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State Superintendent
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Health and Wellness For Students Experiencing Homelessness

California Department of Education

September 2020

Presentation Agenda

- Data
- Definition of homeless
- Enrollment requirements
- Signs of homelessness
- Staff responsibilities
- Minor health consent overview
- Resources

Research Study

- The next four slides address findings and information related to children and youth experiencing homelessness from this 2017 research study.
- Kull, M. A., Morton, M. H., Patel, S., Curry, S., & Carreon, E. (2019). *Missed opportunities: Education among youth and young adults experiencing homelessness in America.* Chicago, IL: Chapin Hall at the University of Chicago.
- https://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness/

Five Major Findings

- Youth homelessness is a broad and hidden challenge
- Youth homelessness involves diverse experiences and circumstances
- Prevention and early intervention are essential
- Youth homelessness affects rural youth at similar levels
- Some youth are at greater risk of experiencing homelessness

California Youth Homelessness

Risk Inequities (1 of 2)

- Youth reporting annual household income of less than $24,000 had a 162 percent higher risk
- African American youth had an **83 percent higher risk**

California Youth Homelessness

Inequities (2 of 2)

- Hispanic, non-White youth had a **33 percent higher risk**
- Unmarried parenting youth had a **200 percent higher risk**
- Lesbian, Gay, Bisexual and Transgender youth had a **120 percent higher risk**

California Youth Homelessness

Education Can Make A Difference

- Lack of a high school diploma or General Education Development Test is the number one risk factor for young adult homelessness, increasing the likelihood of homelessness by 346 percent.
- Percentage rates of youth experiencing homelessness were similar in rural and non rural areas indicating a 4.2 percent in urban and a 4.4 percent in rural counties

Definition of Homeless (1 of 4)

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

- A **fixed** residence is one that is stationary, permanent, and not subject to change.
- A **regular** residence is one that is used on a normal, standard, and consistent basis.
- An **adequate** residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

Definition of Homeless (2 of 4)

- Sharing of housing due to economic hardship, loss of housing, and natural disasters
  - There is no time limit on homelessness
- Motels, hotels
- Public or private place not designed for sleeping
- Trailer parks and campgrounds

Definition of Homeless (3 of 4)

- Cars, parks, and abandoned buildings
- Substandard (which means falling short of a standard or norm), consider:
  - Health and safety concerns
  - Number of occupants per square foot
  - Age of occupants
  - State and local building codes

Definition of Homeless (4 of 4)

- Living in emergency or transitional shelters
- Migratory children who qualify as homeless
- Abandoned in hospitals
- Unaccompanied youth (youth that is not in the physical custody of their parent or guardian and meets the definition of homelessness)

Immediate Enrollment (1 of 4)

- Homeless children must be immediately enrolled
- Enroll and enrollment are defined to include participating or attending classes and participating fully in school activities
- No prior records are needed, but should be obtained promptly (birth certificates, proof of address, social security number, immunization, transcripts, parental signature requirement)

Immediate Enrollment (2 of 4)

- A housing questionnaire should be used by all local educational agencies (LEAs) at least annually for all students to assist with identification of homeless children and youth. https://www.cde.ca.gov/sp/hs/cy/documents/housingquestionnaire.pdf
- Guidance and strategies on how to administer the housing questionnaire to all students, at least once a year. https://www.cde.ca.gov/sp/hs/cy/documents/guidanceforquestionnaire.docx

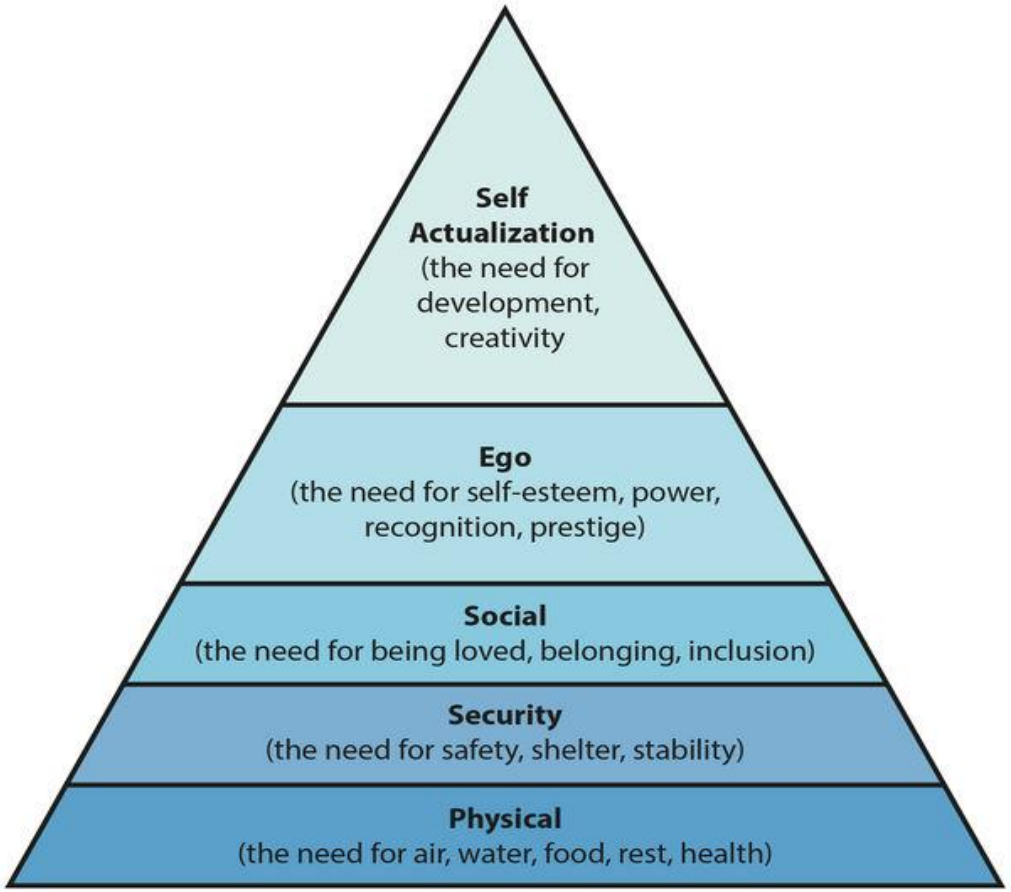
Immediate Enrollment (3 of 4)

- Enrolling schools must contact the school last attended immediately to obtain relevant academic and other records 42 United States Code (U.S.C.) Section 11432(g)(3)(C)(ii).
- Build relationships with local health care providers to help students obtain health insurance and physical examinations that may be required for extracurricular participation.
  - Most students experiencing homelessness have been enrolled in school before and have received immunizations

Immediate Enrollment (4 of 4)

- If a child or youth experiencing homelessness needs to obtain immunization or other required health records, the enrolling school will immediately refer the parent, guardian, or unaccompanied youth to the local liaison, who will assist in obtaining necessary immunizations or screenings, or immunization or other required health records 42 U.S.C. Section 11432(g)(3)(C)(iii).

Ready to Learn



- Maslow's Hierarchy of Needs

Education's Role in Learning

Education has a role in a student's **physical** needs to be ready to learn

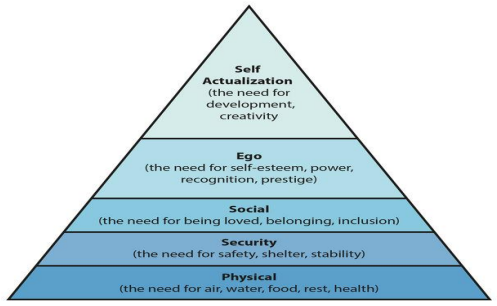
Oxygen, food, and water

Education has a role in a student's **security** needs

Safety, shelter, and stability

Education has a role in a student's **social** needs

Love. belonging, and inclusion



Maslow's Hierarchy of Needs

Build a Healthy Learning Environment

- The primary mission of schools is to support students in educational achievement
- To reach this goal, children must feel safe, supported, and ready to learn
- Schools must also acknowledge that mental health and wellness are related to student engagement, success and a thriving learning environment

Consider Schools as Trauma Informed Systems

- All staff, through training, should be able to recognize and respond to the impact of stress on those that have contact with the system, including children, parents, caregivers and service providers
- Through developed partnerships with community agencies, make resources available across local child-service systems

Trauma Informed Schools
Essential Elements (1 of 2)

- Identifying and assessing traumatic stress
- Addressing and treating traumatic stress
- Teaching trauma education and awareness
- Having partnerships with students and families
- Creating a trauma-informed learning environment (social/emotional skills and wellness)

Trauma Informed Schools
Essential Elements (2 of 2)

- Being culturally responsive
- Integrating emergency management & crisis response
- Understanding and addressing staff self-care and secondary traumatic stress
- Evaluating and revising school discipline policies and practices
- Collaborating across systems and establishing community partnerships

Staff Roles to Identify Students Not Ready to Learn

- Staff that is in continuous contact with students, either through distance learning, independent study, or in-classroom learning situations, must collaborate with the LEA and school health officials including:
  - Nurses
  - Counselors
  - School Psychologists
  - Social Workers

Signs of Experiencing Homelessness

- For schools to support all students, it is critical for schools to **find children who are experiencing homelessness and need services**.
- Identifying these students is an important first step towards getting them the help they need to succeed in school.
- The following three slides are for LEA wide distribution to assist all stakeholders with the knowledge and skills to identify students experiencing homelessness.

Academic Signs of Experiencing Homelessness

- Consistent lack of preparedness for school
- Incomplete or missing homework
- Lack of pride in work
- Lack of participation in after school activities
- Lack of attendance or connectedness to school
- Inability to reach parents
- Lack of interest in grades/achievement
- Lack of participation in field trips/performances

Physical Signs of Experiencing Homelessness

- Fatigue
- Falling asleep in class
- Wearing same clothes for several days
- Inadequate or inappropriate clothing for weather
- Inconsistent grooming
- Hoarding food
- Chronic hunger
- Increased vulnerability to colds and flu
- Respiratory problems
- Skin rashes
- Persistent illnesses
- Lack of shower/washing facilities

Emotional Signs of Experiencing Homelessness

- Fatigue or may fall asleep in class
- Poor/short attention span
- Unwilling to form relationships
- Difficulty trusting people
- ”Old” beyond years
- Overly protective of parents
- Fear of abandonment
- Anxiety, especially late in the day
- Developmental delays
- Clinging behavior
- Poor self-esteem
- Aggression
- Extreme shyness
- Inability to part with/share belongings
- School phobia

Reactions or Statements as Possible Signs of Homelessness

- Exhibiting anger or embarrassment when asked about current address
- Avoidance of questions related to address
- Statements about staying with grandparents, other relatives, friends, or in motels and campgrounds
- “We have been moving a lot lately.”
- “We are in a temporary situation.”
- ”We are staying with relatives until we get settled.”
- ”We are going through a rough time right now.”

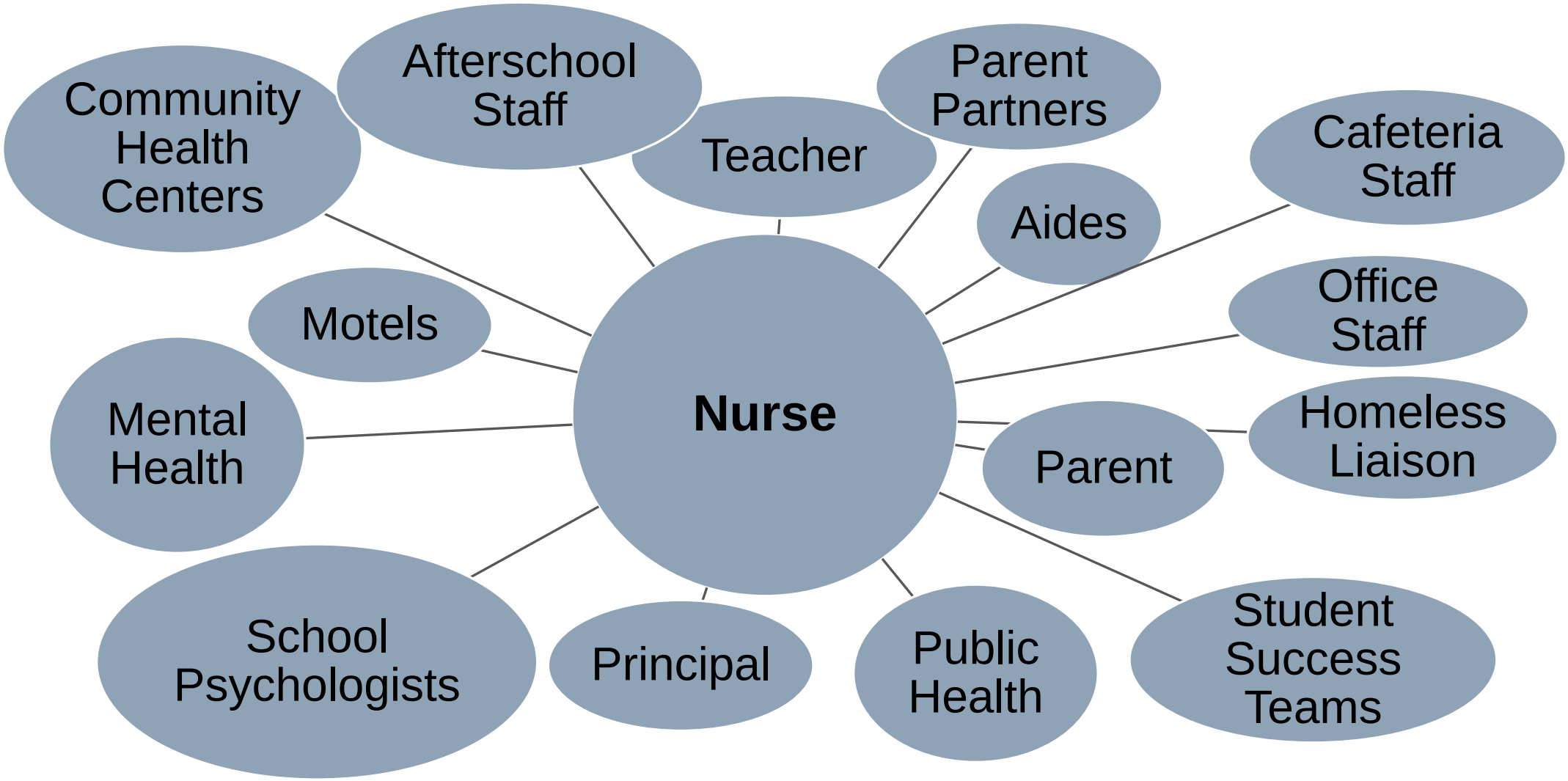
TIP: Include the Housing Questionnaire as part of Enrollment Packets

https://www.cde.ca.gov/sp/hs/cy/documents/housingquestionnaire.pdf

Staff That Can Recognize Possible Homelessness

- Teachers/Preschool Teachers/Afterschool/Extended Learning Staff
- Nurse
- Cafeteria/School Meals Staff
- Attendance Clerks/Office Staff
- Playground/Custodial Staff
- Parent Partners

Nurse's Network to Support Homelessness



How Nurses Can Help

In the LEA and Schools (1 of 2)

Build relationships with the LEA and your county office of education's (COEs) homeless education liaisons

- LEA liaisons https://www.cde.ca.gov/sp/hs/documents/lealiaisonlist2019-2020.xlsx
- County Office of Education Liaisons https://www.cde.ca.gov/sp/hs/documents/coeliaisonlist.xlsx

How Nurses Can Help

In the LEA and Schools (2 of 2)

- Help families with **completion of records** and including medical and free and reduced lunch forms
- Keep **healthy snacks available** for homeless children and youth
- **Follow-up** to ensure immunizations or physicals were completed
- **Develop a schedule** to check-in with student and family needs

How Nurses Can Help
In the Community (1 of 2)

- Maintain and disseminate a list of community resources
  - Clothes and food closets
  - Personal supplies
  - Medical and/or dental referrals
  - Clinics

How Nurses Can Help

In the Community (2 of 2)

- Assist with school-based immunization clinics
- Make presentations to professional groups to solicit help from doctors, optometrists, and dentists
- Coordinate with local health departments
- Follow-up to ensure immunizations or physicals were completed

California Minor Consent

Minors of ANY AGE May Consent

- Pregnancy
- Contraception
- Abortion
- Sexual Assault Services
- Rape Services For Minors Under 12 Years of Age
- Emergency Medical Services
- Skeletal X-Ray to Diagnose Child Abuse or Neglect

California Minor Consent

12 YEARS of Age Or Older May Consent (1 of 2)

- Infectious, Contagious Communicable Diseases (diagnosis, treatment) and Contraception
- Sexually Transmitted Diseases (preventive care, diagnosis, treatment) and Sexual Assault Services
- Human Immunodeficiency Virus Infection/Acquired Immune Deficiency Syndrome (HIV/AIDS; preventive care, testing, diagnosis, and treatment) and Emergency Medical Services

California Minor Consent

12 YEARS of Age Or Older May Consent (2 of 2)

- Rape Services For Minors 12 and Over
- Intimate Partner Violence
- Outpatient Mental Health Services/Shelter Services
- Drug or Alcohol Abuse Treatment

California Minor Consent

15 YEARS of Age Or Older May Consent

- Children fifteen years or older are eligible for all of the previous consent activities plus general medical care

Minors Must Be Emancipated

Generally 14 YEARS of Age Or Older

- An emancipated minor may consent to medical, dental and psychiatric care
- California Family Code section 7050(e) and California Family Code section 7002 cover emancipation criteria
- General medical for emancipated youth

Resources (1 of 3)

- The National Child Traumatic Stress Network https://www.nctsn.org/trauma-informed-care/creating-trauma-informed-systems
- TED Talk: How Childhood Trauma Affects Health Across a Lifetime by Nadine Burke Harris (video) https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime
- Specialty Mental Health Services for Children and Youth https://www.dhcs.ca.gov/services/MH/Pages/Specialty-Mental-Health-Services-for-Children-and-Youth.aspx

Resources (2 of 3)

- Consent Fact Sheets (Teen Health Law) http://www.teenhealthlaw.org/
- CDE Homeless Education web page www.cde.ca.gov/sp/hs
- National Association for the Education of Homeless Children and Youth www.naehcy.org
- National Center for Homeless Education www.serve.org/nche
- National Law Center on Homelessness & Poverty www.nlchp.org

Resources (3 of 3)

- Teenage Advice, Crisis & Depression Helpline (teen line)

  https://teenlineonline.org/talk-now/
- National Suicide Prevention Hotline
  https://suicidepreventionlifeline.org/chat/
  1-800-273-8255
- California Department of Education Help for Students in Crisis
  https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

California Department of Education

Resources (1 of 2)

Contact the California Department of Education Homeless Education with homeless education program questions by phone at 1-866-856-8214 or by email at HomelessEd@cde.ca.gov

California Department of Education

Resources (2 of 2)

THANK YOU

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Education Program Consultants

Homeless Education

California Department of Education

Certificate of Completion

Health and Wellness for Students Experiencing Homelessness

I hereby certify that I have fully reviewed the contents of this training with individual effort and agree to implement the provisions of the Education for Homeless Children and Youth Act.

_____ _____

Participant's Name and Signature Date of Completion