HOW IMPROVED TEACHER DEVELOPMENT CAN HELP IDENTIFY AND SUPPORT STUDENTS EXPERIENCING HOMELESSNESS

Webinar \ Wednesday, August 14
1:00-2:15 pm EST

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This webinar is for you. Enter your questions in the questions pane and click ‘Send’.

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A National Campaign Building Stronger Futures for Homeless Students

- Young children will participate in quality early childhood programs at the same rate as their housed peers by 2026.
- High school students will reach a 90 percent graduation rate by 2030.
- Post-secondary students will reach a 60 percent post-secondary attainment rate by 2034.

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ICPH
ICPH is a New York City-based policy research organization focused on family homelessness in New York City and throughout the United States. www.icphusa.org

SCHOOLHOUSE CONNECTION
SchoolHouse Connection is a national organization working to overcome homelessness through education. www.schoolhouseconnection.org

CIVIC
Civic is a public policy and strategy firm that helps corporations, nonprofits, foundations, universities, and governments develop and spearhead innovative public policies to strengthen our communities and country. www.civicenterprises.net

AMERICA’S PROMISE ALLIANCE
APA is the nation's largest partnership of its kind, bringing together hundreds of national nonprofits, businesses, communities, educators, and ordinary citizens behind the idea of making the promise of America accessible to all young people. www.americaspromise.org

EDUCATION COUNSEL
EducationCounsel is a mission-based education consulting firm that combines significant experience in policy, strategy, law and advocacy to drive improvements in the U.S. education system from early childhood through postsecondary education. http://educationcounsel.com/
Our Presenters

Patricia Popp, Ph.D.
State Coordinator - Project HOPE-VA; Clinical Associate Professor - William & Mary School of Education

Lisa Fiore, Ph.D.
Professor/Co-chair - Education, Lesley University; Director - Child Homelessness Initiative, Lesley University

Katie Brown
Program Manager, Education Leads Home - SchoolHouse Connection
Today’s Agenda

- Polling Our Audience
- How Do We Define Student Homelessness?
- The Role of Teachers in Identifying and Supporting Homeless Students
- Case Study: Project HOPE-Virginia
- Case Study: Lesley University
- Q&A
Poll

What is your professional role?

a. State Education Agency staff
b. School district staff
c. K-12 teacher
d. Higher education staff
e. Other
Poll

What is your level of familiarity with McKinney-Vento legislation and education for students experiencing homelessness?

a. I’m completely unfamiliar with M-V legislation
b. I have heard of the M-V legislation before
c. I have read about or attended a training on M-V legislation
d. I have participated in more than one M-V legislation trainings
e. I conduct/lead M-V legislation trainings
How Do You Envision Student Homelessness?
Defining Student Homelessness

“Individuals who lack a fixed, regular, and adequate nighttime residence”

- McKinney-Vento Homeless Assistance Act - ESSA, Title IX, Part A

- Same definition referenced in:
  - IDEA 2004
  - Child Nutrition Act
  - Head Start Act
  - Higher Education Act
  - Child Care Development Block Grant
What Do We Mean by, “Fixed, Regular, and Adequate”?  

**Fixed:** Stationary, permanent, and not subject to change  

**Regular:** Used on a predictable, routine, or consistent basis (e.g. nightly)  

**Adequate:** Sufficient for meeting both the physical and psychological needs typically met in home environment  

Can the student go to the **SAME** PLACE (fixed) **EVERY NIGHT** (regular) to sleep in a **SAFE AND SUFFICIENT SPACE** (adequate)?
Examples of Qualifying Primary Nighttime Residences:

- Emergency or transitional shelter
- Place not designed for or ordinarily used as a regular sleeping accommodation
- Cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Shared housing due to loss of housing, economic hardship, or a similar reason
- Motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations
The Definition of Student Homelessness Also Includes:

How eligibility is determined by a liaison:

https://nche.ed.gov/determining-eligibility/

- Migratory children living in these conditions
- **Unaccompanied homeless youth** (not in the physical presence of a parent or guardian) who also meet the definition
What Can We Do?

- Find them
- Enroll them
- Keep them in school
- Help them succeed
  - Identify
  - Connect
CASE STUDY: Lesley University
Homelessness Making Headlines

Mookie Betts delivers food to some of Boston’s homeless

Lou Merloni (@LouMerloni)
Little birdie told me an amazing story. This was the scene last night around 1am out in front of the Boston Library. Trays and trays of food fed the homeless. The man that delivered the food wasn’t looking for attention or praise BUT deserves it. God Bless you Mookie Betts
Brief History of the Child Homelessness Initiative

- **2011**: CHI founded with generous support of Laurie Schoen ('86) & Victoria Whalen
- **2012-13**: Web work, podcasts w/MGH Clay Center for Young Healthy Minds
- **2014-15**: Completion of Child Homelessness Studies Curriculum
- **2016**: Established certificate program
- **2017**: Partnerships with corporate and community programs (e.g., Bombas, Families First Parenting Programs, Horizons for Homeless Children)
- **2018**: Formal launch of first practitioner cohort (HHC)
The Role of Teachers in Identifying and Supporting Students Experiencing Homelessness

Homelessness:
A condition or state of being related to residence, not a personality characteristic or DNA trait

Trauma:
An emotional response to a terrible event (www.apa.org)

Resilience:
An individual’s ability to adapt to stress & adversity
How Do You Define and/or Understand Trauma?

Assumptions and biases about:

- Symptoms
- Children
- Populations

Distinctions between:

- Event-based trauma
- Long-term, chronic trauma
Effects of Trauma on Children’s Development

**Attachment**

- Children with secure attachments learn to trust their emotions and their understanding of the world.
- Children learn how to self-regulate and how to anticipate others’ responses when they express emotions.
- Inability to access support during stressful situations can lead to inability to process and interpret experiences.
- This also poses risk for less ability to regulate internal emotional and physical wellbeing.

**Brain**

- Stress response: amygdala and hippocampus.
- Continuous arousal can lead to anxiety, panic, hypervigilance, increased heart rate.
- Stress mode can become regular processing mode and therefore the lens through which information is processed.
Child Homelessness May be Visible in the Classroom When Children Are...

- **Sick four times as often** (respiratory and other infections; GI problems, asthma)
- Hungry at **twice the rate** of their peers
- Demonstrating emotional and/or behavioral “problems” three times as often
- Exposed to violence within families (25%) and outside of families (83%)
- **Four times as likely** to display or indicate delayed development
- **Twice as likely** to experience learning challenges
Protective Factors Within the Classroom, Family, and Community

- **Social competence**: ability to elicit positive responses from others and establish positive relationships with adults and peers
- **Problem-solving skills**: planning and resourcefulness
- **Autonomy**: sense of one’s own identity and ability to act independently
- **Sense of purpose and future**: goals, aspirations, persistence, hopefulness

(Krovetz, 2008; Masten, 2015; Werner & Smith, 1995; 2001)
Think about your own experience in school.

- Who is one person who cared deeply about you?
- How did you know or feel this care?
- Who held high expectations for you and supported you?
**Why This Matters**

**Association Between ACEs and Negative Outcomes**

*ACES can have lasting effects on...*

- Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)
- Behaviors (smoking, alcoholism, drug use)
- Life Potential (graduation rates, academic achievement, lost time from work)

*ACES have been found to have a graded dose-response relationship with 40+ outcomes to date.*

*Risk for Negative Health and Well-being Outcomes*

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<th># of ACEs</th>
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<th>2</th>
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<td>Risk</td>
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*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.*

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**Helping Teachers Manage the Weight of Trauma**

*Understanding and mitigating the effects of secondary traumatic stress for educators*

*By: Jessica Lander  Posted: September 26, 2018*
Baby Steps to Support Students and Families

- Breakfast provided for every student
- Fresh fruit and vegetable programs
- Free lunch for all students
- Classroom libraries/book donations
- Winter coat drive
- Hats, scarves, gloves partnership
- Clothing, costume, and food drives
- Holiday baskets and feast
Impact on Parents

“I had my ups and downs. Right now, I am a little stressed. I am not perfect, but I love my kids. I love being a mom. My kids are my life. I want nothing but the best for them, so I do my best.”

- Parent, Families First Parenting Programs
Impact on Educators
Effective Responses to Child Homelessness Include:

- Safe, affordable housing
- *Comprehensive needs assessments* of all family members
- Family-oriented services that incorporate trauma-informed care
- **Identification, prevention**, and treatment of major depression in mothers
- Parenting supports for mothers
- **Education and employment opportunities** for parents
- Additional research to identify evidence-based programs and services for children and families

*(The National Center on Family Homelessness, 2017)*
CASE STUDY: Project HOPE-Virginia
Connecting With Higher Education

Single class modules sent to all IHE in Virginia with teacher prep programs

Guest lecture in courses on
- Diversity
- Special populations

Woven through my courses
- Classroom management
- Student teaching seminar
Topics for Connecting

- Liaisons must ensure ALL staff who work with students experiencing homelessness are trained
- Focus on highly mobile students (thanks to Jani Koester & Emerson Elementary in Wisconsin)
- Trauma
- Classroom management
Classrooms With Revolving Doors

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<th>Needs/Timing</th>
<th>Before</th>
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The child’s classroom may be the only place where the child can experience quiet, interact with children his/her age, and experience success.

School is the most normal activity that most children experience collectively...For homeless children it is much more than a learning environment. It is a place of safety, personal space, friendships, and support.

Oakley & King, 2000
If you only had a month, a week, a day to work with a student—what would you want to leave with him or her?
“... nothing, absolutely nothing has happened in education until it has happened to a student”
– Joe Carroll, 1994
Audience Q&A
Resources

SchoolHouse Connection
http://www.schoolhouseconnection.org/

Education Leads Home
http://www.educationleadshome.org

National Center on Homeless Education
https://nche.ed.gov

Lesley University - Child Homelessness Studies Curriculum
https://lesley.edu/academics/college-of-liberal-arts-sciences/child-homelessness-initiative

Project HOPE-Virginia
https://wm.edu/hope
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