

Appendix O: Research and Information on Homeless Education



As the field of homeless education continues to grow and develop, so does the information available on the educational challenges faced by students experiencing homelessness and the practices that support these students in overcoming these challenges. This appendix contains the *NCHE Annotated Bibliography of Homeless Education Resources: 2007*. This bibliography lists and describes a selection of publications released in 2007 that deal with issues related to the lives and education of children and youth experiencing homelessness.

Appendix O contains:

- *NCHE Annotated Bibliography of Homeless Education Resources: 2007*

Additional Resources

- **NCHE Information by Topic: *Research on Homeless Education* webpage; visit <http://www.serve.org/nche/ibt/research.php>:** This webpage provides access to recent studies dedicated to exploring and improving the education of children and youth experiencing homelessness.
- ***Homeless Education Bibliography of Resources (Revised Fall 2006)*; available for downloading at <http://www.wm.edu/hope/infobrief/bibliography.pdf>:** This bibliography from Project HOPE-Virginia provides a listing of homeless education resources categorized by type of resource. Resources include articles and reports, books and chapters from child and young adult books, audiovisual materials, curricula and resource kits, and legal sources.
- ***Students on the Move: Reaching and Teaching Highly Mobile Children and Youth*; available for downloading at <http://www.serve.org/nche/products.php>:** This handbook, a joint publication of the National Center for Homeless Education (NCHE) and the ERIC Clearinghouse on Urban Education, synthesizes research on the education of various subpopulations of students who tend to be highly mobile and explores commonalities and differences among these groups. Subpopulations explored include migratory children and youth, children and youth experiencing homelessness, children of military families, and



students experiencing mobility on a global scale.

- ***Unaccompanied and Homeless Youth Review of Literature (1995-2005)***; available for downloading at <http://www.serve.org/nche/products.php>: This NCHE review is based on literature published between 1995 and 2005 on issues concerning unaccompanied youth experiencing homelessness. It provides an overview of the challenges these young people face and includes research about why they leave their homes, how they live after leaving, and what interventions are being used to assist them.



National Center for Homeless Education

***Abstract Bibliography
of Homeless Education
Resources: 2007***

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Introduction

The resources contained in this bibliography were published in 2007 and deal with issues related to the lives and education of children and youth who may be eligible for McKinney-Vento services. This list, though not exhaustive, is intended to inform, educate, and empower those who serve at-risk children, youth, and families, especially those who are homeless and/or highly mobile.

Bibliography

Bridging Refugee Youth & Children's Services. (2007, Spring). *Involving refugee parents in their children's education*. Retrieved February 8, 2007, from http://www.brycs.org/brycs_spotspring2007.htm

Teachers and administrators often are confused and concerned when they host parent-teacher conferences, open houses, or other events for parents and find that few refugee parents attend. Sometimes, repeated failed efforts result in teachers and administrators concluding that the refugee parents just don't care. Research consistently shows that refugee parents care a great deal about their children's education, but there are often a number of cultural issues that affect their involvement in school activities. This article examines cultural, language, literacy, and other factors affecting the parental involvement of refugees along with practical recommendations to address each area. It concludes with additional resources for school personnel and parents.

Brozovich, R., & Chase, L. (2007). *Children in turmoil: Activities to help during family transitions*. Austin, TX: PRO-ED.

This book provides activities designed to engage children in practicing developmentally-appropriate behaviors that will improve their social and emotional health during difficult family transitions. The activities are divided into the following topic areas: building a relationship; developing social skills; removing emotional barriers and gaining control over anger; practicing habits for self-improvement; planning and shaping future success; developing positive values and making good decisions; and solving problems. A separate chapter provides special activities for children in kinship or foster care. The book concludes by offering a method for resolving interpersonal conflict.

Calderón, M. (2007, April). *Buenos Principios: Latino Children in the Earliest Years of Life*. Retrieved May 8, 2007, from <http://www.nclr.org/content/publications/download/45609>

This report by the National Council of La Raza, the largest national Latino civil rights and advocacy group in the United States, concludes that investing in high-quality, comprehensive early childhood education programs could help

narrow the growing school readiness gap between Latino and other children. The report also makes a series of recommendations for policy-makers to improve the quality of life and school readiness for Latino children in the U.S.

Calfee, C., & Julianelle, P. (2007, March.) A McKinney-Vento toolbox: Constructing a robust and rigorous homeless education program, in case of disaster and every day. Retrieved April 30, 2007, from http://www.serve.org/nche/downloads/dis_hb/toolbox.pdf

This toolbox is designed to help school districts implement the McKinney-Vento Act fully, so they can address the needs of children and youth experiencing homelessness on a daily basis and in times of disaster. It contains the basic necessities for constructing a rigorous and robust McKinney-Vento program and consists of tools to help with: developing strong community collaborations, including disaster planning and mitigation; implementing the McKinney-Vento Act, including disaster response (consisting of identification, immediate enrollment, meeting immediate academic and health needs, transportation, nutrition, and data management); and promoting mental health and academic success, including disaster recovery.

Conger, A., Schwartz, E., & Stiefel, L. (2007, Summer). Immigrant and native-born differences in school stability and special education. *The International Migration Review*, 41(2), 403-432.

Using the literature on achievement differences and data on New York City students, the authors examined nativity differences in students' rates of attendance, school mobility, school system exit, and special education participation. Results show that foreign-born students have higher attendance rates and lower rates of participation in special education than native-born. Among first graders, immigrants also are more likely to transfer schools and exit the school system between years than native-born, yet the patterns are different among older students. They also identified a large variation according to birth region.

Courtney, M., Dworsky, A., Cusick, G.R., Keller, T., Havlicek, J., Perez, A., et al. (2007). *Midwest evaluation of the adult functioning of former foster youth*. Retrieved December 19, 2007, from http://www.chapinhall.org/article_abstract.aspx?ar=1355&L2=61&L3=130

This study follows a sample of youth in Illinois, Iowa, and Wisconsin as they transition from foster care to early adulthood and provides a comprehensive picture of how foster youth fare during this transition. It examines their experiences with living arrangements; relationships with family of origin; social support; receipt of independent living services; education; employment; economic well-being; receipt of government benefits; physical and mental health; health and mental health care service utilization; sexual behaviors; pregnancy; marriage and cohabitation; parenting; and criminal justice system involvement.

Cusick, G. & Courtney, M. (2007). *Offending during late adolescence: How do youth aging out of care compare with their peers?* Retrieved January 26, 2007 from http://www.chapinhall.org/article_abstract.aspx?ar=1443&L2=61&L3=132

This issue brief presents data on offending and justice system involvement during the early transition to adulthood in a sample of young people aging out of foster care and nationally representative samples of their peers. Two particular issues are addressed: 1) how criminal behavior among youth in out-of-home care compares to that of other youth during the early transition to adulthood and 2) whether offending declines during this time among foster youth. The report found that youth aging out of care had higher rates of offending across a range of behaviors from property crimes to serious violent crimes. These differences were true for both males and females. Although offending by foster youth is generally higher than youth more generally, the report found significant declines in most criminal behaviors over time.

Davis, S.H. (2007, April). *Bridging the gap between research and practice: What's good, what's bad, and how can one be sure?* *Phi Delta Kappan*, 88(8), 569-578.

The author explains why practitioners should not trust everything researchers have to say about schools and offers helpful tips that will allow teachers and administrators to make their own judgments about educational research. He says that the way research findings are actually applied in public school classrooms reveals numerous variations based on local policies and politics, management philosophies, school culture, student characteristics, levels of teachers' skill, and available resources. In the era of high-stakes accountability and standards-based instruction in which educational decisions are expected to be closely aligned with empirical research and evidentiary data, Davis argues that scholars and practitioners must redouble their efforts to bridge the gap between theory and practice. He says even the highest quality research may never make its way into public school classrooms simply because the pipeline through which important academic discoveries travel to schools and classrooms is inconsistent and often tainted by the political process used to craft education policy.

Day, A., & Riebschleger, J. (2007, Fall). *Circumstances and suggestions of youth who run from out-of-home care.* *Michigan Child Welfare Law Journal*, XI(1), 23-33.

This study involving Michigan youths looks at circumstances that precede youth running away from out-of-home care (including gender, ethnicity, placement, prior running episodes, and separation from siblings and children) and asks youths for suggestions to prevent future running away episodes. In addition to concerns about placement disruptions, rules, loss of control, and safety, the youths involved were most concerned that "no one cares for me." They recommended that consistent, caring adults set high expectations for their success, give them respect and privacy, and provide them opportunities for input into their case planning.

Duffield, B.J., Heybach, L.M., & Julianelle, P.F. (Horton-Newell, A.E., & Trupin, C., Eds.). (2007). *Educating children without housing: A primer on legal requirements and implementation strategies for educators, advocates and policymakers* (2nd ed). Washington, DC: American Bar Association Commission on Homelessness and Poverty.

This book offers strategies to help educators, policymakers, advocates, and attorneys ensure that children and youth experiencing homelessness receive their education rights. Additions in this updated edition include new sections on homeless students with disabilities, students involved in the child welfare system, and application of the McKinney-Vento Act in response to disasters. There are also expanded sections on definitions, preschool children, and unaccompanied youth, along with updated resources.

Fernandes, A. (2007). *Runaway and homeless youth: Demographics, programs, and emerging issues*. (Order Code RL33785). Washington, DC: Congressional Research Service.

This report outlines recent studies showing the demographics of homeless youth. It cites issues of family conflict, abuse, neglect, and abandonment as some of the main reasons youth give for leaving their homes and notes that runaways often have a history of running away from foster care placements. A discussion of emerging issues in the field includes: addressing program personnel needs to retain youth advocates and bilingual staff; the intersection between disconnected youth and youth homelessness; funding for maternity group homes; and the lack of information on the outcomes for youth after they leave Runaway and Homeless Youth (RHY) programs. The author also notes that federally funded homeless youth programs serve a very small percentage of the more than one million youth who run away or are homeless.

Fox, A., & Berrick, J. D. (2007, February). *A response to no one ever asked us: A review of children's experiences in out-of-home care*. *Child and Adolescent Social Work Journal*, 24(1), 23-51.

The authors found research on the demographic characteristics, physical and mental health status, and case outcomes of children in out-of-home care, but say there has been only limited examination of the children's perceptions on their care. Their review looks at the studies of children's experiences of care. Findings from studies involving interviews with current and former foster youth are reviewed in relation to four child welfare goals: (1) protecting children from harm; (2) fostering children's well-being; (3) supporting children's families; and (4) promoting permanence. Recommendations for improving child welfare processes are offered.

Freundlich, M., Avery, R., & Padgett, D. (2007, February). *Preparation of youth in congregate care for independent living*. *Child & Family Social Work*, 12(1), 64-72.

This paper reports on findings from a study that examined how well youth in congregate care were prepared for the transition to independent living.

Through the perspectives of young adults formerly in congregate care settings and various professional stakeholders, the study looks at some of the key challenges related to youth involvement in planning and decision-making about their future and the quality of their preparation for life after foster care. Recommendations are proposed to improve prior planning for independent living.

Garriss Hardy, B., & Vrooman, C. (2007). *School stability and school performance: A review of the literature*. National Center for Homeless Education. Retrieved March 8, 2007, from http://www.serve.org/nche/downloads/school_stab_lit_rev.doc

This literature review was developed as part of an unpublished study conducted in 2004 by Dr. Beth Garriss Hardy and Dr. Cheryl Vrooman for the National Center for Homeless Education. The review examines the current body of research on mobility and how it may apply to the school performance of children and youth experiencing homelessness. The authors conclude that the literature documents the positive relationship between school stability and school performance of students in general, with some limited attention to variables inherent in homelessness. They recommend more research to answer many of the questions that have yet to be explored regarding school success for students experiencing homelessness.

Gwadz, M.V., Nish, D., Leonard, N.R., & Strauss, S.M. (2007, February). *Gender differences in traumatic events and rates of post-traumatic stress disorder among homeless youth*. *Journal of Adolescence*, 30(1), 117-129.

This report, based on a study of eighty-five youth recruited from a drop-in center in New York City, describes patterns of traumatic events and Posttraumatic Stress Disorder (PTSD) among homeless youth and those at risk for homelessness, with an emphasis on gender differences. It found that compared to other adolescents, homeless youth experience trauma and victimization at especially high rates. Although most individuals successfully recover from trauma, a substantial minority (more female than male) will develop PTSD in response to such events. Figures, tables, and references are included.

Hernandez, D., Denton, N., & Macartney, S. (2007, April). *Children in immigrant families – The U.S. and 50 states: National origins, language, and early education*. Retrieved May 18, 2007, from the Child Trends Web site: http://www.childtrends.org/Files//Child_Trends-2007_04_01_RB_ChildrenImmigrant.pdf

This brief, based on results of Census 2000 data, looks at children in immigrant families – defined as those with at least one foreign-born parent. Children in these families are very diverse in their national origin, as well as the places that they now call home. They have strong ties to their adopted country; four out of five are American citizens and three out of four are fluent in English. But, they are less likely to be enrolled in preschool programs and this puts them at a distinct disadvantage when it comes to school readiness and English-language fluency. In particular, this brief highlights the proportion, dispersion, national origins,

language, and early education of children in newcomer families, both for the United States as a whole and in various states.

Horwath, J., & Morrison, T. (2007, January). Collaboration, integration and change in children's services: Critical issues and key ingredients. *Child Abuse & Neglect*, 31(1), 55-69.

This paper explores the characteristics of multi-agency partnerships and collaboratives - particularly communication, co-operation, co-ordination, coalition, and integration. After reviewing the literature in the field, the authors conclude that the critical elements for effective collaborative endeavors at this level include predisposing factors, mandate, leadership, machinery, process, and outcomes. They conclude with an acknowledgement that nurturing relationships and building trusted networks is just as important as making decisions about goals, governance or structures.

Johnson, M.A. (2007, November). The social ecology of acculturation: Implications for child welfare services to children of immigrants. *Children and Youth Services Review*, 29(11), 1426-1438.

Having limited information about children of immigrants and the unique problems they face creates a challenge for the development of effective interventions by child welfare agencies. Based on a review of theories advanced to explain the process and outcome of cultural change, this article explains intergenerational - intercultural conflict stemming from differences in acculturative strategies between children of immigrants and their parents; the influence of ethnic networks of social relations on child and family well-being; and the ways that public policy shapes parenting within immigrant families. Implications for child welfare practice and policy are discussed.

Julianelle, P.F. (2007, October). The educational success of homeless youth in California: Challenges and solutions. Retrieved November 5, 2007, from the California Research Bureau Web site: <http://www.library.ca.gov/crb/07/07-012.pdf>

This report gives background information and data on California's homeless youth and explains the McKinney-Vento Act's funding process. Julianelle discusses issues related to seven key challenges that homeless youth face in achieving their educational goals: meeting basic needs; making schools safe and supportive; implementing the McKinney-Vento Act; flexible policies and programs; reengaging disengaged youth; impact of child welfare services, policies, and practices; and coordinating efforts and involving youth as partners. Finally, policy options are suggested to address each of the challenges.

Kidd, S.A., & Carroll, M.R. (2007). Coping and suicidality among homeless youth. *Journal of Adolescence*, 30, 283-296.

This study examined the impact of coping strategies used by homeless youth who have had suicidal thoughts, suicide attempts, and feelings of being trapped or helpless. Greater risk was associated with avoidant coping such as social withdrawal and use of drugs and alcohol. "Belief in a better future" was

linked to lowered risk levels. The use of anger as a method of coping was also examined in the study and proved to be linked to greater levels of trapped experience for both males and females. Both avoidant coping and social withdrawal served as greater contributors to risk levels among females.

Kidd, S. A. (2007, April). Youth homelessness and social stigma. *Journal of Youth and Adolescence*, 36(3), 291-299.

Building on previous research, this paper examines the mental health implications of social stigma experienced by homeless youth. The study found that homeless youths' experience of stigma played a major role in their mental health status and level of suicide risk. These findings emphasize the importance of interventions that address social stigma as it is perceived and experienced by these youth, as well as how these perceptions affect their mental health. The author recommends treatment focused on helping homeless youth replace internalized messages of guilt and shame with a more positive understanding of the various factors that underlie the stigma.

Kidd, S., Minor, S., Walker, D., & Davidson, L. (2007, January). Stories of working with homeless youth: On being "mind-boggling". *Children and Youth Services Review*, 29(1), 16-34.

Based on examining the experiences of those who provide services to homeless and street-involved youth, the authors conclude that successful youth workers need to be very versatile, and they must recognize the youths' diverse circumstances and unique challenges – including what put them on the streets. To connect with the youth, workers need to listen, value, not judge, respect, and like youths who have experienced very few of these responses toward them. As one worker said, service providers must be "mind boggling" figures in the lives of young people. The article also addresses establishing clear boundaries, recognizing the rewarding aspects of the work, and avoiding burnout.

Klein, L., & Knitzer, J. (2007, January). *Promoting effective early learning: What every policymaker and educator should know*. Retrieved March 23, 2007, from the National Center for Children in Poverty Web site: http://www.nccp.org/media/pes07a_text.pdf

This brief guides policymakers, early learning administrators, teachers, families, community leaders, and researchers in using effective preschool curricula and teaching strategies to help low-income young children close the achievement gap in early literacy and math so they will be ready for kindergarten. It is part of a series of publications from the Pathways to Early School Success project of NCCP that addresses the question: "What will it take to ensure that young low-income children succeed in the early school years?"

Kushel, M.D., Yen, I.H., Gee, L., & Courtney, M. (2007, October). Homelessness and health care access after emancipation: Results from the Midwest Evaluation of Adult Functioning of Former Foster Youth. *Archives of Pediatric and Adolescent Medicine*, 161(10), 986-993.

The authors of this prospective cohort study set out to estimate the association

between housing status and health care access/outcomes among young adults aging out of the child welfare system. They interviewed 17 and 18 year old foster youth in Illinois, Wisconsin, and Iowa. 14.2% of the emancipated participants experienced homelessness and 39.4% were unstably housed. Their homelessness was associated with being uninsured and having unmet needs for health care. The authors concluded that having had an episode of homelessness after emancipation from foster care is associated with worse health access, but not worse outcomes.

Langford, B. H., & Flynn-Khan, M. (2007, March). *Connected by 25: Financing entrepreneurship programs for youth transitioning out of foster care*. Retrieved July 20, 2007, from The Finance Project Web site: http://www.financeproject.org/publications/Entrepreneurship_SB.pdf

This is one in a series of briefs that examine strategies to secure funding and services to assist young people transitioning out of foster care. Although interest in youth entrepreneurship appears to be growing, few initiatives include it as a component of programs focused on preparing youth in foster care for independence. But these programs may be very well suited for youth in care who are often forced to face adult realities at a much younger age than other youth. The programs also engage youth who have not excelled in traditional education environments and connect youth with adult mentors. The authors provide seven strategies that program developers and community leaders can employ to support entrepreneurship opportunities for youth in care. Each strategy includes key funding sources, players, examples of how youth entrepreneurship programs have used these resources, and considerations for implementation.

Legal Center for Foster Care and Education. (2007). *Blueprint for change: Education success for children in foster care*. Retrieved January 28, 2008, from <http://www.abanet.org/child/education/blueprint.html>

The target audience for the Blueprint for Change is anyone who touches the life of a child in out-of-home care and can help with the child's education goals and pursuits. This includes judges, attorneys and Guardians ad Litem, biological and foster parents, youth, child welfare administrators and caseworkers, educators, and legislators. This detailed framework to help ensure education success includes eight goals (with benchmarks) that cover the spectrum from early childhood learning to postsecondary education. The document contains national and state examples of programs, resources, and strategies that implement these recommendations.

Legal Center for Foster Care and Education. *Educational stability and continuity for children and youth in out-of-home care*. Retrieved January 2, 2008, from <http://www.abanet.org/child/education/StabilityFactSheetFinal.pdf>

This fact sheet cites studies and statistics concerning the need for educational stability and continuity for students living in out-of-home care. It also outlines the rights and benefits available through the McKinney-Vento Homeless Assistance Education Act for some children in care and summarizes state education

stability models that specifically address youth in care.

Legal Center for Foster Care and Education Foster Care and Education. (2007). *State legislation chart: Providing school stability outside of the McKinney-Vento Act.* Retrieved January 2, 2008, from http://www.abanet.org/child/education/Legal_Center_FC_Non-McKinney_State_Chart_FINAL.doc

Many states have created laws or policies that although separate from the McKinney-Vento Act still provide similar provisions of education stability for youth in out-of-home care. This chart shows the current laws and policies that provide rights and protections to children and youth in foster care to assist with school stability and continuity. Each state law and policy is broken down with explanations of who is covered, right to remain in the school of origin, transportation, immediate enrollment, designated staff resource, and other pertinent information.

Matthews, H., & Jang, D. (2007). *The challenges of change: Learning from the child care and early education experiences of immigrant families.* Retrieved July 23, 2007, from the Center for Law and Social Policy Web site: http://clasp.org/publications/challenges_change.pdf

This document is part of CLASP's Breaking Down Barriers study which deals with barriers that impede immigrant families' access to high-quality child care and early education. Children of immigrants are more likely than children of U.S.-born citizens to face economic hardships and significant barriers to healthy development and less likely to participate in early education programs, both of which make them less ready to succeed in school. Based on site visits and discussions with immigrant leaders, parents, service providers, and policymakers across the country, this report identifies the main barriers for these families along with promising local strategies to make programs more relevant and accessible for children of immigrants. It includes policy and research recommendations.

Mecum, B. (2007, May). *Lighting the way: Preparing foster youth for self-sufficiency.* *ABA Child Law Practice*, 26(3), 38-42. Retrieved July 11, 2007, from <http://www.abanet.org/child/clp/archives/vol26/may07.pdf>

This article discusses how federal child welfare mandates leave older youth vulnerable to homelessness, explains the link between foster care and homelessness, and highlights how Cincinnati's Lighthouse Youth Services helps older foster youth avoid homelessness and successfully transition into adulthood.

Moore, A. (2007). *Beyond city limits: Cross-system collaboration to reengage disconnected youth.* Retrieved July 13, 2007, from http://www.nlc.org/ASSETS/986F4B75DF524770A398BF1459940D57/07_YEF_CaseStudies.pdf

Cities across the country are recognizing the interrelated problems facing many older teens and young adults and the need for more comprehensive responses to address those problems. This report describes the results in eight cities that implemented cross-system initiatives on behalf of disconnected youth (young people ages 16-25 who are high school dropouts, unemployed, transitioning from foster care, involved in the justice system, or lacking connections to family

or other caring adults). The collaborations included a broad range of partners from the public, private, and nonprofit sectors and yielded varying results. The report draws several lessons from the case studies about what makes cross-system collaboration work, such as strong mayoral leadership, an effective coordinating group, and a system to gather and analyze data. For those interested in beginning a collaborative partnership, there are suggested initial questions to consider and other resources listed that may be helpful in getting started.

Moore, J. (2007). *A look at child welfare from a homeless education perspective*. Retrieved December 3, 2007, from http://www.serve.org/nche/downloads/ch_welfare.pdf

Although navigating the child welfare system can be daunting for those working in the field of homeless education, local liaisons and others must determine whether children in the child welfare system are eligible for McKinney-Vento services and collaborate with child welfare staff. This document provides an overview of the U.S. child welfare system, the challenges children in care face, and practices to ensure their educational best interest.

National Center for Homeless Education. (2007). *Confirming eligibility for McKinney-Vento services: Do's and don'ts for local liaisons*. Retrieved December 20, 2007, from http://www.serve.org/nche/downloads/briefs/verif_ll.pdf

This brief, part of NCHE's Best Practices in Homeless Education series, is designed for local homeless education liaisons and discusses measures that school districts can and can not take in confirming the details of a student's living situation in order to determine eligibility for McKinney-Vento services. Awareness activities, policies and procedures, and communication tips are provided.

National Center for Homeless Education. (2007). *Confirming eligibility for McKinney-Vento services: Do's and don'ts for school districts*. Retrieved December 20, 2007, from http://www.serve.org/nche/downloads/briefs/verif_sch.pdf

This brief, part of NCHE's Best Practices in Homeless Education series, designed for school staff and administrators, discusses measures that school districts can and can not take in confirming the details of a student's living situation in order to determine eligibility for McKinney-Vento services. Communication strategies and policies and procedures are recommended along with cautions against contacting landlords or housing agencies and imposing barriers to student enrollment.

National Center for Homeless Education. (2007). *Education for Homeless Children and Youth Program: Analysis of 2005-2006 federal data collection and three-year comparison*. Retrieved June 19, 2007, from http://www.serve.org/nche/downloads/data_comp_03-06.pdf

This report provides a summary and analysis of the 2005-06 state data collection required by the U.S. Department of Education of the McKinney-Vento Education

of Homeless Children and Youth program. The 2005-06 data is also presented in comparison to the 2003-04 and 2004-05 data collections.

National Center for Homeless Education. (2007). *Immediate enrollment under McKinney-Vento: How local liaisons can keep homeless students safe.* Retrieved December 19, 2007, from [http:// www.serve.org/nche/downloads/briefs/safe_ll.pdf](http://www.serve.org/nche/downloads/briefs/safe_ll.pdf)

This brief, part of NCHE's Best Practices in Homeless Education series, is designed for local homeless education liaisons and discusses how to handle confidential information about students experiencing homelessness. This is especially important for homeless students at risk of further victimization, such as survivors of domestic violence and unaccompanied youth.

National Center for Homeless Education. (2007). *Immediate enrollment under McKinney-Vento: How schools can keep homeless students safe.* Retrieved December 19, 2007, from [http:// www.serve.org/nche/downloads/briefs/safe_sch.pdf](http://www.serve.org/nche/downloads/briefs/safe_sch.pdf)

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National Center for Homeless Education. (2007). *In their own words: Schools and students overcoming adversity.* Retrieved November 21, 2007, from [http:// www.serve.org/nche/downloads/itow.pdf](http://www.serve.org/nche/downloads/itow.pdf)

This report is based on interviews with students and staff members from schools, districts, and relief agencies in Florida, Louisiana, Mississippi, and Texas after Hurricane Katrina hit in August 2005. It provides readers with a window into the daily challenges and triumphs of the schools and students affected by the hurricane and is, in large part, a first-person account of the hurricane's effects on education along the Gulf Coast during the few weeks and months after landfall and since.

National Center for Homeless Education. (2007). *Reading on the go: A handbook of resources (Vol. 2).* Retrieved April 30, 2007, from: http://www.serve.org/nche/products_list.php#reading

This is the second of a two-volume project that explores reading instruction for students experiencing high mobility as a result of high poverty. It is based on the literature reviewed in Volume 1 but was also shaped by the voice of practitioners captured through focus groups and site visits. This handbook of resources discusses the implementation of reading programs and focuses on supplemental instruction and children experiencing homelessness in preschool and elementary grades.

National Center for Homeless Education. (2007). *School help for homeless children with disabilities: Information for parents*. Retrieved December 3, 2007, from http://www.serve.org/nche/downloads/briefs/idea_parents.pdf

This brief, part of NCHE's Helping You Help Your Child: Information for Parents series, provides information about the Individuals with Disabilities Education Act (IDEA) and how it can help homeless children with special needs. It is designed for parents, guardians, and others who care for children and youth.

National Center for Homeless Education. (2007). *Supporting homeless students with disabilities: Implementing IDEA*. Retrieved December 3, 2007, from http://www.serve.org/nche/downloads/briefs/idea_qa.pdf

Part of NCHE's Best Practices in Homeless Education series, this is a question and answer document providing basic information about the Individuals with Disabilities Education Act (IDEA) and specific ways the law applies to homeless and highly mobile students with special needs. It offers strategies recommended by homeless education and special education staff from across the country for implementing the law in school districts.

National Center for School Engagement. (2007, January). *Pieces of the truancy jigsaw: A literature review*. Retrieved May 8, 2007, from: <http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/120.pdf>

As communities across the nation seek ways to lower truancy rates, more people are looking for information about the causes and outcomes of poor attendance, and for best practices that reduce truancy. This document reports that the literature surrounding truancy is in its infancy with researchers just beginning to add studies on school attendance to the vast quantity of research on delinquent youth. This literature review summarizes what is known and points to areas in need of further study.

National Child Traumatic Stress Network Culture and Trauma Speaker Series. (2007, May 24). *Working with homeless and runaway youth*. (Teleconference). Retrieved June 3, 2007, from <http://mediasite.nctsn.org/nctsn/catalog/>

The two speakers in this teleconference, Arlene Schneir and Daniel Ballin, identify the number and characteristics of homeless youth in the U.S., review the unique aspects of trauma for runaway and homeless youth, and identify the key treatment implications for this population. They also discuss their work with homeless and runaway youth within the Los Angeles urban community.

National Law Center on Homelessness and Poverty. (2007, August). *Educating homeless children and youth: The guide to their rights*. Retrieved September 12, 2007, from [http://www.nlchp.org/content/pubs/Basic%20McKinney%20Booklet%20\(2007\)1.pdf](http://www.nlchp.org/content/pubs/Basic%20McKinney%20Booklet%20(2007)1.pdf)

This booklet, updated in August 2007, outlines the main points of the McKinney-Vento Homeless Assistance Act, the federal law guaranteeing equal access to a free and appropriate public education for children and youth

experiencing homelessness. It includes question and answer sections on: defining homelessness; school system resources; schools of origin; enrolling in new schools, special services, privacy, disputes and disagreements; and helpful resources.

National Law Center on Homelessness and Poverty. (2007). *FERPA and homeless students: Understanding and applying the law*. Retrieved April 11, 2007, from <http://www.nlchp.org/content/pubs/FERPA%20Factsheet1.pdf>

This fact sheet is designed for educators who want to know more about the Family Educational Rights and Privacy Act (FERPA), the primary federal law governing the transfer of, and parental access to, education records. This document provides an overview of the law and explains how its provisions impact homeless children and youth.

National Runaway Switchboard. (2007). *Let's talk: Runaway prevention curriculum*. Retrieved December 11, 2007, from http://www.1800runaway.org/educators/prevent_kit.html

This interactive curriculum includes 14 modules. Each module is intended to build life skills; increase knowledge about runaway resources and prevention; share alternatives to running away; and encourage youth to access and seek help from trusted community members. Although intended for grades 6-12, the material can be adapted for broader use.

The curriculum is accompanied by the 1-800-RUNAWAY film, providing easy-to-use, 45-minute lessons on various topics and over 40 interactive youth-approved activities. The program can be implemented in its entirety, as individual modules, or by individual activity to supplement other strategies already being used.

Nebbitt, V.E., House, L.E., Thompson, S.J., & Pollio, D.E. (2007, August). *Successful transitions of runaway/homeless youth from shelter care*. *Journal of Child and Family Studies* 16(4) 545-556.

Previous research indicates that runaway and homeless youth often achieve positive outcomes after shelter stays but little information is available to explain how this occurs. This study seeks to fill that knowledge gap. Twenty-five providers and 21 youth from four shelters participated in the study. Youth were recruited who had completed shelter care – including involvement in treatment and reconnection with family - and been back at home for at least six months. After returning home, youth and their families were involved in follow-up services. Study results provide insight into the process through which runaway/homeless youth return home after a shelter stay. Findings emphasize the need for continued change by all family members and the necessity of continued intervention to maintain positive changes.

NGA Center for Best Practices. (2007, November 2). *Improving educational outcomes for children in foster care: What states can do* (Webcast). Retrieved November 12, 2007, from <http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnnextoid=bbe4edc8acf54110VgnVCM1000001a01010aRCRD>

Experts on this webcast include: Kathleen McNaught, Assistant Director at the ABA Center on Children and the Law; Jakki Hillis, Deputy Assistant Director, Arizona Department of Economic Security; and Virginia D'Amico, Project Specialist for Sacramento County Office of Education Foster Youth Services. The participants discuss the problem of poor educational outcomes for children in foster care and what states - and governors in particular - can do to improve these outcomes. They provide an overview of the issues and examples of best practices.

Office of Juvenile Justice and Delinquency Prevention Program. (2007). *Tool kit for creating your own truancy reduction program*. Retrieved January 4, 2008, from <http://www.ncjrs.gov/pdffiles1/pr/217271.pdf>

This 200-plus page toolkit gives an overview of truancy (including a literature review) examines best practices, explores ways of promoting school engagement, and offers practical ideas for managing individual truancy cases. Citing homelessness as one factor that puts students at risk for truancy, it outlines critical components of truancy programs such as family involvement, use of incentives and sanctions, developing a support network, and program evaluation.

Pane, J.F., McCaffrey, D.F., Tharp-Taylor, S., Asmus, G.J., & Stokes, B.R. (2007). *Student displacement in Louisiana after the hurricanes of 2005: Experiences of public schools and their students*. Retrieved March 15, 2007, from http://www.rand.org/pubs/technical_reports/2006/RAND_TR430.pdf

This report focuses on the displacement of approximately 200,000 Louisiana public school students after Hurricanes Katrina and Rita, exploring students' movements among schools; durations of enrollments at each site; time out of school; and the number and characteristics of students. Addressing several common symptoms of trauma, the authors found that displaced students were less likely to engage in extra-curricular school activities. They conclude that helping teachers manage their own hurricane-related problems and mental health needs would enable them to better serve students and that education officials at both the state and local levels would benefit from better access to complete and accurate student records and a national system to coordinate two-way sharing of student information across state boundaries.

Pierce, L., & Ahearn, E. (2007, March). *Highly mobile children and youth with disabilities: Policies and practices in five states*. Retrieved April 30, 2007, from the Project Forum Web site: <http://projectforum.org/docs/HighlyMobileChildrenandYouthwithDisabilities-PoliciesandPracticesinFiveStates.pdf>

This brief focuses on highly mobile children with disabilities and their families. Background information is provided about policies and practices developed for mobile children at the federal level. This is followed by an analysis of interviews with five state directors of special education and their corresponding McKinney-Vento program coordinators regarding how states are addressing the needs of this population. Interviewees discuss causes of mobility; how they locate mobile children; the number of mobile children and costs of services; features of state programs under McKinney-Vento; how they track outcomes; challenges they have encountered; and policy recommendations.

Popp, P.A., Hindman, J.L., & Stronge, J.H. (2007). *Local homeless education liaison toolkit*. Retrieved September 26, 2007, from http://www.serve.org/nche/products_list.php#liaison_toolkit

This new and improved edition of NCHE's Toolkit is a comprehensive resource that will assist both new and veteran local liaisons in carrying out their responsibilities. It orients new liaisons providing them with tools, strategies, resources, and links to resources and provides tips, tools, and resources to veteran liaisons, as well. The original Toolkit drew upon effective practices provided by homeless education coordinators and staff from across the nation. This revision expands upon those practices, reflecting five additional years of learning how best to meet the educational needs of homeless children and youth. In addition, the revised appendices are more comprehensive and are organized for easy retrieval of information.

Raheem, T. (2007). *Life in the hood: Adulthood 101*. Sterling, VA: Orphan Foundation of America.

Youth transitioning out of foster care face a wide range of questions and choices concerning employment, education, health, housing, personal finances, and many other everyday issues. This book provides practical knowledge and advice to help them meet the challenges of life on their own. Written with the input of hundreds of young adults who have lived in foster care, this compact 96-page spiral-bound guide includes sections on day-to-day survival skills and provides practical advice on housing, transportation, finances, nutrition, and health as well as workplace essentials and achieving educational success.

Research and Training Center on Family Support and Children's Mental Health. (2007). *Best practices for increasing meaningful youth participation in collaborative team planning*. Retrieved September 29, 2007, from <http://www.rtc.pdx.edu/PDF/pbAMPYouthParticipation.pdf>

Human service and educational agencies regularly convene teams to work collaboratively on plans for serving children or youth - often with little input or buy-in from the young people themselves. Previous research on team planning shows that adults on these teams wanted to involve youth but were unsure how. In response, Achieve My Plan, a five-year project devoted to developing and testing ways to increase the meaningful participation of young people in collaborative team planning meetings was begun. This publication shares lessons learned about how to create plans with youth, so the youth will see the plans as a means to help them move toward important life goals.

Romero, M. & Lee, Y. (2007, October). *A national portrait of chronic absenteeism in the early grades*. Retrieved October 29, 2007, from http://www.nccp.org/publications/pdf/text_771.pdf

Chronic absenteeism and school truancy in middle and high school have proven to be significant problems with highly visible negative consequences. However, little is known about chronic school absenteeism among early elementary school students or children in preschool programs. This is the first in a series of publications examining the causes and consequences of chronic absenteeism during the early school years, based on analyses of data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K, National Center for Education Statistics). The brief reveals a significant level of absenteeism in the early school years, especially among low-income children, and confirms the detrimental effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten in 1998.

Scannapieco, M. Connell-Carrick, K., & Painter, K. (2007, October). *In their own words: Challenges facing youth aging out of foster care*. *Child & Adolescent Social Work Journal*, 24(5), 423-435.

This study looks at what is needed to assist youth in out-of-home care to achieve a successful transition to independence. Participants from the Texas Department of Family and Protective Services foster care program, foster parents, and social workers were asked about the challenges they encountered and what additional services would be helpful. Three major themes emerged: youth-focused practice; need for collaboration and better communication with youth; and unmet needs and permanent connections. The authors conclude that youths who make permanent connections, have supportive environments, and become good decision-makers will become self-sufficient adults and productive members of society. Caseworkers who embrace these principles for youth in care can begin planning early and have the resources, supportive persons, and plans in place for the youth at the time he/she exits care.

Schneir, A., Stefanidis, N., Mounier, C., Ballin, D., Gailey, D., Carmichael, H., et al. (2007). Trauma among homeless youth. *National Child Traumatic Stress Network*, 2(1). Retrieved January 16, 2008, from http://nctsn.org/nctsn_assets/pdfs/culture_and_trauma_brief_v2n1_HomelessYouth.pdf

This brief, part of the Culture and Trauma Brief series from the National Child Traumatic Stress Network, discusses why youth leave home and explores the types and consequences of trauma experienced by runaway and homeless youth. It also includes treatment considerations gathered from focus groups of homeless youth conducted by Children's Hospital Los Angeles.

Skyles, A., Smithgall, C., & Howard, E. (2007). *School engagement and youth who run away from care: The need for cross-system collaboration*. Retrieved August 30, 2007, from http://www.chapinhall.org/article_abstract.aspx?ar=1454&L2=61&L3=130

The authors strive for a better understanding of factors that may impact the educational experiences and choices of youth in care by getting the perspectives of youth who ran away from their foster placements and of the adults who care for or work with these youth. Findings reveal missed opportunities in helping support the educational goals of the youth and show that adults need to overcome institutional barriers and secure appropriate support services and educational opportunities for the youth with whom they work. These supports and opportunities, coupled with highly motivated and committed adults, are key factors in increasing the likelihood that foster youth will have positive academic experiences and outcomes.

Slesnick, N. & Letcher, A. (2007, Summer). Intervening in the lives of runaway and homeless youth. *Focal Point*, 21(2), 7-9. Retrieved August 3, 2007, from <http://www.rtc.pdx.edu/PDF/fpS07.pdf>

Homeless youth often have numerous and complex issues requiring multiple services. The authors examine the issues and barriers involved with interventions and conclude that effective interventions in the lives of runaway and homeless youth are essential to preventing them from becoming chronically homeless adults. The research reveals that many shelters are not equipped to deal with youth who have substance abuse and/or mental health problems and most cities do not have drop-in centers where youth can gather. The authors suggest community and governmental support is needed to significantly impact the problem of youth homelessness.

Slesnick, N., Prestopnik, J.L., Meyers, R.J., & Glassman, M. (2007). Treatment outcomes for street-living, homeless youth. *Addictive Behaviors*, 32, 1237-1251.

Little research has been done on comprehensive interventions for homeless, street living youth that addresses substance use, social stability, and physical and mental health issues. In this study, street living youth from a drop-in center were randomly assigned to the Community Reinforcement Approach (CRA)

or treatment as usual (TAU). Youth assigned to CRA had reduced substance use and depression, and increased social stability. Youth in both conditions improved in many other behavioral domains including substance use, internalizing and externalizing problems, and emotion and task oriented coping. The authors suggest that an open door policy, engagement of youth slowly and without pressure through a drop-in center, and employing charismatic, informed therapists can contribute to effective engagement and maintenance of youth in treatment. Recommendations include more treatment development research to address the barriers associated with serving these youth.

Southeast Asian Youth & Family Alliance. *Asian and Pacific Islander youth homelessness in West Contra Costa County: A needs assessment.* (2007). Retrieved November 6, 2007, from http://www.serve.org/nche/downloads/forum/api_needs_assess.pdf

Southeast Asian Youth and Family Alliance (SAYFA) conducted a needs assessment to identify issues related to Asian and Pacific Islander homeless youth in West Contra Costa County, California. This is the poorest and most ethnically diverse area of Contra Costa County and one of the neediest in the San Francisco Bay Area. The needs assessment, which reports the results of SAYFA's investigation and details their recommendations, could be used as a model for developing needs assessments in other communities.

Stone, S., D'Andrade, A., & Austin, M. (2007). *Educational services for children in foster care: common and contrasting perspectives of child welfare and education stakeholders.* *Journal of Public Child Welfare*, 1(2), 53-70.

This study, based on interviews with child welfare and education stakeholders and foster parents in nine California counties, compares and contrasts the perspectives of personnel in the child welfare and education systems. The authors list major factors affecting foster children's performance in school. Their recommendations to improve the experiences of foster children in the child welfare and education systems include tracking and monitoring the child's educational needs, making the child's records more accessible, encouraging the involvement of someone like a court-appointed special advocate (CASA) to act as a consistent educational advocate for the child, and cross-training child welfare and education workers to understand both systems, including issues like the special education process and the unique needs of foster children.

Stotland, S., Stocco, J., Darr, K., & McNaught, K. (2007, April). *Special education decisions for children in foster care: Everyone has a role.* *Child Law Practice*, 26, 2. Retrieved May 8, 2007, from <http://www.abanet.org/child/education/clp-article.pdf>

This article highlights important information needed to determine who can make education decisions for children in foster care. The analysis is based on the reauthorization of Individuals with Disabilities Education Act (IDEA) and the accompanying federal regulations. It describes IDEA's sometimes complex and confusing rules about which adult can make special education decisions for

a child in out-of-home care, and under what circumstances, and gives case examples. There is also a discussion about appointing surrogate parents and alternative decision makers along with their rights and responsibilities.

Stronge, J.H., Popp, P.A., & Grant, L.W. (2007, May). Effective teachers of at-risk and highly mobile students: A review of the literature. Retrieved May 12, 2007, from the National Center for Homeless Education Web site: http://www.serve.org/nche/downloads/eff_teach_lit_rev.doc

One of the factors widely used as a determinant of school success is a quality teacher. This review of the literature examines quality teaching through a framework of the special needs of students who are at risk of school failure because of high poverty or high mobility. First, it defines the population of students that are a part of the study and then delves into the personal qualities of teachers that are associated with effective teaching. The practices of effective teachers of at-risk and highly mobile students are then categorized in three student needs areas: affective, cognitive, and technical. In this framework, the qualities that define effective teaching for the general population of students are examined along with characteristics that define effective teaching for students determined to be at-risk, including highly mobile students.

Toro, P., Dworsky, A., & Fowler, P. (2007, March) Homeless youth in the United States: Recent research findings and intervention approaches. Paper presented at the Second National Homelessness Research Symposium, Washington, DC. Retrieved May 23, 2007, from <http://aspe.hhs.gov/hsp/homelessness/symposium07/toro/index.htm>

This paper provides a comprehensive overview of youth homelessness and several new areas of research on homeless youth that have emerged since Robertson and Toro's 1998 literature review. These include longitudinal studies of homeless youth, research on youth leaving the foster care and juvenile justice systems, and intervention and prevention research. Also there has been some development and evaluation of theoretical models explaining youth homelessness. The authors cite many questions that remain unanswered and offer suggestions for focus areas of future research.

U.S. Department of Health and Human Services. (2007, July). Promising strategies to end youth homelessness: Report to Congress. Retrieved August 9, 2007, from http://www.acf.hhs.gov/programs/fysb/content/docs/reporttocongress_youthhomelessness.pdf

This report provides members of Congress with information on the needs and characteristics of homeless youth, theoretical perspectives, interventions to prevent and ameliorate youth homelessness, and implications for policy and program development. It also includes a review of the range of supports and services available to meet the population's needs, including those funded in the Runaway and Homeless Youth Act.

Watters, A.J., Odom, R., Ferguson, C., Boschung, M., & Edwards, S. (2007, April). *The costs of child abuse vs. child abuse prevention: Alabama's experience*. Center for Business and Economic Research. Retrieved Nov 26, 2007, from http://ctf.state.al.us/pdfs/Costs_Child_Abuse_vs_Child_Abuse_Prev.pdf

This study from the University of Alabama estimates Alabama's cost of child abuse and neglect at more than \$520 million per year in direct and indirect expenses. Direct expenses include hospitalization bills, chronic health problems, mental health treatment, use of the welfare system, investigations done by law enforcement, and the judicial system's cost for prosecution. Indirect costs of child abuse and neglect are those of special education, mental treatment for permanent psychiatric disorders, juvenile delinquency, lost productivity to society, and adult criminality. The authors believe that prevention programs can break the chain of child abuse, so they support additional spending on remedial and preventative programs - including prenatal classes and parent education - as a way of saving taxpayer dollars in the long run.