

Meeting the Needs of Homeless and Foster Youth Inside and Outside the Classroom



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Improving the Quality... of Sex Education in our Nation's Schools



National Sexuality Education Standards

Sex Education in the News

Let's talk about sex. Teachers back out for sex ed...
With joint and leading support at schools, campaign calls for sex education to be mandatory and for more teacher training. At the first meeting of...
Jul 13, 2014 1:02:27 PM

The Value of Integrity

Sex shouldn't be a result, speedily offer. It is for someone you love...
Your choice to have sex should be based on your own personal beliefs...

CLICK HERE

The National Sexuality Education Standards

CLICK HERE

National Teacher Preparation Standards



Parents' Sex Ed Center
PARENTS DON'T HAVE TO GO IT ALONE



Sex Education Resource Center
POLICY ASSISTANCE, LESSON PLANS & RESOURCES



Take Action for Change
TOGETHER, WE CAN MAKE A DIFFERENCE



Youth Activism
ACT. CONNECT. EMPOWER.

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FOR YOUTH AND YOUTH ACTIVISTS

www.amplifyyourvoice.org



CHARITY NAVIGATOR

Four Star Charity

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Advocates' Blogs

TESTING MAKES US STRONGER

Advocates for Youth is proud to lead the *Testing Makes Us Stronger* (TMUS) campaign. Approximately 1 in 4 new HIV infections is among youth ages 13-24. Of that number, same-gender loving black men ages 13-24 represent approximately sixty-percent of the HIV...

AdvocatesTweets

KEEP UP WITH THE LATEST NEWS AND RESEARCH

Your #HIV status expires every time you have unprotected sex. Find free testing here: [#tms2015](http://bit.ly/AFYstronger)

Posted 47 minutes ago

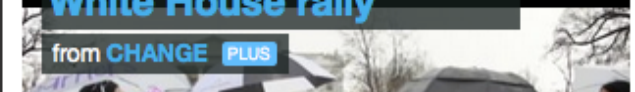
Thank you @DWStweets for asking @SecKerry about Helms & abortion access in cases of rape, incest + life endangerment. #HelmsHurts

Rights. Respect. Responsibility.®

Featured Video

Imani Marks speaks at White House rally

from CHANGE PLUS



This presentation was made possible by the Centers for Disease Control and Prevention, Division of Adolescent and School Health (CDC-DASH) under cooperative agreement 1UP87PS004154-04. The contents do not necessarily represent the official views of the Centers for Disease Control and Prevention.

Objectives

- Identify at least one barrier to education that homeless and foster youth experiences and have at least one strategy to address.
- Acquire a basic understanding of how the McKinney-Vento effects homeless and foster youth in public schools.
- Identify one strategy that education agencies can use to reach out to community partners.

Youth at Disproportionate Risk

- “Instructional delivery...includes actions to meet the sexual health education needs of youth at disproportionate risk-YDR.”
- LGBTQ, youth in alternative schools or **homeless youth**



Patricia Julianelle
Director of State Projects and Legal Affairs

Esmerelda-Victoria Galvez
Prevention Services Facilitator

Kern County
Superintendent of Schools
Office of Christine Lizardi Frazier ...advocates for children

NAEHCY

- National membership association dedicated to educational excellence for children and youth experiencing homelessness, from early childhood through higher education.
 - Local Youth Task Forces, State Higher Ed Networks, Early Childhood Committee
- Technical assistance on policy implementation.
- Bringing your voices to Congress and state legislatures.
- Youth leadership and support.

Causes of Homelessness

- Lack of affordable housing.
- Poverty.
 - Increase in low v. middle wage employment.
- Health problems.
 - Lack of health insurance.
 - Addiction disorders, Mental health.
- Domestic violence.
- Natural and other disasters.
- Abuse/neglect/family dysfunction (unaccompanied youth).

What is Homelessness?

- Sharing the housing of others due to loss of housing, economic hardship or a similar reason.
- Staying in motels, trailer parks or campgrounds due to lack of an adequate alternative.
- Sleeping in shelters, transitional housing, public places, cars, abandoned buildings.
- Substandard housing.

How many students experience homelessness?

- Public schools identified 1.3 million McKinney-Vento students in the 2013–14 school year.
 - 7% increase nationally over previous year.
 - A 100% increase since 2007.
 - 13% of all poor, school-age children and youth.
 - 30% of all extremely poor, school-age children and youth.

Students in foster care, education, and homelessness.

- Over 400,000 children are in foster care on any given day.
 - 40% are under age 6.
- Education outcomes are poor.
 - 56-75% change schools upon entering care.
 - Twice as likely to be suspended.
 - Twice as likely to be absent
 - Only half graduate high school by age 18.
- 23,000 age out each year; 30-46% of them will experience homelessness by the time they turn 26.

Hidden in Plain Sight: Youth Voices

- 42% say they dropped out of school at least once; 60% say it was hard to stay in school while they were homeless.
- 67% say they were uncomfortable talking with people at their school about their housing situation and related challenges.
- 61% say they were never connected with any outside organization while homeless; 87% of those who were connected found the help valuable.



of formerly homeless students identify both tangible and intangible supports as equally important to their ability to stay in school and do well.

TANGIBLE + INTANGIBLE

SCHOOL SUPPLIES

SENSE OF STABILITY

TRANSPORTATION

FEELING SAFE

ACADEMIC SUPPORT

EMOTIONAL SUPPORT

Learn what matters. Get involved.

[GradNation.org/Homeless](https://gradnation.org/homeless)

HIDDEN IN PLAIN SIGHT

#UnseenStudents

HOMELESS STUDENTS IN AMERICA'S PUBLIC SCHOOLS

Impacts of Homelessness on Children and Youth

- Higher incidences of acute and chronic illnesses, depression and anxiety.
- Homelessness in early childhood is associated with poor classroom engagement and poor social skills in early elementary school.
- The achievement gaps between homeless and low-income elementary students tend to persist, and may even worsen, over time.
- A youth who experiences homelessness is 87% more likely to drop out of school.

Barriers to Education for Homeless Children and Youth

- Stereotypes and lack of awareness.
- Under-identification.
- High mobility resulting in lack of school stability and educational continuity.
- Enrollment requirements (school records, health records, proof of residence, guardianship).
- Poor health, fatigue, hunger.
- Emotional trauma, depression, anxiety.
- Lack of transportation.
- Lack of school supplies, clothing, etc.

McKinney-Vento Homeless Assistance Act

- Originally passed in 1987.
- Reauthorized in 2015 by the Every Student Succeeds Act (ESSA).
 - Amendments take effect October 1, 2016.
- Works hand-in-hand with Title IA and other federal education programs.
- \$85 million authorized funding to SEAs.
 - Largest percentage increase of all federal education programs.
 - SEAs award competitive subgrants to LEAs.

McKinney-Vento Implementers: State Coordinators

- Every state must designate a State Coordinator **who can sufficiently carry out their duties.**
- State coordinators must:
 - **Conduct monitoring of local educational agencies (LEAs) and ensure compliance.**
 - **Post on the SEA website, and annually update, a list of liaisons' contact information and duties, and data on student homelessness.**
 - **Respond to inquiries from homeless parents and unaccompanied youth to ensure they receive the full protections of the law.**

McKinney-Vento Implementers: Local Liaisons

- Every LEA must designate a McKinney-Vento liaison **able to carry out his/her legal duties.**
11432(g)(6)
- Liaisons must ensure that—
 - Disputes are resolved and assistance to access transportation is provided.
 - **School personnel providing McKinney-Vento services receive professional development and other support.**

Now that We Know *Who*

- *What* does the McKinney-Vento Act provide?
 - School Stability.
 - Enrollment.
 - Support for Academic Success.
 - Child-centered, best interest decision making.

School Stability

Each LEA shall, according to each child's or youth's best interest:

- Continue the student's education in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed; OR
- Enroll in any public school that housed students living where the student is living are eligible to attend.

11432(g)(3)(A)

School Enrollment

When remaining in the school of origin is not in the student's best interest or what the parent, guardian or youth requests:

11432(g)(3)(C)(i)

- McKinney-Vento students are entitled to immediate enrollment in any public school that students living in the same attendance area are eligible to attend; even if:
 - Students do not have required documents, such as school records, **records of immunization and other required health records**, proof of residency, guardianship, or other documents; or
 - **Students have missed application or enrollment deadlines during any period of homelessness.**

Enrollment (cont.)

- “Enrollment” includes attending classes and participating fully in school activities. 11434a(1)
- SEAs and LEAs must develop, review, and revise policies to remove barriers to the **identification**, enrollment and retention of children and youth in homeless situations, **including barriers due to outstanding fees or fines, or absences.**

11432(g)(1)(I)

- “Broad, on-going requirement... with regular input from homeless parents, youth, and advocates so that new barriers... do not prevent” students from full, immediate enrollment and services. (Guidance A4)

School Enrollment: Barriers from Hidden in Plain Sight

- 3 out of 5 homeless youth who had to change schools at some point during their homelessness report that this process was difficult to navigate, given the various logistical and legal barriers that they experienced.
- Majorities of homeless youth said that proof of residency requirements (62 percent) and lack of cooperation between their new and old schools (56 percent) posed a major challenge for them while changing schools
- Other key challenges that made changing schools or enrolling in a new school difficult included behind on credits due to missing school (48 percent).

Support for Academic Success: Credit Accrual and School Climate

- LEAs must have procedures to ensure McKinney-Vento students receive appropriate full or partial credit, such as: consulting with prior school about partial coursework completed; evaluating students' mastery of partly completed courses; offering credit recovery.

11432(g)(1)(F)(ii); 11432(g)(6)(A)(x); Guidance O2

- SEAs and LEAs should ensure school personnel consider issues related to homelessness prior to taking disciplinary action.

(Guidance p. 33)

- SEAs and LEAs should provide training on the traumatic impacts of homelessness and how to provide trauma-informed support.

(Guidance p. 34)

Education of Children in Foster Care

- The Every Student Succeeds Act includes new protections.
 - Foster care point of contact in the SEA.
 - Foster care point of contact in many LEAs.
 - School stability and enrollment.
 - www.naehcy.org/essa-and-children-foster-care
- Many states have state laws.

Identification Strategies

- Avoid using the word "homeless" with school personnel, families, or youth.
- Provide awareness activities for school staff (registrars, secretaries, counselors, nurses, teachers, tutors, bus drivers, security officers, drop out prevention specialists, attendance officers, administrators, etc.).
 - <http://www.naehcy.org/educational-resources/videos>
 - http://center.serve.org/nche/web/online_tr.php
- Post outreach materials and posters in all schools and where there is a frequent influx of low-income families and youth in high-risk situations, including motels, campgrounds, libraries, health center, youth services.
 - <http://www.k12.wa.us/HomelessEd/Posters.aspx>

Identification Strategies (cont.)

- Coordinate with community service agencies, such as shelters, soup kitchens, law enforcement, legal aid, public assistance and housing agencies, mental health agencies and public health departments.
- Coordinate with youth-serving agencies, such as drop-in centers, street outreach, child welfare, juvenile courts, teen parent programs, LGBTQ youth organizations.
- Make special efforts to identify preschool children, including asking about siblings of school-aged children.
- Use enrollment and withdrawal forms to inquire about living situations.
 - www.utdanacenter.org/theo/downloads/factsheets/RP14SRQ.doc

Unaccompanied Youth—Strategies

- Develop clear policies for enrolling unaccompanied youth immediately, whether youth enroll themselves, liaisons do enrollment, caretakers enroll youth in their care, or another procedure is in place. Offer youth an adult and peer mentor.
- Establish systems to monitor youth's attendance and performance, and let youth know you'll be checking up on them.
- Help youth participate fully in school (clubs, sports, homework help, etc.)
- Build trust! Be patient, and ensure discretion and confidentiality when working with youth.

Unaccompanied Youth—Consent for Medical Care

- Laws vary by state, but usually minors can consent for reproductive health care; often for mental health; sometimes for routine care.
- <http://www.naehcy.org/educational-resources/youth>
- <https://www.guttmacher.org/state-policy/explore/overview-minors-consent-law>

Questions



Esmeralda Victoria, MPA

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School Community Partnerships
Kern County Superintendent of Schools
“Advocates for Children”

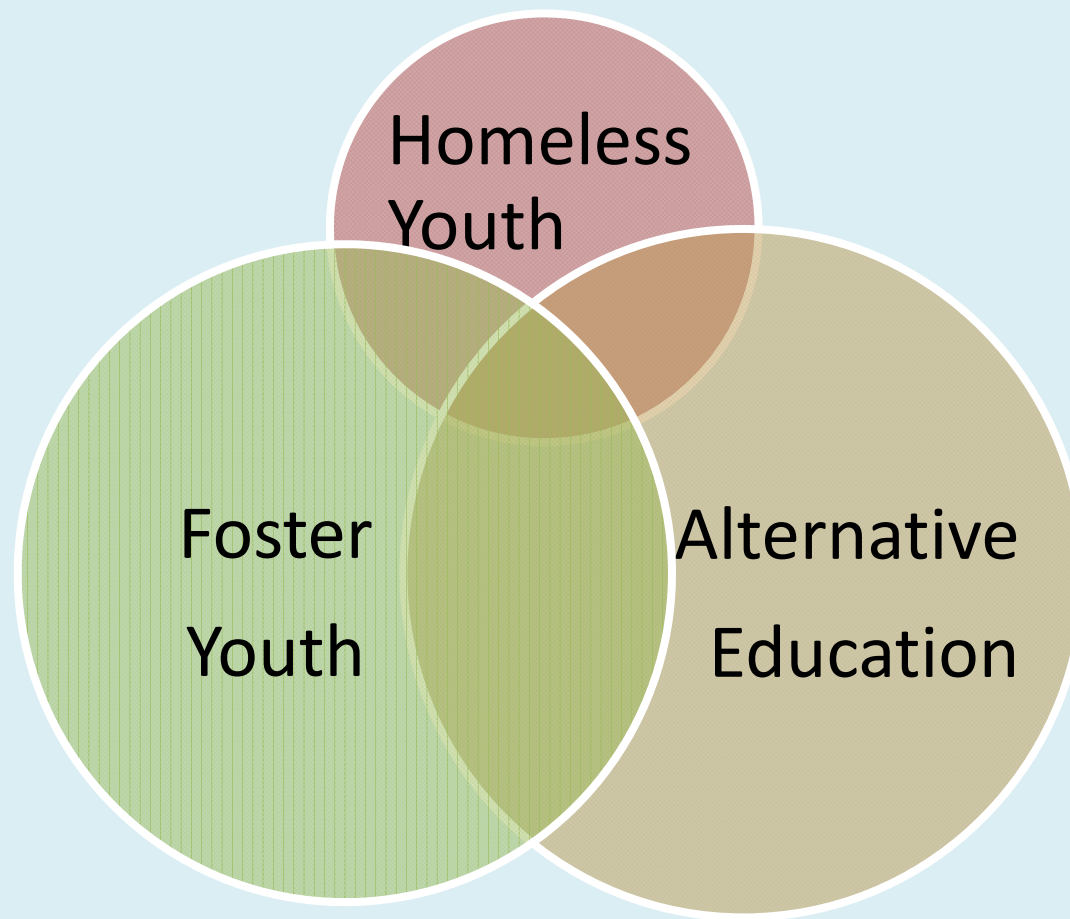
Who am I?

- 12 years of experience working in the public sector with students in kinder through university levels.
- Employee of Kern County Superintendent of Schools, School Community Partnerships Department.
 - 2011-2015 Power Through Choices Sub-Grantee
 - 2015-2017 California Personal Responsibility Education Program Grantee

School Community Partnerships Department

- Provides and coordinates a variety of support services to students, teachers, schools, families, and community members throughout Kern County and statewide. A key component is the development of collaborative partnerships to build capacity between school districts and community partners.
- Department is mostly grant funded with support from county and state funds. Programs include:
 - AmeriCorps, Teacher Induction Programs, Cal-Safe Child Development Center, Gang Risk Intervention, Kern Parent Project, Mental Health Services, Nutrition Education and Obesity Prevention, State and Regional Safe School Trainings, Student Mental Health Initiative, Tobacco Use Prevention Education, Truancy Prevention, and **Teen Pregnancy Prevention Programs**.

Our Target Population in Sexual Health Education Grants



Sub-grantee of Power Through Choices Research Study

- Power Through Choices is a comprehensive, skill-building sexual health education curriculum designed specifically to address the unique risks of youth, ages 13-18, in foster care and other out-of-home care settings.
- Evaluated as part of the federal Evaluation of Adolescent Pregnancy Prevention Approaches (PPA) in collaboration with the Oklahoma Institute for Child Advocacy and local evaluator, the University of Oklahoma Health Sciences Center.
- PTC Demonstration and Evaluation Project was selected by the Administration on Children and Families as one of their Innovative Strategies grants in the Personal Responsibility Education Program (PREP).

(2016, October 30). Retrieved from <http://www.powerthroughchoices.org>



Challenges

- Transient Nature of Population became a challenge during data collection- Pre, Post, 6 month, and 12 month surveys.
- Consent and Assent Process
 - Wards of the State- legal consent process
 - Finding the “gate keepers”- attorney, social worker, probation officer, legally appointed representative, or biological parent.
- Community Buy-In
 - Getting facts to show need for the services your agency provides
 - Agency reputation
 - Successful implementation- “word of mouth”

California PREP Grantee

- Main goal of the California Personal Responsibility Education Program is to reduce rates of births and STIs including HIV among high-need youth populations by replicating or substantially incorporating elements of effective evidence-based program models. (2016, October 30). Retrieved from <http://www.cdph.ca.gov/programs/mcah/Pages/CAPREP.aspx>
- Through this grant we implement the following curriculums:
 - Be Proud! Be Responsible!- Alternative Education Setting
 - Power Through Choices- Juvenile Justice & Foster Youth
 - Making Proud Choices- Alternative Education Setting
 - SHAARP- Dream Center & Gay Lesbian Center Collaboration

Challenges

- **High Truancy**
 - Low socio-economic status, substance abuse, mental health, teen parents, and behavioral problems
- **Teens who want to be parents**
 - No EBPM's for teens who are actively looking to become parents.
 - Many questions about infertility testing
- **California Healthy Youth Act**
 - Change from HIV/AIDS Prevention Education to comprehensive sexual health education and HIV prevention education including: healthy relationships, reproductive health rights, sex trafficking, and affirmative consent.

Community Collaboration

- It Takes A Village
 - As an employee of the schools we cannot distribute condoms. We rely on our community partners to be access points.
 - Quarterly in-person meetings of our Adolescent Health Awareness Group builds relationships amongst agencies, raises awareness of services, as well as helps us identify gaps in services.
 - As a county educational agency we are able to provide free meeting spaces and equipment, access to students, and the educational agency perspective.
- Educate your community and “gatekeepers” on student’s rights.

Successes

- Maintain a presence and be consistent
- Keep abreast of changing trends and medically accurate information
 - homeless and foster youth as sex trafficking targets
 - Pop culture references
 - PrEP, STI/HIV home testing kits, contraceptive brands
- Most people want to help
- Youth have a desire to be part of these programs

Beyond Grant Funding

- We have a responsibility to serve our communities beyond the grant period.
 - Provide free or low-cost learning and training opportunities to your community.
 - Build a team who is passionate about their work.
 - Look for partnerships that can sustain efforts.

Questions



What We Know

- The barriers that homeless and foster youth face to accessing sexual health and education in general are the same barriers which other youth face.
- Implementing practices and policies specific for homeless and foster youth can benefit other underserved populations

Questions to Ask Yourself

- Do you know who your homeless youth coordinator is?
- Do you know organizations in your community who support homeless youth, are they providing sexuality education
- What funding resources are out there that you can leverage?



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General Resources

National Association for the Education of Homeless Children and Youth

<http://naehcy.org>

Facebook and Twitter

National Center on Homeless Education

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

National Network for Youth

<http://www.nn4youth.org>

DVDs for awareness-raising

- “Real Students, Real Schools”: naehcy.org/videos
- “The McKinney-Vento Act in Our Schools” and “Education and Homelessness”: vimeo.com/pjulianelle
- www.hearus.us

Early Childhood Resources

- <http://www.acf.hhs.gov/programs/ecd/expanding-early-care-and-education-for-homeless-children>

(Guidance, tip sheets, and more from US HHS)

- <http://naehcy.org/educational-resources/early-childhood>

(Fact sheets, policy briefs, and more from NAEHCY)

- http://center.serve.org/nche/ibt/sc_preschool.php

(Resources from NCHE)

Unaccompanied Homeless Youth Resources

- <http://www.naehcy.org/educational-resources/youth>
- <http://www.naehcy.org/educational-resources/higher-ed>
- <http://www.naehcy.org/letendre-scholarship-fund/about-the-fund>
- http://center.serve.org/nche/ibt/sc_youth.php
- <http://www.1800runaway.org/>
- <http://www.youtube.com/user/itgetsbetterproject>
- <http://www.thetrevorproject.org/>

School Stability Resources

- School of origin vs. Local school:

http://center.serve.org/nche/downloads/briefs/school_sel_checklist.pdf

- Transportation:

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

www.utdanacenter.org/theo/downloads/factsheets/RP33b_Transportation_Rural.pdf

School Enrollment Resources

- Immediate enrollment without documents:
 - <http://center.serve.org/nche/downloads/briefs/assessment.pdf>
- Immediate enrollment without parent/guardian:
 - <http://center.serve.org/nche/downloads/briefs/guardianship.pdf>
- Immediate enrollment without immunizations:
 - <http://www.naehcy.org/sites/default/files/dl/elders-memo.pdf>

School Enrollment Resources (cont.)

- Full participation in school activities:
 - http://center.serve.org/nche/downloads/briefs/extra_curr.pdf
- Ensuring credit accrual and recovery:
 - <http://center.serve.org/nche/downloads/briefs/credit.pdf>

Title I Part A Resources

- <http://center.serve.org/nche/downloads/briefs/titlei.pdf>
- <http://www2.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf>

(Examples of permissible uses of funds)

- <http://www2.ed.gov/programs/homeless/homelesscoord0815.pdf>

(August 2015 guidance on transportation/liaisons)