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Implementing Homeless Youth Professional Development Workshops in Salinas

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Implementing Homeless Youth Professional Development

Workshops in Salinas

Mikayla Spooner

A capstone project for the Bachelor of Arts in Human Development and Family Studies

Introduction

The homeless population in Salinas has risen dramatically over the past few years, and child care workers consistently do not know how to serve homeless youth. My capstone project created a professional development workshop on homelessness in Salinas. This workshop was given at the Salinas YMCA for all child care staff. The point of this project was to inform child care professionals about how widespread homelessness is in Salinas. These professionals were able to identify how homelessness adversely affects the stages of development in children and families and how to better support them in child care settings. For child care professionals the effect of homelessness on development is not taught in training and they are unaware of just how common it is in Monterey County. The recipients of this workshop would be able to identify negative developmental effects, signs of homelessness, and resources for children and families at the end of the workshops. The child care professionals who received this training gained the skills and knowledge to interact and assist families in need throughout their professional career.

Needs Statement

According to researcher Ann S. Masten, “rates of homelessness among families with children and youth increased sharply in the 1980s and 1990s and then surged again with the onset of the Great Recession during the first decade of the 21st century” (Masten, 2015). With a national rise of homelessness, we have also seen an increase locally. In September of 2017, there were over 9,000 homeless students reported in Monterey County (Camany, 2017). In the classroom, this means for every 30 students that are seated, about 10 are homeless. Currently, there are not many professional development opportunities that address the homeless crisis in Monterey County. Organizations such as the Family Resource Center in Salinas, California, aim at helping homeless families. However, they rely mainly on the faith-based community to work closely with homeless students. Also, the only professional development training is offered through each district. This means that elementary school district personnel are the only individuals receiving homeless youth training.

The responsibility of developing and executing this training falls under the district’s appointed homelessness liaison according to the McKinney-Vento law. This law defines homelessness, and introduces all of the federal protections guaranteed to homeless students. Accompanied by the McKinney-Vento law, Assembly Bill 951 actually requires training on the “rights of students experiencing homelessness for all school staff and dissemination of rights information to students and parents” (Camany 2017). The importance of professional development training among teachers is explained best by researcher Jinhee Kim. Kim (2012) states “teachers need to examine critically their perspectives and assumptions toward children in poverty, including homeless children, and work to deepen their knowledge about the challenges

and difficulties those children face in order to respond sensitively to their educational needs” . While Salinas City Elementary School district has made great strides in identifying homeless students and providing training opportunities, a staggering “400 districts in California have failed to identify even a single homeless student, though experts say homeless children live in just about every community in the state” according to the Department of Education (Rancano, 2019). This results in wide discrepancies when identifying exactly how prevalent homelessness is in certain communities. Additionally, Wang et al. (2019) stated that “the dynamics of youth homelessness are complex; pathways to housing are precarious, sociocultural backgrounds are becoming increasingly diverse and available resources are inconsistent”. With pathways to transitional or permanent housing constantly changing due to outside influences, it is important now more than ever to locate resources for families as soon as possible. This means that child care professionals in any capacity must be aware of their options, and be ready to help homeless families.

This is also a failure on the district’s behalf to find and locate resources for these families, which could have been identified by childcare professional. There is a need for professional training on how to identify homeless youth, and how to refer families to services. The lives of homeless children are “frequently characterized by residential instability, separation, violence, emotional and behavioral problems, physical ailments, and constrained development and educational achievement” (Portwood, 2011). The National Center on Family Homelessness has also reported that school age children had emotional problems such as anxiety or depression. Receiving professional development training would enable child care professionals to refer families and youth to the necessary intervention services. There is a proven, strong, need for

childcare personnel and resources to address the homeless crisis in Salinas. Instead of a school-directed approach, the professional development workshop will focus on the developmental effects of homelessness. Child care professionals will be given the appropriate information to help identify these effects and locate the appropriate resources for intervention.

Theory Application

The theory that I have chosen to incorporate into my capstone was Maslow's hierarchy of needs. Maslow stated that there are five levels of human needs that must be satisfied in order for an individual to reach self actualization. These needs are organized in a hierarchy in which lower level needs must be satisfied prior to higher needs. The order in which needs must be met are physiological, safety, love/belonging, esteem, and self actualization. While this is mainly a motivational theory to push individuals to reach self actualization, the bottom level of the pyramid is pertinent to homeless children. The bottom level of the pyramid refers to physiological needs. These needs include food, water, shelter, and rest, and must be satisfied first in order for an individual to move through the pyramid. The school of nursing at State University of Buffalo New York conducted a study on homeless children who had access to any type of health services or health insurance. They found that "of the children seen, 50% were considered well and 30% were diagnosed as having upper respiratory infections, skin problems, and/or gastrointestinal disorders" (Kemsley M, & Hunter JK., 1993). These results were only taken from homeless children who access to these medical services to get diagnosed, while thousands of others go untreated. Maslow has stated that physiological needs must be satisfied in order for the body to optimally function, and for homeless children their efforts to reach self actualization are thwarted at the first step. As well as physical effects of homelessness, there are also emotional

ones. The National Center on Family Homelessness reported that “47% of school age homeless children had emotional problems such as anxiety, depression, and withdrawal” (Portwood, 2011). Physical disorders coupled with emotional ones had shown an increase in behavior issues as well, such as aggression or social isolation. The basic needs of homeless children must be satisfied in order to prevent physical and emotional disorders, as well as ensure that they move through Maslow’s hierarchy of needs.

Consideration of Diversity

The population I presented to was the child care staff at the Salinas YMCA. The YMCA serves four elementary schools and three middle schools through their morning care and after school programs in Salinas. Five of these schools are apart of the Salinas City Elementary School District, one is in Spreckels Unified School District, and the last is a part of the Santa Rita School District. I chose this audience because four schools serviced by the YMCA belong to the Salinas City Elementary School District, which is where I gathered the majority of data on the homelessness rates in Salinas. I felt that the population serviced by the YMCA also represented the population who are in need of intervention resources. The YMCA services over 1,300 youth each year through these programs through offering financial aid. The board of trustees at the Central Coast YMCA collects thousands of dollars each year to provide scholarships to low income and homeless families. This presentation will be geared toward the program leader and site coordinators at each school to help prepare them to work with homeless students in their programs.

Learning Outcomes

I delivered one, one and a half hour presentation with activities to 10 YMCA employees. By the end of the project participants will:

1. Homelessness awareness and effects on different stages of development will increase by 25% measured by pre-survey and post-survey.
2. Child care professionals will be able to identify three resources offered by Monterey County, assessed by practice referral assignment.
3. Child care professionals will be aware of the McKinney-Vento law, and be able to identify federal rights that homeless children are entitled to.
4. Child care professionals will be prepared to effectively work with children and families who are homeless, measured by practice intake and referral assignment.

Methods

Step 1

I first began the presentation with seven after school site coordinators and three corporate officers. I began with a very simple definition of homelessness and the federal law that defines all situations of homelessness. I asked the participants to write down living situations that they thought would be classified as homeless. After I reviewed the definition, I gave statistics on how many homeless students were in the Salinas Elementary School district, and different federal protections these students have. I introduced the “student residency questionnaire” that the Salinas Elementary School District uses to determine a family's eligibility status to receive resources.

Step 2

The first activity I conducted was a way to practice identifying if a student federally qualifies as homeless. I did this by using real testimony by families given to the Family Resource Center of the Salinas Elementary School District. I also handed out student residency questionnaires. I split participants into pairs to complete the activity by reading the intake form, using the details to fill out a student residency questionnaire. For example, one testimony was about how a family lived in their car. Under federal law, they are protected, therefore if filled out correctly the student residency form should determine that the individual is eligible. After each partner finished, we reviewed their answers to see if they correctly determined eligibility.

Step 3

The last activity I completed was a practice referral activity. I introduced the SAMs Guide, which is an alphabetical resource guide to all the resources available to homeless or low income individuals of Monterey County. I asked the same partners to re-read their intake form. They then completed a five question worksheet to practice referring families to resources and were asked of specific things to consider. They completed this using their original family testimony. For example, Intake Form A in Appendix D described a family who was in need of a 24-hour shelter. The group assigned to this family was required to use the SAMs guide to find a 24-hour shelter in Monterey County and provide the family with the address. After the partners finished we reviewed the answers.

Step 4

The participants finished the workshop by taking a post- survey which consisted of the same set of questions as the pre-survey. I used the same questions to determine if there was an increase in knowledge or change of opinions among the participants compared to when they had not been through the workshop.

Results

Learning outcome one stated that Homelessness awareness and effects on different stages of development will increase by 25% measured by pre-survey and post-survey. This outcome was fully met by examining the participant's answers in table 1. In the pre-survey, only one participant agreed that homelessness was a growing issue in Salinas. In the post survey there were nine participants who agreed to this statement. Many of the site coordinators were very surprised at the data I had gathered, and did not know that many of the children in their programs attended on a scholarships. After completing the workshop they were able to identify "signs" in families that they serve.

The second outcome required the program participants to use the SAMs guide to locate at least three resources that they could refer to families in need. This outcome was partially met despite the activity being rather successful. I have classified this learning outcome as partially met because two coordinators made references that did not fully account for their family's living situation. For example, the two coordinators were tasked with locating a 24 hour emergency shelter for a family. They were able to use the SAMs guide to find the address of a 24 shelter, however it was located in Marina. I informed them that they were successful in navigating the SAMs guide, but to take a closer look at their family's testimony. It stated that the family resided

in Salinas and did not own a car, therefore their recommendation was not of use to the family since they lacked transportation to the shelter in Marina.

The third outcome required that child care professionals will be aware of the McKinney-Vento law, and be able to identify federal rights that homeless children are entitled to. This learning outcome was not met entirely, due to only four participants agreeing with the correct definition of the McKinney Vento law in table 2 question 10. Among the several questions related to the McKinney-Vento law, the participants had varying answers but were mostly disagree and strongly disagree. It was very clear that the participants did not understand the content or it became confusing, which I will elaborate more on in the discussion section. The last learning outcome, child care professionals will be prepared to effectively work with children and families who are homeless, measured by practice intake and referral assignment, was fully met. All ten participants answered question five of the practice referral assignment in appendix F with similar answers. They listed they were ready to communicate with families in a sensitive manner. Three disclosed that they were uncomfortable approaching or starting the conversation with families, but said they were ready to use the SAMs guide in locating resources if a parent disclosed their living situation voluntarily.

Discussion

I believe that this project was successful in raising awareness of homelessness in Salinas and Monterey County. Many of the coordinators were not aware that the rate was so high among the very children that they worked with each day. Using Maslow's hierarchy of needs helped the site coordinators understand that all children as well as homeless children, have physical and

emotional needs that must be met before others. They appreciated being introduced to the theory in order to help children meet their needs in the program. The project was very successful in terms of reaching the program level and the administrative level. By including site coordinators and corporate officers, I was able to communicate the severity of the homeless rate among youth that the YMCA serves. All three of the corporate officers were very surprised by the statistics, and it sparked conversation among them on what resources they could give to the after school programs to help.

Although I believe my project was successful I did have limitations to the study, which I believe were due solely to my errors. For example, the staff confided in me that the material I included about the McKinney-Vento law was much too dense. They said it was hard to follow along, had a lot of information, and made the practice referral activity confusing. Also I had limited the presentation to certain staff by choosing to only deliver it to site coordinators and corporate officers rather than including all of their supporting staff at the school sites. I also neglected to include the on-site daycare staff. After the presentation the site coordinators informed me that there were several homeless families who utilize the daycare through their scholarships. Including the daycare staff would have been an ideal group to attend the workshop.

There are several directions I would like to take this workshop in. First I would start by delivering this workshop to the entire childcare staff at the Salinas YMCA, which includes 60 employees. I feel this is beneficial because all staff would be able to use these skills in the schools that the YMCA services other than the schools located in the Salinas City Elementary School District. Before I delivered the workshop to larger audiences, I would remove the McKinney-Vento content and instead introduce the law rather than diving into great detail on it.

Lastly, if I had unlimited resources, money, and time, I would choose to deliver this workshop to the entire Central Coast YMCA. The Central Coast YMCA encompasses six branches across Monterey and Santa Cruz County, and has over 300 childcare staff.

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Table 1

Pre-Survey number or responses (compiled out of ten participants)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Homelessness is a severe issue in Salinas	2	7	1	
2. There are more homeless children than adults in Salinas		10		
3. Homeless children do poorly in school emotionally and academically		7	3	
4. The homeless youth population in Salinas has increased dramatically over the past ten years		9	1	
5. Homeless youth are recognized by the federal government		10		
6. Homelessness does not affect children's physical and emotional growth		3	7	
7. Living in a hotel means you <u>are not</u> homeless		2	5	3
8. Homeless youth are supported very well in schools across the nation	1	4	5	
9. Homeless youth make friends easily and trust adults in their life	2	3	5	
10. Homelessness only refers to individuals who lack a fixed daytime and nighttime residence		6	4	
11. Homelessness is a result of a parent's irresponsible choices		4	3	3
12. Homeless students have the right to attend their "home school"	5	5		
13. Homeless youth are eligible to	5	5		

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receive services under the McKinney-Vento law				
14. It is a federal law to have a homelessness liaison in every school district	6	4		
15. Homeless children have the same educational rights as children who are not homeless		3	7	

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Table 2

Post Survey number of responses (compiled out of ten participants)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Homelessness is a severe issue in Salinas		1	9	
2. There are more homeless children than adults in Salinas			10	
3. Homeless children do poorly in school emotionally and academically		2	8	
4. The homeless youth population in Salinas has increased dramatically over the past ten years			6	4
5. Homeless youth are recognized by the federal government			10	
6. Homelessness does not affect children's physical and emotional growth	2	8		
7. Living in a hotel means you <u>are not</u> homeless	4	6		
8. Homeless youth are supported very well in schools across the nation		5	5	
9. Homeless youth make friends easily and trust adults in their life	3	7		
10. Homelessness only refers to individuals who lack a fixed daytime and nighttime residence	1	5	4	
11. Homelessness is a result of a parent's irresponsible choices	5	4	1	
12. Homeless students have the right to		4	6	

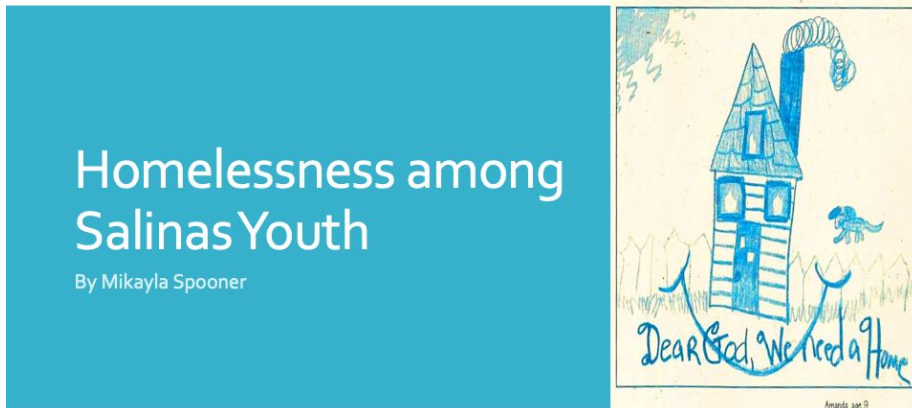
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attend their “home school”				
13. Homeless youth are eligible to receive services under the McKinney-Vento law		3	5	2
14. It is a federal law to have a homelessness liaison in every school district		3	4	3
15. Homeless children have the same educational rights as children who are not homeless		3	7	

Appendix A

Powerpoint on Homelessness among Salinas Youth



Canamy, C. (n.d.). Retrieved from <https://static1.squarespace.com/static/53a22396a406b68787564c15ebc4392478542307f/08a22115569966651/no+Place+to+Sleep+artwork.jpg>

The term "homeless children and youth" means:

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

- McKinney-Vento Definition of Homeless 42 U.S.C & 11434a(2)

“Homelessness”
according to the
McKinney-Vento
Law

10 Living Situations classified as “homeless”

- Sharing housing with other persons
- Motels/Hotels
- Trailer parks
- Camping Grounds
- Abandoned buildings (no plumbing or running water)
- Chicken coop
- Abandoned in hospitals
- Cars
- Shelters or transitional housing
- Public settings: bus or train stations, parks, similar settings

Homeless
students
identified by
the FRC in
Salinas
Elementary
School District

2008-2009 School Year



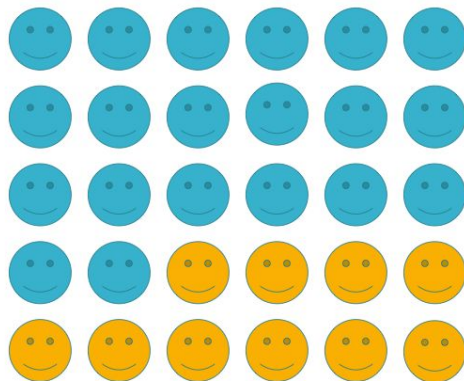
■ Students ■ Homeless Students

2018-2019 School Year



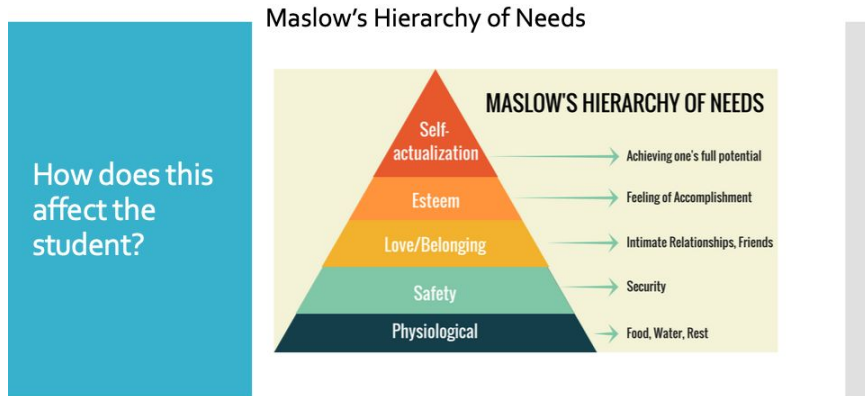
■ Students ■ Homeless Students

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For every 30
students that are
seated, 10 are
homeless

C. Camany, Homeless Student Numbers. (2018). *Homeless Student Numbers*. Salinas, CA.



Senate Bill 177
Homeless Youth Education Success Act

Assembly Bill 309
Access to CalFresh & SNAP

Assembly Bill 951
Requires staff training on rights of homeless students

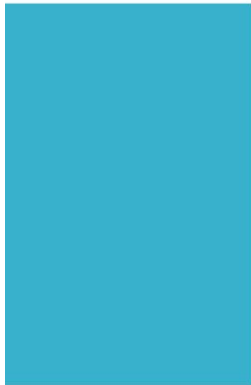
Assembly Bill 652
Being homeless does not require CPS report

Assembly Bill 1068
Youth 14 & up right to access school records

Assembly Bill 1733
Provides free birth records and ID's to people experiencing homelessness

Assembly Bill 801
Priority registration at CA community colleges to homeless youth

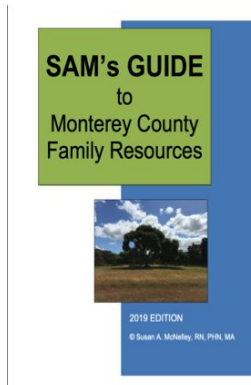
Assembly Bill 1567
Priority enrollment into after-school programs



As professionals, how do we help?

Activity

1. Review your "Student Residency Questionnaire" and Intake Information with your group
2. Determine whether your student is eligible to receive services under the McKinney Vento Act
 1. Hint: "financial difficulties" need more consideration and information



Mock Referral Activity

- Partner A will read the Intake Information form to Partner B
- Partner B answers questions on worksheet
- Partner B, keep in mind the sensitivity of the subject and family's access to resources
 - Ex: Can a family living in Salinas without a car, access resources provided in King City? If it is the only option, how can you find a way to transport them there?



Helping in any Capacity

The SAM's Guide is a free resource that is accessible to anyone. Although we are using the intake sheet and student questionnaire used by the Family Resource Center, any professional can use these skills to refer families to resources in Monterey County.

Appendix B
Student Residency Questionnaire

Salinas City Elementary School District
840 S. Main Street, Salinas, CA 93901 (831) 753-5600

A

STUDENT RESIDENCY QUESTIONNAIRE / AFFIDAVIT / REFERRAL

This document is required by the California Department of Education & the McKinney-Vento Assistance Act for every student on a yearly basis.

School: Disneyland Elementary

Student (legal name): Mickey Mouse Donald Duck

Birthdate: 6/12/12 Grade: 2nd Room #: 3 Teacher: Minnie Mouse

Please list **ALL OTHER CHILDREN** (ages 0-22):

Name: <u>Huey Duck</u>	Date of Birth: _____	Grade: _____	School: <u>Disneyland Elem</u>
Name: <u>Dewey Duck</u>	Date of Birth: _____	Grade: _____	School: <u>Disneyland Elem</u>
Name: <u>Louie Duck</u>	Date of Birth: _____	Grade: _____	School: <u>Disneyland Elem</u>

1. We are now living in:

- with another family due to financial difficulties (120)
- renting a room (120)
- with friends or family members other than parent(s) (120)
- motel/hotel (110)
- shelter (family, domestic violence or transitional living program) (100)
- a car, RV, campsite, trailer park, living on the street, garage, shed or closet (130)
- other location _____
- (with no other family) in an apartment, condominium, town house or home (200) (if this box is marked go to question #3)

** emergency shelter - transitional housing*

2. Does the living arrangement in Question #1 result from:

- financial difficulties? Yes No
- loss of previous living situation? Yes No

3. The student lives with: (check all that apply)

<input type="checkbox"/> 1 parent	<input checked="" type="checkbox"/> 2 parents
<input type="checkbox"/> 1 parent and another adult (Relation: _____)	<input type="checkbox"/> a relative, friend(s), or other adult(s)
<input type="checkbox"/> guardian	<input type="checkbox"/> another family or families
<input type="checkbox"/> an adult who is not the parent or guardian	<input type="checkbox"/> other _____

4. I am: the parent/guardian of the above-named student
 an adult relative of the above-named student (Relationship: _____)
 an authorized caregiver (completed form on file)

5. I declare under penalty of perjury under the laws of this state that the information provided here is true and correct and of my own personal knowledge.

Signature: Donald Duck Date: 10/10/19

Print Your Name: Donald Duck

Residence: 1313 Disneyland Dr. Salinas 93906
Street City Zip

Mailing Address: _____

Telephone Numbers: Home _____ Cell _____

FOR SCESD FAMILY RESOURCE CENTER USE ONLY:

Student covered by McKinney-Vento Act. Student not covered by McKinney-Vento Act. Follow-up required.

Signature and telephone number of FRC Staff who may know of the family's situation: _____

Eligibility Date: _____ Student ID#: _____

School staff: Please immediately send this completed, original form to Cheryl Camany at the Family Resource Center.
 If questions, please call (831) 809-3636. Thank you. CSD 234 (revised 1/11/2019)

Appendix C

Intake Activity Testimonials

Intake Form A

It was a rainy late afternoon in March of 2014 and my family and I became homeless due to the fact that we could no longer afford motel rooms at \$60/night. It was also due to my meth dependency. So I ended up on the street with my wife and kids and all our luggage with nowhere to go. We walked over to a Christian church on Market Street who fed us, but could not offer us any shelter. I remembered the good folks of Sunstreet Center who I knew I could go to and ask advice of what to do. In the meantime, my family was at the park across the street. The rain was getting heavier. I got desperate. I was trying to find any means necessary to get them out of the rain. Eddie Hathcock and Roberto Garcia of Sunstreet remembered 37 Central, the Salinas Winter Warming Shelter, run by Shelter Outreach Plus. We were like two ducks in the rain with four drenched ducklings following us! We walked across town to the shelter. When we got there, I didn't even know if we would be let in. The doors were closed and intake was over.

Intake Form B

We lived in a trailer park with ten other families who also lived in trailers. Our trailer was 15 feet long and 8 feet wide. It had one bedroom, a bathroom, a kitchenette and a little living room that we converted into a bedroom at night. All five of my children slept in the bedroom. They would sleep scrunched up and crossways in a full size bed. There was no room for tossing and turning or rolling over! The bed took up the entire bedroom...My little sister, age 9, and my brother, 18, lived with my father in one of the nearby trailers. We saw them every single day. One day, Dad didn't come over. We didn't know where he was. The sheriff called me and left a message that he needed me to call him back. When I called the number he left, the outgoing message stated it was the Coroner's office that I was calling. Who could it be about?... my Dad, my sister or even my brother? The sheriff returned my call, got my address and came to our trailer. I remember when he came into our trailer he almost hit his head on our ceiling. He showed us my Dad's driver's license and explained that a drunk driver in a head-on collision had killed him. My sister and brother were also in the car. They had been airlifted to a trauma center with dislocations, skull fractures and broken ribs. Life changed in a split second. What was going to happen to them? Where were they going to live? Who could care for them? The mother of my

half-sister had committed suicide when she was only three. My brother, who was born blind was also autistic. The main goal was to keep the family together.

Intake Form C

Hello and Good Afternoon Miss Cheryl,

I am writing this email to you because we really need some help with some food ASAP. I am not working anymore. I am just attending school because of my health. We fell short this month on meals for the family. I really do not like to ask for food but we really need it. We are out of everything and my wife and I do not know who else to turn to for some help. We do not drive at all and are 100% broke. After we paid all of our bills this month we were making due with what we had left over. I thought I bought enough dinners, lunches and breakfast for our four kids but I was wrong... so I am asking if you can please help us once again. I want to thank you in advance for any help you might be able to give to me and my family.

Thank you once again,
Robert and Kathleen

Appendix D

SAM's Guide to Monterey County Family Resources

http://mcdss.co.monterey.ca.us/docs/SAM's_GUIDE_2019.pdf

Pages used: 9, 10, 48, 49, 50, 59, 60, 61,62, 63, 111, 112, & 121

Monterey County Family Resources

ALCOHOL AND DRUG COUNSELING AND TREATMENT



CRISIS INTERVENTION

If this is a medical emergency, call 911 or go to the nearest hospital emergency room.

TWELVE-STEP PROGRAMS

Alcoholics Anonymous, Monterey Bay Area

1015 Cass Street, Suite #4; Monterey, CA 93940

24-hour Helpline: Tel (831) 373-3713

Website: www.aamonterey.org

Services:

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other in order to address their common problem. Helpline and website provide information on AA meetings on the Monterey Peninsula. Meetings in English & Spanish.

Alcoholics Anonymous, Salinas Valley

9 West Gabilan Street #11; Salinas, CA 93901

24-hour Helpline: (831) 424-9874

For meetings in Spanish, call 757- 8518

Website: www.aasalinas.org

Services:

Alcoholics Anonymous meetings are offered at sites throughout the Salinas valley. Website and Helpline provide information on these AA meetings. Meetings in Spanish & in English.

Alanon / Alateen

24-hour Tel (English) (831) 373-2532

24-hour Tel (Spanish) (831) 424-6207

Website: www.montereycountyal-anon.org

Services:

Helpline provides information and referral to support groups in the county for teens, families and friends of alcoholics. Support groups in English and in Spanish.

Narcotics Anonymous

Salinas Tel (831) 758-1630

Monterey Tel (831) 624-2055

Website: www.monterey-sbna.org

Services:

A fellowship of recovering addicts that utilizes the 12-step program to help people recover from drug addiction, maintain recovery, and improve the quality of life. Groups in English and in Spanish.

Naranon

Website: www.naranoncentralca.org

Services:

A worldwide fellowship offering hope and recovery for those affected by someone else's addiction. Meetings in Carmel, Monterey, and Salinas. Check website for details.

Appendix E

Practice Referral Assignment

Name(s): _____

Practice Referral Assignment

Answer the questions using the Student Residency Questionnaire and Intake Forms

1. How many people live with the family members who are applying?

2. Is your fictional family legally classified as homeless under the McKinney-Vento Act? If so, list the living situation, if not list the reason why:

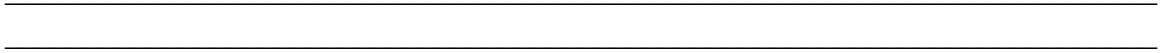
3. What is the family's biggest challenge? Ex: Father getting reliable transportation to work

4. Using the SAM's Guide, identify two resources that the family can use and why you chose that resource (keep in mind the family's challenges):

A.

B.

5. How did you effectively communicate to the family their eligibility? Was this difficult to speak to the family about?



Implementing Homeless Youth Professional Development Workshops in Salinas



Mikayla Spooner
Human Development & Family Studies



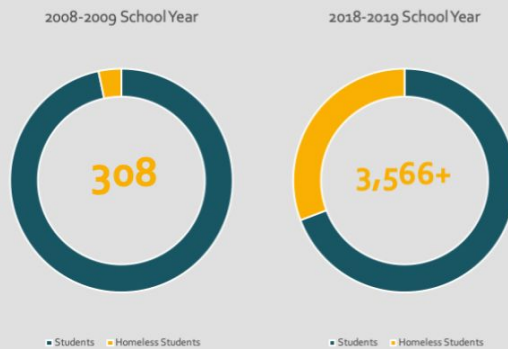
Introduction

- Workshop for child care staff on homelessness
- Development effects
- Resources



Needs Statement

Homeless Students in the Salinas City Elementary School District



Needs Statement

Legal need

- 400 districts in California failed to identify homeless students

Ethical need

- Child care workers must critically examine perspectives to respond to child's needs

Theory and Development

- Increased stress
- Increased anxiety
- Diminished physical health

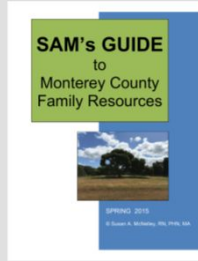


Learning Outcomes

1. Awareness and effects will increase by 25%
2. Professionals will be able to identify three resources offered by Monterey County
3. Aware of the McKinney-Vento law, and rights of homeless families
4. Professionals will be prepared to effectively work with children and families who are homeless

Methods

1. Pre-survey (Salinas YMCA)
2. Presentation to 10 child care staff
3. Practice intake activity
 - a. To determine eligibility
4. Practice referral assignment
 - a. Resources such as transitional housing, medical assistance
5. Post survey



Results

Learning Outcome 1: Fully Met

- "Homelessness is a widespread problem in Salinas"
- 90% Agree

Learning Outcome 2: Partially Met

- Identify three resources
- 2 coordinators unable to make appropriate decision

Results

Learning Outcome 3: Not Met

- McKinney Vento law rights
- 40% of participants

Learning Outcome 4: Fully Met

- Prepared to work with children and families
- 100% of participants felt ready

Discussion

Successes	Limitations	Future Directions
<ul style="list-style-type: none">• Raising awareness• SAM's Guide• Program and organizational level	<ul style="list-style-type: none">• McKinney-Vento material "too dense"• Limited to select staff• Did not include day care staff	<ul style="list-style-type: none">• Deliver to 60 staff• Limit McKinney-Vento content• Central Coast YMCA (6 branches)

Thank you for your
time