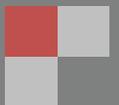2013

Abstract Bibliography of Homeless Education Resources

Compiled by
Beth Hartness, Program Specialist

NCHE
National Center for
Homeless Education
at SERVE

National Center for Homeless Education

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

NCHE is housed at the University of North Carolina at Greensboro.

National Center for Homeless Education
http://center.serve.org/nche/
homeless@serve.org

Table of Contents

Introduction

Beginning in 2004, the National Center for Homeless Education (NCHE) has published an annual bibliography featuring resources that address various issues related to the education and lives of homeless children, youth, and families. The bibliography is intended to inform, educate, and empower those who serve at-risk children, youth, and families, especially those who are homeless and/or highly mobile. This edition includes items published in 2013 that are listed topically for easy reference. The list is not exhaustive but does represent a cross-section of materials available. Nine publications from NCHE including issue briefs, research summaries and data collection reports, are detailed. The bibliography also references products issued by related Federal agencies and organizations on homeless families, children and youth as well as scholarly articles and studies.   More information may be found by examining the citations listed in the included publications or in resources featured on the NCHE website at http://center.serve.org/nche/.

Bibliography

ACADEMIC ACHIEVEMENT

Cutuli, J. J., Desjardins, C. D., Herbers, J. E., Long, J. D., Heistad, D., Chan, C.-K., Hinz, E. and Masten, A. S. (2013), Academic achievement trajectories of homeless and highly mobile students: Resilience in the context of chronic and acute risk. *Child Development***, 84: 841–857. doi: 10.1111/cdev.12013**

This study examined academic achievement data across third through eighth grades comparing students identified as homeless or highly mobile (HHM) with other students in the federal free meal program (FM), reduced price meals (RM), or neither (General). The data showed that academic achievement was lowest for HHM students and increased as risk decreased (HHM < FM < RM < General). Achievement gaps appeared stable or widened between HHM students and lower risk groups. Math and reading achievement were lower, and growth in math was slower in years of HHM identification. These results may be acute consequences of residential instability; however, academic resilience of these students could be indicated by the percentage of HHM students (45%) scoring within or above the average range.

Institute for Children, Poverty & Homelessness (2013). *An unstable foundation: Factors that impact educational attainment among homeless children***. Retrieved from http://www.icphusa.org/index.asp?page=16&report=116**

Housing instability has been known to have an unfavorable effect on children. This study by ICPH examines data on 359 homeless New York City families to ascertain the fundamental obstacles to success many homeless children encounter and how these obstacles can hinder their academic, social, and economic progress. The study calls for more education of school officials, shelter staff, and homeless families about the importance of staying in school and the legal right to do so.

Portwood, S. G., Shears, J. K., Nelson, E. B., & Thomas, M. L. (2013). Examining the impact of family services on homeless children. *Child and Family Social Work***, 1-14. doi: 10.1111/cfs.12097**

This study examined the impact of services provided via a collaborative initiative whose purpose is to provide

support to children of working poor families who are homeless or at immediate risk of becoming homeless. The study found that these supports facilitated improved housing status and improvement in the economic self-sufficiency of the families served. Also explored were school performance outcomes. No significant change was indicated in participants' levels of attendance or reading performance, however, there was a statistically significant improvement in students' math scores. When participating at-risk children were compared with a group of students matched on their level of academic performance who had not received housing or homeless services, no significant academic differences were detected between the groups after services had been received.

CHARTER SCHOOLS

National Center for Homeless Education. (2013). *Serving homeless children and youth in charter schools*. **Retrieved from http://center.serve.org/nche/downloads/briefs/charter.pdf**

This NCHE issue brief summarizes McKinney-Vento Act mandates for school districts and schools, paying special attention to how certain principles in the Act would apply to charter schools. The brief also includes examples of specific states and charter schools that have implemented promising practices for serving homeless children and youth.

DATA COLLECTION

National Center for Homeless Education. (2013). *Consolidated State Performance Report federal data collection guide for State Coordinators of homeless education: School year 2012-13.* **Retrieved from http://center.serve.org/nche/pr/fed_data_coll_guide.php**

This guide is a resource for State Coordinators of EHCY programs for overseeing the collection and submission of high quality data for Part I of the SY 2012-13 Consolidated State Performance Report (CSPR). Local homeless education liaisons may also find this guide helpful in completing their EHCY program reports to their SEAs.

DATA/STATISTICS

Annie E. Casey Foundation. (2013). *KIDS COUNT data book 2013.* **Retrieved from http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20COUNT/123/2013KIDSCOUNTDataBook/2013KIDSCOUNTDataBookr.pdf**

The annual Kids Count index now includes 16 child-level indicators across four domains: economic well-being, education, health, and family and community. This year's *Data Book* also offers expanded coverage of America's youngest children, adding to the ongoing national conversation on early childhood education. After many years of calamitous economic trends, the 2013 *Data Book* reveals some small but optimistic signs of recovery and improvement for America's children and families.

Federal Interagency Forum on Child and Family Statistics. (2013). *America's children: Key national indicators of well-being, 2013.* **Retrieved from http://www.childstats.gov/pdf/ac2013/ac_13.pdf**

This report is a compendium of indicators portraying the possibilities and the challenges facing America's youth. Selected statistics from 22 Federal government agencies pertaining to the well-being of America's children are provided and 41 key indicators covering 7 domains related to family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health are discussed. The report also features a special section on children's kindergarten experiences.

National Center for Homeless Education. (2013). *Education for Homeless Children and Youths Program data collection summary from the school year 2011-12 federally required state data collection for the McKinney-Vento Education Assistance Improvements Act of 2001.* **Retrieved from**
http://center.serve.org/nche/pr/data_comp.php

This report provides a summary and analysis of the 2011-12 state data collection required by the U.S. Department of Education of the McKinney-Vento Education for Homeless Children and Youths program. This data collection is part of the Consolidated State Performance Report (CSPR). The 2011-12 data are also presented in comparison to previous years' data collections where appropriate.

DOMESTIC VIOLENCE

National Center on Family Homelessness. (2013). *Closing the gap: Integrating services for survivors of domestic violence experiencing homelessness: A toolkit for transitional housing programs.* **Retrieved from**
http://www.familyhomelessness.org/media/371.pdf

Funded through the Office on Violence Against Women (OVW) at the U.S. Department of Justice, the goal of this toolkit is to facilitate the improvement of the lives of families experiencing domestic violence by equipping providers with practical knowledge of homelessness and its intersection with domestic violence. By laying the groundwork to understand this intersection, it offers practical strategies for providers to improve service integration.

EARLY CHILDHOOD

Fantuzzo, J., LeBoeuf, W., Brumley, B., & Perlman, S. (2013). A population-based inquiry of homeless episode characteristics and early educational well-being. *Children and Youth Services Review*, *35*(6), 966-972.

This study investigated the relationship between homelessness and educational well-being by ascertaining whether timing and frequency of homeless episodes were differentially linked to children's academic and classroom engagement outcomes.

Institute for Children, Poverty & Homelessness (2013). *Head Start and housing (in)stability: Examining the school readiness of children experiencing homelessness.* **Retrieved from**
http://www.icphusa.org/index.asp?page=16&report=117&pg=123

In this research brief, the Head Start Family and Child Experiences Survey (FACES), a nationally representative sample of children enrolled in Head Start, was analyzed to compare homeless or highly mobile (HHM) children's progress with that of their low-income, and adequately housed peers. Three key indicators of school readiness (socio-emotional, cognitive, and health-related measures) linked to the children's progress over a two-year enrollment period were studied. A cohort of three-year-old children was initially assessed and then again when they entered Head Start, and then finally when they completed the program. It was found that differences in school readiness do exist between HHM students and their housed peers, but that early intervention and high-quality early education settings can improve their chances for success.

National Center for Homeless Education. (2013). *Early care and education for young children experiencing homelessness.* **Retrieved from http://center.serve.org/nche/downloads/briefs/early-childhood.pdf**

This NCHE brief provides information and suggests best practices to facilitate collaboration among schools,

service provider agencies, and early childhood programs, in order to increase the enrollment of and provision of services to families with young children experiencing homelessness.

U.S. Department of Health and Human Services Administration for Children and Families. (2013). *Early childhood and family homelessness resource list.* **Retrieved from** https://www.acf.hhs.gov/sites/default/files/ecd/acf_homeless_resource_list.pdf

This resource list provides contact information and descriptions of various resources and organizations which can assist with access to quality early childhood services for young homeless children and their families.

U.S. Department of Health and Human Services Administration for Children and Families. (2013). *Policies and procedures to increase access to ECE services for homeless children and families.* **Retrieved from** https://www.acf.hhs.gov/sites/default/files/ecd/acf_homeless_policies_and_procedures.pdf

This fact sheet, geared towards the administration of both Head Start and the Child Care and Development Fund (CCDF), discusses policies and ideas for how states and programs can best serve children and families experiencing homelessness. Some of these ideas pertain to both entities while others are requirements or recommendations specific to each program.

U.S. Department of Health and Human Services Administration for Children and Families. (2013) *Strategies for increasing ECE services for homeless children.* **Retrieved from** https://www.acf.hhs.gov/sites/default/files/ecd/acf_homeless_strategies.pdf

This fact sheet from the Administration for Children and families website provides ideas for implementing federal laws and policies that impact the ability of homeless families to access early care and education programs. It discusses how service providers and advocates at the state and local level can better coordinate existing policies to reach across programs to ensure that young homeless children are served in early care and education (ECE) programs across the country.

FOOD AND NUTRITION

U.S. Department of Agriculture Food and Nutrition Service. (2013) *Are you homeless? You might be able to get food help from SNAP!* **Retrieved from** http://origin.www.fns.usda.gov/snap/outreach/pdfs/Homeless_QA.pdf

This Q&A tip sheet from the U.S. Department of Agriculture provides information about the Supplemental Nutrition Assistance Program (SNAP) and program eligibility for people experiencing homelessness.

U.S. Department of Agriculture Food and Nutrition Service. (2013). *SNAP – Clarification of policies barriers facing homeless youth.* **Retrieved from** http://www.fns.usda.gov/sites/default/files/Policy_Clarifications_Homeless_Youth_Issues.pdf

This U.S. Department of Agriculture memorandum provides policy clarification to help ensure that eligible homeless youth can access the Supplemental Nutrition Assistance Program (SNAP), also referred to as food stamps.

GENERAL ISSUES: HOMELESSNESS, HUNGER, POVERTY, ETC.

Hartness, B. (2013). *Abstract bibliography of homeless education resources: 2012*. **Retrieved from National**

Center for Homeless Education website http://center.serve.org/nche/pr/ab_biblio.php

This abstract bibliography contains a selection of publications released in 2012 that deal with issues related to the lives and education of children, youth, and families experiencing homelessness. Examples of included topics are academic achievement, advocacy, after school/summer school, child welfare, data collection, evaluation, food and nutrition, foreclosures, higher education, juvenile justice, preschool, trafficking and youth.

Institute on Children, Poverty, and Homelessness. (2013). *The almanac of family homelessness.* Retrieved from http://www.icphusa.org/Publications/AmericanAlmanac/

The Almanac of Family Homelessness is a comprehensive resource that analyzes key issues surrounding homelessness among families with children. It highlights successful programs and practices at the state and local levels and features groundbreaking initiatives from across the country.

National Alliance to End Homelessness-Homelessness Research Institute. (2013). *The state of homelessness in America 2013*. Retrieved from http://b.3cdn.net/naeh/bb34a7e4cd84ee985c_3vm6r7cjh.pdf

This report examines homelessness in America between 2011 and 2012. Data from a variety of sources are utilized, including the U.S. Department of Housing and Urban Development, the U.S. Census Bureau, the U.S. Bureau of Labor Statistics, and the National Association of State Budget Officers. The report's three chapters highlight homelessness data at the national and state levels using point-in-time estimates of the overall homeless population and subpopulations, measured in 2011 and 2012. Economic and housing factors, including housing cost and unemployment, and demographic and household factors that have an impact on homelessness are discussed.

U.S. Conference of Mayors. (2013). *The U.S. Conference of Mayors 2013 status report on hunger & homelessness.* Retrieved from http://www.usmayors.org/pressreleases/uploads/2013/1210-report-HH.pdf

This report describes the results of a survey of 25 cities whose mayors serve on The U.S. Conference of Mayors' Task Force on Hunger and Homelessness. The mayors were asked to provide information on the degree and causes of hunger and homelessness in their cities and services, such as emergency food assistance, that were provided between September 1, 2012 and August 31, 2013. They were asked to assess the demand for services and the resources at their disposal in the year ahead. This year's survey found persisting increases in demand for services and continuing shortfalls in meeting service needs.

U.S. Department of Housing and Urban Development. (2013). *The 2013 Annual Homeless Assessment Report (AHAR) to Congress: Part 1-point-in-time estimates of homelessness*. Retrieved from https://www.onecpd.info/resources/documents/AHAR-2013-Part1.pdf

This report offers a snapshot of homelessness, including both sheltered and unsheltered populations, on a single night. The report includes estimates of the number of homeless persons within particular subpopulations, such as veterans. Communities reported the age of persons experiencing homelessness for the first time for this year's report. Counts were also taken of beds in emergency shelters, transitional housing programs, safe havens, rapid re-housing programs, and permanent supportive housing. The count is conducted in late January each year.

HEALTH AND MENTAL HEALTH

Adams, P. M., & Shineldecker, S. C. (2013). Unaccompanied youth: School nurses caring for adolescent minors living without a parent or guardian. *NASN School Nurse*, *29*(2), 1-5. doi: 10.1177/1942602X13501202

An unaccompanied youth does not have a functional or legal guardian and often is homeless as well. The youth's parents or guardian may have abandoned them or may be incarcerated, deceased, debilitated, or deported. The youth may be a runaway or may have departed from foster care. School nurses can be challenged to find an adult who can legally consent to treatment when an unaccompanied minor youth needs health care. Strategies for case management of these unaccompanied youth are provided in this article.

Monn, A. R., Casey, E. C., Wenzel, A. J., Sapienza, J. K., Kimball, A., Mack, B., & Hinz, E. (2013). Risk and resilience in homeless children. *Children's Mental Health E-Review, 2,* **1-16. Retrieved from**
http://www.extension.umn.edu/family/cyfc/our-programs/ereview/docs/April2013ereview.pdf

The Children's Mental Health eReview summarizes children's mental health research and implications for practice and policy. This edition focuses on homeless children, the mental health issues that they face, and the impact of resiliency.
Many children experiencing the stress of homelessness continue to thrive even though percentages of mental health problems and school failure are higher for homeless children. An effort to understand this phenomenon is made, utilizing the concepts of risk and resilience to help clarify these complex questions and lead toward a clearer understanding of the impact of homelessness on child development and well-being. The authors discuss the research and make recommendations for policy and practice.

Tobin, K., & Murray, J. (2013). Addressing the challenges of child and family homelessness. *Journal of Applied Research on Children: Informing Policy for Children at Risk***, 4(1), 1-29. Retrieved from**
http://digitalcommons.library.tmc.edu/cgi/viewcontent.cgi?article=1099&context=childrenatriskHomeless

The American Academy of Pediatrics deems homelessness to be an issue of concern to pediatricians. This article offers a review of existing literature to provide a background for researchers, policymakers, and social service providers to further the understanding of the incidence of child and family homelessness and various strategies used to address it. The article features an extensive portrayal of the effects of child and family homelessness, such as physical health problems like malnutrition, emotional distress, and the impact of homelessness on academic success. Policies and action steps are provided for addressing the problems of children and families experiencing homelessness.

HIGHER EDUCATION

National Association for the Education of Homeless Children and Youth. (2013). *College access and success for students experiencing homelessness: A toolkit for educators and service providers.* **Retrieved from**
http://www.naehcy.org/educational-resources/he-toolkit

This toolkit, from the National Association for the Education of Homeless Children and Youth (NAEHCY), serves as a comprehensive resource on higher education access and success for homeless students. It includes information on assisting students in choosing a school, paying for application-related expenses, finding financial aid and scholarships, and succeeding in college. The toolkit provides local homeless education liaisons, State Coordinators for Homeless Education, school counselors, college admission counselors, college financial aid administrators, youth shelters, and other service providers with the resources they need to understand the options and supports available for college-bound homeless youth and to assist these youth in accessing them.

St. Louis Public Schools. (2013). *Students-in-transition education after high school handbook***. Retrieved from**

http://www.slps.org/cms/lib03/MO01001157/Centricity/Domain/74/Education%20after%20High%20School%20Handbook%20March%20Edition.pdf

This handbook from the Students-In-Transition (SIT) Office at St. Louis Public Schools provides information to high school students experiencing homelessness about the college application process, financial aid and scholarships, and various post-secondary education options.

U.S. Department of Education. (2013). *Federal student aid handbook*. **Retrieved from Information for Financial Aid Professionals website https://ifap.ed.gov/ifap/byAwardYear.jsp?type=fsahandbook&awardyear=2012-2013**

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

HIGHLY MOBILE CHILDREN

Miller, P. M., & Bourgeois, A. K. (2013). Considering the geographic dispersion of homeless and highly mobile students and families. *Educational Researcher*, *42*(4), 242-249. doi: 10.3102/0013189X12474064

This article discusses school and community-level issues related to student homelessness in the United States. It notes that while increased geographic scattering of homeless and highly mobile (HHM) families is frequently ascribed to the many effects of the economic recession, it can also be affected by shifting federal policy on homelessness. The greater Madison, Wisconsin area was studied using geospatial analysis to document the area's expanding "geographic centers" of HHM families. It found that in these new geographic centers, schools may lack the capability to serve HHM students, and HHM families may not have access to fundamental community-based resources. The authors suggest that research and practice should be conducted considering school and community effects in the context of homelessness.

HOMELESS EDUCATION

Groton, D., Teasley, M. L., & Canfield, J. P. (2013). Working with homeless school-aged children: Barriers to school social work practice. *School Social Work Journal*, 37(2), 37-51.

School social workers are often the front-line personnel who work with homeless school-aged children. This study of 201 school social workers examined their abilities to implement the requirements of the McKinney-Vento Act (MVA) and what impedes or expedites their work with this population. The most common barriers described by the participants revolved around parental issues and support. The role played by parents of homeless students was determined to be crucial to the success of MVA implementation. It is recommended that future research investigate this relationship in greater detail.

Miller, P. M. (2013). Educating (more and more) students experiencing homelessness: An analysis of recession-era policy and practice. *Educational Policy*, *27*(5), 805-838. doi: 10.1177/0895904812440500

Rates of student homelessness have increased significantly in the United States in recent years, yet there has been a lack of scholarly research devoted to the issue. This article analyzes how the McKinney-Vento Act's effect has shaped school, district, and community responses to conditions of homelessness. The author concludes that McKinney-Vento

has had a positive, yet limited influence on schools and students. He suggests that more widespread appropriate, consistent, and strategically managed funding and inter-organizational collaboration are critical for effective implementation of McKinney-Vento. These implications for research, policy, and practice can be even more relevant during this era of recession in which the crisis of homelessness in the United States has continued to escalate.

National Center for Homeless Education. (2013). *Homeless liaison toolkit: 2013 edition.* **Retrieved from** http://center.serve.org/nche/downloads/toolkit2/toolkit.pdf

NCHE's Homeless Liaison Toolkit is a comprehensive resource that will assist both new and veteran local liaisons in carrying out their responsibilities. Drawing on the expertise of practitioners with over ten years of experience in implementing the McKinney-Vento Act, the 2013 edition of the toolkit includes requirements of the law, good practices, sample forms, and links to resources. Seventeen chapters on topics essential to implementing the McKinney-Vento Act synthesize in an easy-to-read format the essentials that local liaisons must know in order to carry out their responsibilities.

HOUSING

Bravve, E., Bolton, M., & Crowley, S. (2013).. Retrieved from National Low Income Housing Coalition website http://nlihc.org/sites/default/files/oor/2013_OOR.pdf

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

Joint Center for Housing Studies at Harvard University. (2013). *State of the nation's housing* **2013. Retrieved from** http://www.jchs.harvard.edu/sites/jchs.harvard.edu/files/son2013.pdf

This report describes the current state of housing in the United States by using statistics and trends. It includes income and housing costs, median net wealth of owner and renter households, lowest-income households by cost burdens, median net wealth, and homeownership rates by age and race/ethnicity, home prices by region and metropolitan areas, and more. The 2013 in-depth and comprehensive analysis of the overall market and its various sectors concludes that "the U.S. housing recovery is well underway," citing rising home prices and growing demand. While much attention will be focused on the data on the recovery of the homeownership market, it is also important to note the report's key findings on the rental markets and affordability challenges.

National Center for Homeless Education. (2013). *Housing and education collaborations to serve homeless children, youth, and families.* **Retrieved from** http://center.serve.org/nche/downloads/briefs/hud.pdf

This brief, part of NCHE's Best Practices in Interagency Collaboration series, is designed for staff of homeless assistance programs and members of Continuums of Care (CoCs) funded by the U.S. Department of Housing and Urban Development (HUD), as well as for State Coordinators for Homeless Education and local homeless education liaisons who operate under the guidance of the U.S. Department of Education (ED). The brief provides basic information to help homeless service providers and homeless education staff understand each other's role in supporting children, youth, and families experiencing homelessness; explains HUD and ED requirements for housing-education collaboration; and offers tools to enhance collaboration among agencies.

IDENTIFICATION

Miller, P.M., Pavlakis, A., & Bourgeois, A.K. (2013). Homelessness here? A district administrator encounters an unexpected challenge. *Journal of Cases in Educational Leadership*, *16*(2), 6-10. doi: 10.1177/1555458913487030

This article describes a scenario that was developed for use in a variety of leadership courses from contemporary issues to policy analysis or school–community relations. After reading the scenario provided, students are instructed to consider the federal policy context (the McKinney–Vento Act) in analyzing the scenario from the perspective of various stakeholders and to develop a leadership response. The scenario provides a good framework for developing collaborative strategies to best serve students experiencing homelessness.

RESILIENCE

Moore, J. (2013). *Research summary: Resilience and at-risk children and youth.* **Retrieved from National Center for Homeless Education website** http://center.serve.org/nche/downloads/resilience.pdf

This NCHE publication provides an overview of research on resilience as it relates to counteracting risk in at-risk children and youth, including children and youth experiencing homelessness. The concept of resilience has received increased attention recently in a growing body of literature that has reported not only the psychological and academic impacts of homelessness, but also has highlighted ways to strengthen the resilience of children and youth experiencing homelessness.

SPECIAL EDUCATION

Losinski, M., Katsiyannis, A., & Ryan, J. B. (2013). McKinney-Vento education for homeless children and youth program: Implications for special educators. *Intervention in School and Clinic*, *20*(10), 1-7. doi: 10.1177/1053451213493170

This article gives a brief overview of the McKinney-Vento Act and the education of children who are homeless, with a particular emphasis on students with disabilities. The study finds that mobility rates associated with homelessness often impede children from receiving adequate and continuous educational services, particularly among students with disabilities and suggests facilitation of better communication and collaboration among all entities serving homeless children and youth.

TEACHER EDUCATION

Kim, J. (2013) Against the unchallenged discourse of homelessness: Examining the views of early childhood preservice teachers. *Journal of Early Childhood Teacher Education*, 34(4), 291-307. doi: 10.1080/10901027.2013.845631

Views held by preservice teachers in an early childhood education program about children experiencing homelessness were examined in this study. Teachers in the study participated in class discussion, readings and assignments, visiting homeless shelters, focus groups and individual interviews. These teachers were found to view homelessness in stereotypical ways, holding common stereotypes about where homeless families reside and believing that homeless children and families would be abnormal. These viewpoints can foster neglect and stigmatization of children experiencing homelessness. The study addresses how early childhood educators can

better prepare and support preservice teachers to assist children experiencing homelessness who are in their future classrooms.

Moore, J. (2013). *Research summary: Teaching and classroom strategies for homeless and highly mobile students.* **Retrieved from National Center for Homeless Education website** http://center.serve.org/nche/downloads/res-summ-teach-class.pdf

The National Center for Homeless Education responded to requests for more effective strategies to assist students in the classroom by compiling this research summary which examines peer-reviewed research conducted between 2002 and 2013, cross-referencing the topics of homeless and/or highly mobile student with teaching, learning, classroom, or school. The purpose of this paper is to summarize the teaching and classroom strategies that can smooth transitions for homeless and highly mobile (HHM) students and enable them to achieve academic success.

TRAFFICKING

National Research Council. (2013). *Confronting commercial sexual exploitation and sex trafficking of minors in the United States.* **Retrieved from Institute of Medicine (IOM) of the National Academies website** http://www.iom.edu/reports/2013/confronting-commercial-sexual-exploitation-and-sex-trafficking-of-minors-in-the-united-states.aspx

This report examines the commercial sexual exploitation of minors within the United States. It offers strategies for responding to commercial sexual exploitation and sex trafficking of minors in the United States, new legislative approaches, and a research agenda. The report concludes that efforts to prevent, identify, and respond to the commercial sexual exploitation of minors in the United States require better collaborative approaches. These efforts need to confront demand and the individuals who commit and benefit from these crimes. The recommendations in the report have the potential to advance and strengthen the nation's emerging efforts to address the issues.

Polaris Project. (2013). *Human trafficking trends in the United States: National human trafficking resource center 2007-2012.* **Retrieved from** http://www.polarisproject.org/resources/hotline-statistics/human-trafficking-trends-in-the-united-states

This report summarizes findings and trends from five years of data collected from the National Human Trafficking Resource Center (NHTRC). The report is based on the information learned from NHTRC hotline interactions during the first five years of its operation by Polaris Project. It highlights the most common forms of human trafficking that are reported to the NHTRC and provides a revealing snapshot of human trafficking across the United States.

Walts, K. K., Reichmann, L, & Rio, C.L. (2013). *Legal services assessment for trafficked children: Cook County, Illinois case study.* **Retrieved from Center for Human Rights of Children, Loyola University Chicago website** http://listserve.icfi.com/t/535520/1336220/23352/0/right.pdf

Children affected by human trafficking require an array of services, including legal services. This report details the results of a CHRC-led research project seeking to better define the legal services landscape for young victims of human trafficking. The study points out gaps in legal services, as well as opportunities for improving outcomes, using Cook County, Illinois as a case study. Efforts were focused on Cook County because the city of Chicago, located within Cook County, has been recognized by the New York Times as one of several human trafficking hubs in the United States. Input from service providers across the United States was solicited to provide a national comparison.

YOUTH

National Center for Homeless Education. (2013). *Supporting the education of unaccompanied homeless students*. **Retrieved from** http://center.serve.org/nche/downloads/briefs/youth.pdf

Homelessness is a devastating circumstance for any child or youth, but for youth on their own, the stresses of homelessness are multiplied. This brief, updated in 2013, describes the challenges unaccompanied homeless youth face, explains key provisions of the McKinney-Vento Act, and suggests proven strategies from across the country for supporting the educational success of this vulnerable population.

Pergamit, M., Cunningham, M., Burt, M., Lee, P., Howell, B., & Bertumen, K. (2013). *Youth count! Process study.* **Retrieved from Urban Institute website** http://www.urban.org/UploadedPDF/412872-youth-count-process-study-2.pdf

Youth Count! is a federal interagency initiative that aims to improve counts of unaccompanied homeless youth. Between December 2012 and January 2013, nine U.S. communities participated in the initiative by expanding their annual homeless Point-in-Time count efforts to increase coverage of homeless youth. This report details a process study of the initiative conducted by Urban Institute to identify promising practices that could be adapted and taken to scale to produce credible and useful data nationwide.