young people participating in the Midwest Evaluation of the Adult Functioning of Former Foster Youth (Midwest Study) to identify distinct subgroups of young adults making the transition to adulthood based on their experiences across several key transition domains. This analysis reveals four subgroups of former foster youth: accelerated adults (36.3%), struggling parents (25.2%), emerging adults (21.1%), and troubled and troubling (17.5%). Characteristics of each class are described, and implications for the Fostering Connections Act are discussed.

Dworsky, A., & Courtney, M.E. (2010, March). *Assessing the impact of extending care beyond age 18 on homelessness: Emerging findings from the Midwest Study*. Retrieved May 14, 2010, from the Chapin Hall Web site: http://www.chapinhall.org/sites/default/files/publications/Midwest_IB2_Homelessness.pdf

Finding a safe and affordable place to live is one of the major challenges facing young people who age out of foster care. The authors examined how transitioning from care is related to homelessness and found that many former foster youth become homeless. Although allowing young people to remain in care until their 21st birthday does help prevent them from becoming homeless prior to age 19 and, to a lesser extent, age 21, it does not appear to reduce their risk of experiencing homelessness by age 23 or 24. The article includes a discussion about the implications of the findings for both policy and practice.

Glassman, M., Karno, D., & Erdem, G. (2010, June) *The problems and barriers of RHYA as social policy*. *Children & Youth Services Review* 32, 798–806.

The Runaway and Homeless Youth Act (RHYA) has been the dominant social policy for homeless youth in the United States since 1974. In this paper, the authors trace the history of society's attitudes towards homeless youth. Then they postulate that part of RHYA's difficulties are due to differing perspectives of childhood and youth and the public's discordant view of youth populations outside of mainstream society. Part of the reasons the United States has such difficulties in helping, and sometimes even recognizing homeless youths, involves the definitions and social discourse developed for these populations. The authors conclude with policy level solutions.

Hadley, A.M., Kassim-Mbwana, M.S., & Hair, E.C. (2010, March). *What works for older youth during the transition to adulthood: Lessons from Experimental Evaluations of Programs and Interventions*. Retrieved March 29, 2010, from the Child Trends Web site: http://www.childtrends.org/Files//Child_Trends-2010_03_09_FS_WWOlderYouth.pdf

Because older youth face a unique set of challenges and risks as they move into adulthood, it is important to identify intervention strategies that can enhance the development and success of these individuals in domains including independent living, release from the foster care system, homelessness, and education. The authors examine the role that programs designed to serve older youth can play. Their review of experimental evaluations indicates that education and career programs can be effective, especially for low income

youth and for youth targeted from younger ages. Furthermore, specific intervention strategies, such as mentoring, case management, and providing child care for young parents, are associated with program success across outcomes.

Health Resources and Services Administration, U.S. Department of Health and Human Services. (2010). Program assistance letter: Understanding the health care needs of homeless youth. Retrieved February 3, 2011, from <http://bphc.hrsa.gov/policy/PAL2001-10v2.pdf>

As adolescents, homeless youth are still developing psychologically, cognitively, and physically. Before becoming homeless, they may have endured a chaotic and often violent home life, and they may be distrustful of authority and adults. For these reasons, homeless youth can benefit from services that are specific to their needs rather than incorporated into services for the adult homeless population. Responding to a growing awareness that homeless youth have special health care needs, this paper discusses the specific health and social service needs of homeless youth. It provides an overall picture of the health issues confronting youth on their own and offers information about developing models of care delivery.

Heinze, H.J., Jozefowicz, D.M.H., & Toro, P.A. (2010, October). Taking the youth perspective: Assessment of program characteristics that promote positive development in homeless and at-risk youth. *Children & Youth Services Review*, 32(10), 1365-1372.

This study examines program characteristics, resources and positive development opportunities that exist within programs for homeless youth and youth at risk for homelessness. Youth from community agencies completed questionnaires created to assess youth ratings of program dimensions associated with positive development. Older youth who were more satisfied with agency programming produced higher ratings for agency structure, while for younger youth, satisfaction was positively associated with ratings for agency safety. Implications for service delivery and policy are discussed.

National Alliance to End Homelessness. (2010, October). Counting homeless youth. Retrieved November 29, 2010, from <http://www.endhomelessness.org/content/article/detail/3475>

This publication provides information on how to include unaccompanied homeless youth in the January 2011 point-in-time (PIT). It offers six steps along with specific guidelines and strategies to ensure that youth are identified and counted in each community's count and that quality data is collected and analyzed.

National Alliance to End Homelessness. (September, 2010). HPRP youth program profiles: Overview. Retrieved October 20, 2010, from <http://www.endhomelessness.org/content/general/detail/3392>

This series of program profiles highlights organizations that have utilized

Homelessness Prevention and Rapid Re-Housing (HPRP) resources to serve homeless youth. It provides an overview of successful programs, including their initiatives, challenges, achievements, and outcomes. The profiles represent a wide variety of youth programs from across the country and their best practices and strategies.

National Alliance to End Homelessness. (2010, January). Fact sheet: Youth homelessness. Retrieved February 28, 2011, from <http://www.endhomelessness.org/content/article/detail/1659>

This short fact sheet addresses the prevalence of youth homelessness (based on the HUD definition), causes, consequences, the role of the federal government, and recommendations to address the issues.

National Runaway Switchboard. (2010). Why they run: An in-depth look at America's runaway youth. Retrieved May 14, 2010, from http://www.1800runaway.org/media/documents/Why_They_Run_NRS_approved.pdf

This publication presents data and statistics based on existing literature, trend data compiled by the National Runaway Switchboard, and interviews from youth staying in shelters and on the streets. It examines not only why they leave, but where they go, how they get by, who they turn to for help, how they stay connected with friends/family, and many other issues. Schools were a consensus point of contact for youth. Nearly 80% of the youth preferred talking directly (vs using any media tools) with service providers in order to determine whether they are trustworthy. Teachers, guidance counselors, and in-school posters were identified as a means of communicating and youths appreciate receiving a single list of all available services for easy access.

Osgood, D.W., Foster, E.M., & Courtney, M.E. (2010, Spring). Vulnerable populations and the transition to adulthood. Retrieved August 27, 2010, from the Future of Children Web site: http://www.futureofchildren.org/futureofchildren/publications/docs/20_01_10.pdf

The authors examine the transition to adulthood for youth involved in social service and justice systems during childhood and adolescence. They survey the challenges faced by youth in the mental health system, the foster care system, the juvenile justice system, the criminal justice system, and special education, and by youth with physical disabilities and chronic illness, as well as runaway and homeless youth.

Pergamit, M. (2010, April). On the lifetime prevalence of running away from home. Retrieved August 27, 2010, from the Urban Institute Web site: <http://www.urban.org/uploadedpdf/412087-running-away-from-home.pdf>

Nearly one in five U.S. youths will run away from home before age 18. Almost 30 percent will do so three or more times, greatly increasing their risk of violence, crime, drugs, prostitution, STDs, and many other problems. Employing new methodology to yield estimates not available elsewhere, this paper follows a

nationally representative sample of 12-year olds through their 18th birthday to discover how many youth ran away from home, the number of times they ran away, and the age they first ran away. Female and black youth were found to run away the most often.

Project Hope Virginia. (2010). *Exploring homelessness through young adult literature: An annotated bibliography*. Retrieved February 3, 2011, from <http://education.wm.edu/centers/hope/resources/annotatedbib.pdf>

This resource for teaching young adult literature lists texts, arranged alphabetically by author, that provide bibliographic information and a description of the book, including its genre, the number of pages, suggested grade level(s), and other themes and issues related to adolescence. Among these themes are coming-of-age, identity formation, moral dilemmas, and relationships with family, friends, and others who populate the world of teenagers. Some works have related learning activities designed for in-service and pre-service teachers and others interested in young adult literature and issues related to homelessness.

Stewart, M., Reutter, L., Letourneau, N., Makwarimba, E., & Hungler, K. (2010, April-June). Supporting homeless youth: Perspectives and preferences. *Journal of Poverty*, 14(2), 145-165.

Homelessness among adolescents and young adults is a growing concern, yet little is known about their support needs and support intervention preferences from the perspectives of youth. The authors assessed these needs and preferences through individual and group interviews with homeless adolescents and young adults and their service providers. Key challenges faced by the youth included social isolation, alienation, low self-worth, lack of resources, and substance abuse. Although some services were available, they did not fully meet existing needs. Participants indicated that interventions should focus on emotional and affirmational support and recommended face-to-face support that was accessible, flexible, participatory, long-term, and offered choice.

Walsh, S., & Donaldson, R. (2010). National Safe Place: Meeting the immediate needs of runaway and homeless youth. *Journal of Adolescence*, 39(5), 437-445.

Timely and direct intervention with homeless youth is imperative for their protection. National Safe Place is an outreach and prevention program that is uniquely designed to provide immediate safety and access to services for any youth in need. In partnership with over 360 youth serving agencies and over 10,000 businesses and community organizations across the United States, the Safe Place program educates youth about alternatives to running away and homelessness and provides easily accessible links to service providers. Ongoing data collection indicates that National Safe Place has been successful in reaching endangered youth at risk of abuse, neglect or serious family problems but that expanded program models remain needed. The challenges and successes of current programming and the future of National Safe Place program expansion are discussed.

Wilkins, C., & Elliott, J. (2010, June). *Supplemental document to the federal strategic plan to prevent and end homelessness: June 2010: Youth homelessness*. Retrieved October 21, 2010, from the United States Interagency Council on Homelessness Web site: http://www.ich.gov/PDF/OpeningDoors/BkgrdPap_Youth.pdf

Five federal workgroups were convened to initiate development of the federal plan on homelessness. This briefing paper on homelessness among youth was created to provide the workgroups with an overview of the relevant literature. Topics include scope of the problem; overview of best and promising practices; strategies for youth who are part of families; strategies for unaccompanied youth; and strategies applicable to all youth.