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Samantha H. Engel-Ruck
California State University, Monterey Bay

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Supporting the Education of Youth Experiencing Homelessness in Monterey County

Samantha Engel

California State University Monterey Bay

Abstract

This capstone project explored the issue of students experiencing homelessness within the public school setting, specifically in Monterey County. The amount of homeless students in our county is significant and needs to be addressed. Homeless students are prone to substance abuse, violence, increased sexual activity, malnutrition, and risk of dropping out. They face constant barriers while attending school and need the resources in order to obtain an education. The county of Monterey must provide equal access to the curriculum, link students with resources available in the county, and provide the opportunities they need in order to achieve a successful education. A student resource guide was developed to provide homeless youth with information about where and how to receive help, support, and essentials like food, shelter, healthcare, and clothing in their local community.

Supporting the Education of Youth Experiencing Homelessness in Monterey County

A local teacher in Salinas was teaching a lesson and asking each of her students what they had for dinner the previous night. When it came to one of the student's turns, his response was, "it wasn't my turn to eat last night... I didn't get any dinner in the shelter." Sadly, he was not the only one in the class who had a response like that. That response is one that is seen too often here in Monterey County where we see alarming numbers of homeless students.

The issue of homeless youth is often one that gets overlooked in our society and in our education system. Homeless youth are at an incredible risk for many issues such as dropping out, malnutrition, and drug use. I chose this particular topic because it is something I feel passionate about and combines my two fields of study which are Education and Social Work. I have seen people I love become homeless and it is an incredibly difficult situation no matter what age the person is. It strips a person bare of their pride, self-confidence, and hope for the future.

A close peer of mine here at California State University Monterey Bay told me that she was at one time homeless during her childhood. She told me the struggles she faced while trying to get her education and the difficulties that came along with it. She overcame her situation and continues to be one of the smartest and most successful students I know. But not every student is as lucky as she was in overcoming this situation. Being homeless can take away any successful chance a student might have in obtaining an education. The context of this paper will go into detail about what it is like to be a homeless student attending school and how this can affect their performance. The main stakeholders that will be focused on in this paper are the homeless students themselves. I hope to address this issue in a compelling way that will make others see what a concern this is for students and the communities in which they live.

Literature Review: The Problem

Who Are Homeless Youth?

The term “homeless” is one that has many definitions and could be used in multiple context levels. The definitions below are ones that will be used throughout this paper and that pertain to homeless students that will be focused on. First, the term “youth” in this paper will refer to those who are between the ages of five through eighteen. According to the McKinney Vento Education of Homeless Children and Youth Assistance Act, homeless children are described as those who “lack a fixed, regular, and adequate nighttime residence” which can include motels, hotels, camping grounds, cars, and parks (McKinney-Vento Education of Homeless Children and Youth Assistance Act, 2001). Furthermore, homeless youth can be generally categorized into multiple categories, but the one that will be focused on in this paper include street youth who are those living on streets, in cars, shelters, or other inadequate places due to their circumstance (Rahman, Turner, & Elebdour, 2015, p. 690). The terms that have been defined will be specific to the context of this paper.

The terms defined above are very structured and do not put a ‘face’ to the definition of homeless youth. It is easy to overlook these words when they are put in a structural context such as that. The face of homeless youth should be conveyed so that the seriousness of this issue will be expressed. While asking, “who are homeless youth?” it is important to understand who these youth are. Homeless youth are just like others their age, however, they do not have their own home. They worry daily about where they will sleep, where they will get their next meal from, and worry constantly about what will happen to them. They are prone to experiencing violence, suffering from malnutrition, and having increased drug use (Rahman et al., 2015, p. 695). These issues are extremely difficult situations in which these young people are exposed to. The number

of homeless youth in Monterey County are significant. Monterey County includes the school districts of Salinas and Monterey, both which have incredibly high numbers of homeless students. The number of homeless students in the Salinas City School District that were homeless in the 2013/2014 school year calculated to 4,400 students between kindergarten-twelfth grade (Camany, 2015, p. 2). That is 33% of students in the district. This number is significant because that means for every thirty students seated in a classroom, ten of them are homeless. In the 2007/2008 school year, 261 students were homeless (Camany, 2015, p. 2). In just a seven-year period, the number of homeless students has increased rapidly. In Monterey County, the number of homeless students from kindergarten-twelfth grade was 7,140 students during the 2013/2014 school year (Camany, 2015, p. 2). In the 2007/2008 school year, the number was 866 students (Camany, 2015, p. 2). Between the school districts of Monterey and Salinas County, the total number of homeless students is 11,540. Furthermore, Monterey County has the fourth highest number of homeless public school students in the state (California Department of Education, 2014, p. 1). That is 11,540 children who are worried about where their next meal will come from, where they will sleep that night, and who are constantly living in a state of hunger and fear. These numbers alone show why the topic of homeless youth is such an urgent and important one.

How Does Being Homeless Affect a Student's Education?

Being homeless would affect anyone's lifestyle, but it has a greater impact on those who are trying to obtain an education while being homeless. Children who are homeless face many barriers to their education such as prioritizing other issues over school, moving shelters, and transportation. Many homeless youth find that obtaining an education can be "difficult to achieve due to the fact that they prioritize daily survival and immediate needs" over academics (Stronge,

1993 as cited in Hallett, 2012, p. 375). With this said, they miss a large amount of school days which puts them behind in most subjects. Over 60% of homeless youth are not proficient in math or literacy and less than 50% will earn a high school diploma or a GED (National Center for Homeless Education, 2007 as cited in Hallett, 2012, p. 381). These students have to constantly think about how they will survive on the streets and do not have the time to engage in their education. It sets them behind until they eventually feel so overwhelmed and defeated that they drop out.

Furthermore, homeless youth are constantly figuring out their living arrangements and these arrangements change daily. Many homeless students live in shelters but are frequently having to relocate to a new one. They often have to switch schools in the middle of the school year which adds to their educational frustration and causes them to fall behind in school. According to the National Center for Homeless Education, each time a homeless student switches schools, it sets a student back four to six months (Murphy & Tobin, 2012, p. 637). With constant change, a homeless student is not able to keep up with their school work. Homeless youth have the responsibilities of an adult when it comes to figuring out where they will stay for the night and where they will get food and school falls behind as a priority.

Another aspect of the barriers that a homeless student faces while going to school is the issue of transportation. Sometimes their living arrangements are not close to school and they have to find a way every day to make it to school. Students who were questioned about their means of transportation to school stated that “they didn’t have a way to get to school” and that if they have means of reliable transportation they could “focus on staying awake and trying to pass classes” (Ausikaitis, Wynne, Persaud, Pitt, Hosek, Reker, Turner, & Flores, 2015, p. 710). When

homeless students are having to worry every day about how to get to school, it takes away from their education.

Malnutrition

Homeless students often worry about where their next meal will come from. They face a huge concern of food insecurity and often times the only meal they get comes from their lunchtime at school (Rahman et al., 2015, p. 692). Many receive food from shelters and fast food restaurants which are often of poor quality and may not provide appropriate nutrition (Fournier, Austin, Samples, Goodenow, Wylie, & Corliss, 2009, p. 470). Homeless students are also “more likely to never eat any fruits or vegetables, never eat breakfast, and never drink milk” (Fournier et al., 2009, p. 471). Not eating breakfast is a concern for any student because it is associated with lack of concentration, poor academic performance, and inadequate nutrition (Fournier et al., 2009, p. 471). The lack of food can set a homeless student behind in their academics and is continually an obstacle they try to overcome. Furthermore, in Monterey County, one in four students face food insecurity (Mabli, Cohen, Potter, & Zhao, 2010, p. 33). That is also a significant number and means that in a classroom of thirty students, about seven of them are facing hunger. According to Picasso de Oyague (1972), nutrition affects the entire human body and without proper nutrition, a body starts to deteriorate (p. 3). While looking at education and malnutrition, brain functions have the most direct relationship to education and without proper nutrition, the brain does not function properly (Picasso de Oyague, 1972, p. 3). Any student would have a difficult time focusing on their school performance while hungry, but homeless students are faced with this issue more commonly. Proper nutrition is a necessity for successful school performance, and without it, the student fails to stay on track.

Literature Review: Solutions

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act, which is part of the No Child Left Behind Act, ensures educational rights and support for homeless children and youth. Some of these rights and support include access to public education and transportation (National Association for the Education of Homeless Children and Youth, 2006, p.16). Another huge benefit of the McKinney-Vento Act is the fact that it allows homeless youth to enroll in school immediately even if they are “missing records and documents” such as “birth certificate, proof of residency, previous school records, immunization and medical records” (National Center for Homeless Education, 2008, p.4). This is especially helpful for homeless students because it allows them to get started right away and does not hinder their opportunity to be enrolled within a school. Each school district hires a Homeless Liaison and their duties are to advocate for the homeless student and help them to get started in school and get on track with academics, school programs, homework, and so on. They also help the families to obtain these records such as birth certificates, school records, etc. This is a major solution in order to helping homeless children and youth gain an education.

However, there are some problems with the McKinney-Vento Act. According to the National Center for Homeless Education (2008), some educators may not realize when their student is homeless and therefore do not know whether the child is eligible for the services and protections that the Act provides (p. 1). If a student does not disclose their status to the school, they are not able to benefit from the multiple resources that the McKinney-Vento Act can provide. Secondly, although the McKinney-Vento Act provides incredible support, it cannot solve every problem a homeless student might face. Many times a homeless student feels safe at

school, but the difficult problems start after school when they are trying to figure out where their next meal is coming from and where they will spend the night. These problems cause lack of focus at school and contribute to the high dropout rate.

Shelter and Clothing

In Monterey County, there are many options for shelters in Monterey and Salinas. Some of these include Dorothy's Place, Salvation Army Shelter, and Shelter Outreach. All of these shelters allow youth to stay and provide a place to sleep and shower for the night. Furthermore, there are many resources for providing homeless children and youth with clothing. The resource that seemed the most helpful with providing clothing to homeless students in Monterey County is in the Family Resource Center located in Salinas, CA. The Family Resource Center takes donations of all kinds including shirts, pants, school uniforms, jackets, coats, shoes, and socks (Camany, 2014, p.2). The homeless students can come "shopping" here and are given clothes along with "school supplies, personal hygiene items, books, non-perishable food, blankets, traps, umbrellas, alarm clocks, bus passes, and shower passes" (Camany, 2014, p.2). The room is set up in a very organized manner which allows the students to receive clothing in their correct size. These resources allow the students to receive helpful items that will ensure success and continuity in their educational process.

Food Banks

Along with multiple shelters in Monterey County, there are also plenty of food banks. One food bank that serves meals every day is called Dorothy's Place and is located in Salinas, CA. They provide nutritious breakfasts, lunches, and dinners every day to the local homeless adults and children. Another incredible program is The Food Bank for Monterey County who are

the “largest supplier of emergency food in Monterey County” where “six million pounds of food are distributed annually” (The Food Bank for Monterey County, 2015). The executive director of this food bank teams up with local farms to provide fresh produce to families in need. The eight billion dollar agriculture industry located in Monterey County is able to give to the local community and provide needy families with healthy options. Although the number of homeless families is extremely high in Monterey County, local shelters and food banks are able to provide some helpful resources in order to benefit the homeless.

Potential Action

The most important potential action is to make the homeless students feel comfortable and safe within a school setting. If a homeless student does not disclose their status to the school district, they are not able to receive the many resources that the school district can provide. In Monterey County, where 11,540 students are homeless, this is a crucial aspect for this school district. In order to provide support services to students facing homelessness the whole school community must work together and coordinate (Kotowski, 2014, p.1). If the whole school district can be welcoming to every student’s diverse background, the students will flourish in the school system. Homeless students need extra support and guidance and the school district must understand these in order to accommodate their needs.

Action Research

Research Questions

The following research questions were used in order to interview a homeless teenager:

- What does your typical day look like? Before school? During school? After school?
- Are you aware of your rights under the McKinney-Vento Act?
- Do you receive any resources or support from the McKinney-Vento Act?
- What are your main obstacles and struggles trying to obtain an education?
- Where do the majority of your meals come from?
- Do you go to multiple shelters?
- In what ways could the school system give support to you?
- Where do you go to school?
- What grade are you in?
- How many people are in your family?
- How long have you been homeless?
- Do you disclose your status to the school staff and your fellow peers?
- Where do you receive clothing, personal hygiene items, and school supplies?
- Have you been provided with free healthcare?

The following research questions were used in order to interview Salinas School District employees:

- What are the benefits and resources that youth can obtain through the school district?
- How many youth do you serve?
- Can they obtain food, clothes, and shelter here?

- Do you believe youth improve in school by receiving resources from the Family Resource Center?
- What ages are mostly seen in the Family Resource Center?
- Do you send any students to substance abuse programs?
- Where do the majority of youth stay that attend school here?
- What do you believe can be done to help homeless children and youth in Monterey County?

Action Project Significance/Need

From this action research, I learned more details about a typical day in the life of a homeless youth. I discovered how a school district can provide resources for students experiencing homelessness. I learned what their schooling experience is like and the obstacles that they face while trying to attend K-12. With this research and insight, I produced an action project that will benefit homeless youth.

Benefits of Action Project

I hope that the action project I implemented for homeless youth helps them with information and access to local resources. The benefit of my action project will provide students with helpful resources in order to gain a well-rounded education in the Monterey and Salinas school districts. It also provides support in case they do not disclose their status to the school district, but still need resources in order to meet their daily needs.

Methods and Procedures

Context/Setting

This research was conducted at the Family Resource Center located in the Salinas School District in Salinas, CA. It is located at an elementary school off of a somewhat busy street. The Homeless Liaison coordinator provides resources for homeless students which includes clothes, backpacks, hygiene items, umbrellas, etc.

Researcher

I was motivated to pursue this topic because I know many people who have experienced homelessness and I am passionate about understanding and addressing this issue in society. The stakeholders who are relevant to my research were those who are under the age of eighteen and experiencing homelessness. I think my background knowledge of seeing people I know first-hand become homeless will help me gain knowledge and perspective about this topic. I also think that because I am a good listener and always wanting to help others, it will help me conduct this research. I am different from my participants because I have never personally experienced homelessness. With that said, our social class and education experiences may be very different. It is also possible that our gender, sexual orientation, race, ethnicity, physical and mental abilities, and gender identities might be different as well. However, we are similar because we have both experienced public school, the Monterey community, and might have had similar experiences as youth. However, I aim to put any biases I may have to the side for this project and not let any of these differentiating aspects hinder this research.

Participants

My sample size included one participant under the age of eighteen. The criteria for the selection was that they had to be under the age of eighteen, be homeless, and attend public school in the Monterey County. I also interviewed staff members who work with providing resources and support to homeless students.

Procedures

My initial contact with the youth participant was through the Salinas school district. I worked with the staff to select an individual to participate in a face-to-face interview that I conducted on the Salinas school district premises. I set up a comfortable environment and met one-on-one with the participant. I arranged the interview at a time that worked for the participant and aimed for interviews to last no longer than thirty minutes. I wrote down the answers to the questions that the participant was asked. I organized my data from the participant by grouping together similar questions. Furthermore, I interviewed the two adults at a time that was convenient for them at the Family Resource Center in Salinas. I also wrote down their answers in order to further organize and analyze the data.

Risks/Protections

Since I worked with youth, I protected their identity and have a signed consent form. I did not record them unless they agreed to do so. I do not believe there are any physical, social, or economic risks to my research. However, it could have some psychological risks since they were talking and reflecting on their experiences of homelessness. I hoped to protect any psychological risks by creating a comfortable and safe environment for the interview. I presented each

participant with a consent form and explained it so they understand all aspects of the interview (See appendices A and B for child and adult consent forms).

Instruments and Equipment

The stakeholders intended for the interview are those who are under eighteen and experiencing homelessness, and those who work for the school district and provide resources to homeless students. The interview question that I focused on is what a typical day for homeless youth looks like and the resources and support available to them, and if there are any obstacles and struggles obtaining these resources. Interview questions for the Salinas school district staff focused on the kind of resources they provide to their students and how they support their students while they try to complete a high school degree. I will use a notebook to record answers from the interviews after receiving signed consent forms from the participants. I hope to use all of the answers to inform the development of my action project. (See Appendices C and D for interview protocols).

Action Project Solution

Action Research Results

One item of my research that stood out to me was how many people are involved in solving homeless problems here in Monterey County. There is a massive amount of people providing food, shelter, and resources to homeless adults and children. However, even with all of the support being provided by the community, there are still issues that are present when a homeless person is receiving help.

For my action research, I was grateful to interview some members of the community who are highly involved in supporting homeless students. These two ladies, Rosa and Carol, are a tremendous help to the Salinas school district and provide an incredible amount to students who are facing difficulties. Furthermore, they connected me with a student, who wishes to go by Anna, who is experiencing homelessness while attending high school. Between my interviews with these three people, I learned a great amount of the nature of this problem. One of the common themes between the interviews was that homelessness in our county is a problem. All three members of this community agreed on this. For the most part, they all agreed on issues that surround this problem and realize the significance it has on the schools and people in our community. They also all agreed that our county provides many resources in order to help homeless community members to get back on their feet. However, I also learned that they have some contrasting views. The two older women, Rosa and Carol, work for the school district and have never experienced homelessness themselves. They deal with people who experience homelessness every single day and provide incredible resources for them, but have never had personal experiences with receiving resources and trying to survive on the streets. On the other hand, Anna has experienced homelessness with her family for the past two years. She talked of her struggles and it was eye-opening to learn that so many problems do exist while a homeless

youth is trying to obtain an education. When asked if she had any knowledge of the McKinney-Vento Act and the resources it could provide to students, she was hesitant on answering. She said she is aware of the McKinney-Vento Act, but has had a difficult time receiving its resources. Furthermore, Anna stated that one thing she believes hinders her education is the stress she feels each day about where her family will be staying, where she will eat, if their difficulties will ever end, and so on. She was not aware of all of the food banks and shelters that are in the community. At seventeen years old, this is a tremendous amount of stress to deal with while attending high school. In many ways, she does not see a way out of this cycle and future aspirations after high school seem far off. It was then in my interview where I realized that the most hope we will ever have for homeless children and youth is talking to them directly and seeing where we can make a difference in order to provide a light to their lives.

Action Project Solution Opinions

After my three interviews, I tried to decide which options would be best for my action project solution. The three solutions I came up with and had to decide between included:

1. Informing all students of the McKinney-Vento Act and its resources.
2. Informing students of local shelters, food banks, and free clothing that they can receive.
3. Giving students knowledge and options of what to do after high school.

These three options would give students the knowledge that they need to succeed. With the first option, all students in the district would be informed of the McKinney-Vento Act and information on how they can utilize it. This option is important because many students are unaware of this. Furthermore, it is important to inform all students, regardless if they are homeless or not, because there is an issue of disclosure within schools. The second option would also be directed to all students, but also focused on those who have disclosed their homeless

status to the school. This option comes from Anna's interview and the stress she feels of not knowing where to obtain food, clothing, and shelter. Local food banks and shelter information will be given to students so they can utilize these resources. Furthermore, places where they can receive free clothing and healthcare will also be noted. This option would hopefully take some stress away from students experiencing homelessness. And lastly, the third option also comes from my interview with Anna. In her interview, she saw no way out of her situation and had no plans for after high school. It is important for districts and its educators to provide a light and to seek options for their students. With this option, students who face such difficulties would be given options which might include job placement, scholarship opportunities for college, trade school information, and so on.

I believe that each of these would be a helpful option to any school district. Students need to know the resources that they can use in their communities and need information about how to do so. When deciding which action option to implement, I wanted to go with the one that would provide support and information to students and hopefully take some stress away while they are trying to obtain an education. Therefore, I went with the second option of providing resources to food, shelter, and clothing. I believe that if students knew where to go for these items and felt secure in doing so, they would be able to succeed academically.

Action Project Solution Description

In order to inform students of their resources that include shelter, food, and clothing, my action project solution would include an informational material that lists all of the resources. There are many options around Salinas, Monterey, Seaside, and the surrounding area where students can go. With Anna's interview, it was clear that she felt stress while trying to obtain

these resources. If informational fliers were available throughout the Monterey County for students, it would provide some relief for them.

Conclusion

Looking back on my capstone experience, I wish I could have had more time to go out and get involved in the depth of this problem. I would have loved to interview more students and more members of the community. If I could continue working on this project, I would definitely work on and implement this action project solution and see what I could do to help within the school district.

Overall, my capstone project was eye-opening and rewarding. I never knew the significance of the homeless student population in this area until I began this paper. Helping those who are less fortunate has always been a passion of mine, and to combine that with my liberal studies degree, was exactly what I needed in order to figure out who I want to be as a future educator. I would not hesitate to take a teaching job in a lower-income district where I can be an influence to students who are facing difficulties.

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Appendix A

100 Campus Center
Seaside, CA 93955-8001

MINOR ASSENT TO PARTICIPATE IN HUMAN SUBJECT RESEARCH

PROJECT TITLE: Supporting the Education of Youth Facing Homelessness in the Monterey County

My name is Samantha Engel-Ruck.

I would like you to take part in a research study to learn more about what homeless youth face while trying to obtain an education.

If you agree to be a part of this study, you will be asked questions in order to understand the daily struggles a homeless youth faces.

The only risk that will be faced could potentially be psychological effects.

The benefits of participating in this project include helping educators learn how to better support students facing homelessness.

We will also ask your parents to give their permission for you to take part in this study. I want you to know that although your parents may agree to your participation in this study, you may decide to not participate.

Do you have any questions about this study? You can ask any questions about this study at any time. You can call me or ask me next time by contacting me at SEngel-Ruck@csumb.edu.

You can stop at any time by just telling me to stop.

Assent Statement

Please mark one of the choices below to tell us what you want to do:

No, I do not want to be in this project.

Yes, I do want to be in this project.

I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time.

I have been given a copy of this Assent Form.

Signature

Date

Signature of Researcher

I have read this form to the participant and/or the participant has read this form. I have provided (or will provide) the participant with a copy of the form. An explanation of the research was given and questions from the participant were solicited and answered to the participant's satisfaction. In my judgment, the participant has demonstrated comprehension of the information.

Signature of Researcher

Date

Optional:**Witness Statement**

I have witnessed the assent process and believe that the participant listed above has been fully informed, understands the project and his/her role, and has voluntarily agreed to participate.

Witness's Signature

Date

Appendix B

100 Campus Center
Seaside, CA 93955-8001

CONSENT TO PARTICIPATE IN HUMAN SUBJECT RESEARCH

PROJECT TITLE: Supporting the Education of Youth Facing Homelessness in the Monterey County

I would like you to participate in a research study conducted by Samantha Engel-Ruck in the Liberal Studies Department to be used for a capstone project at California State University, Monterey Bay (CSUMB).

The purpose of this research is to find out how educators can support students facing homelessness.

You were selected as a participant in this study because you work for the Salinas school district which serves homeless students and provides them with the necessary resources in order to obtain an education.

The benefits of participating in this project include finding out how educators can provide better resources for students.

If you decide to participate in this research, you will be asked to sit down for a 30-minute interview in which you will be asked questions about providing resources to students in the Salinas school district.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law. Anonymity and confidentiality will be discussed and answers will only be shared if approved. Information from the interview will be shown to parties viewing the capstone project.

Taking part in this project is entirely up to you. You can choose whether or not to be in the study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, please email me at SEngel-Ruck@csumb.edu

The project has been reviewed and accepted by the Committee for Protection of Human Subjects (CPHS) California State University Monterey Bay's review board for research involving humans as subjects. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at: <http://spo.csumb.edu/guidelines>. To speak with someone about human subjects, please contact the CPHS Chair, Dr. Chip Lenno, at (831) 582-4700, clenno@csumb.edu, or in person at CSU Monterey Bay, 100 Campus Center, Media Learning Center (Building 18) , Seaside CA 93955.

You will get a copy of this consent form. Thank you for considering participation. *[If you choose to participate, by filling out the attached survey you are acknowledging your consent to participate].*

Sincerely,
[Name(s), title(s)]

Appendix C
Interview Protocol
Minor Interview

The interview protocol for interviewing a minor will include writing down their responses in a notebook. The minor chose not to be recorded, therefore, no technology will be used. Interviews will take place for thirty minutes and minor will be asked twenty-five questions. All answers are to be written and organized in order to use for research.

Appendix D

Interview Protocol

Adult Interview

For the interview protocol, all answers will be written in a notebook. Participants chose not to be recorded and therefore, no technology will be used. Interviews will take place for about thirty minutes and participants will be asked twenty questions. All answers will be written and organized in order to use for research.

Appendix E

Action Project Resource Guide



RESOURCES FOR STUDENTS EXPERIENCING HOMELESS MONTEREY COUNTY

CLOTHING-FOOD BANKS-FREE HEALTHCARE-SHELTER-SUBSTANCE
ABUSE COUNSELING- YOUTH PROGRAMS

In order to better serve students facing homelessness in the Monterey County, a list of available resources has been compiled for students.

CLOTHING

- Goodwill (831)755-8668
- Good Samaritan Center (831)899-4988
- Salvation Army Thrift Store (831)424-0889
- Society of St. Vincent de Paul Thrift Store (831)899-2211
- Victory Mission (831)424-5688

FOOD BANKS

- Dorothy's Kitchen (831)757-3838
- First United Methodist Church (831)424-0855
- Food Bank Monterey County (800)870-3663
 - Emergency Food Assistance Program
 - Family Market
- Loaves and Fishes (831)373-2628
- Pajaro Rescue Mission (831)722-2074
- Pass the Word Ministry (831)840-4820
- Salvation Army Good Samaritan Center (831)-899-4988
- Victory Mission (831)424-5688

FREE HEALTHCARE

- Clinica de Saud Mobile Medical Clinic (831)970-1972
- Dr. Mohandas Free Clinic (831)642-6266
- RotaCare Clinic (831)333-6495

SHELTER

- Community Housing Trust (831)642-9809
- Housing Authority of the County of Monterey Salinas (831)775-5000

- Pajaro Rescue Mission (831)722-2074
- Safe Place (831)-241-0914
- Salvation Army- Frederickson House (831)899-4911
- Shelter Outreach Plus- Salinas Shelter (831)422-2201
- Shelter Outreach Plus- Seaside Shelter (831)394-8372
- Shelter Outreach Plus- Marina Shelter (831)-384-3362
- Sun Street Centers (831)753-5145
- Victory Mission (831)424-5688
- YWCA (831)372-6300

SUBSTANCE ABUSE COUNSELING & YOUTH PROGRAMS

- Alanon/Alateen (831)373-2532
- Community Recovery and Resource Center (831)753-5150
- Monterey County Homeless Student Liaison Program (831)755-6466
- MOST -Mobile Outreach Services (831)384-3362
- Safe Place (831)658-3811
 - D.A.I.S.Y.- Drug and Alcohol Intervention Services for Youth
 - Pathways to Safety
 - Teen Action Board
- Santa Lucia Group Home (831)758-0181
- Sunrise House (831)758-3302
- SuperKids and SuperTeens (831)658-3811