# Plenary 7: Education and Employment: System Partners in Ending Youth Homelessness

Homelessness is likely to disrupt educational attainment and career development opportunities for youth. Level of education is directly linked to earning potential, and higher incomes facilitate access to housing to escape homelessness.

Numerous models for supporting education and employment are currently in use, some of which are specifically required by laws and policies. Homeless assistance providers may partner with early care and education providers, state coordinators for homeless education, school district local homeless education liaisons, institutions of higher education, and other state and local education stakeholders; connect youth with Workforce Innovation and Opportunity Act (WIOA) services; offer job training or supported employment; or use a combination of these actions.

The goal of each of these supports is to assist youth experiencing homelessness in rejoining educational and career pathways as soon as possible. Education level and employment status are key determinants of both behavioral health and physical health, particularly mortality rates. They also directly affect a young person's ability to afford housing in increasingly challenging housing markets.

Homeless Education Coordinators → **Adult Education** → **WIOA Youth Services** → **Job Training/ Supported Employment**
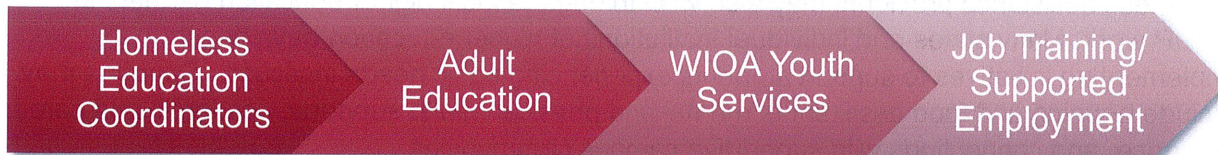
Many youth experiencing homelessness work or are still enrolled in school. However, education and employment interventions are most effective when implemented in conjunction with housing. Housing First for Youth is an adaptation of the Housing First model that is designed to respond to the physical, mental, social, and legal needs of youth, including education and employment needs.

> The U.S. Department of Housing and Urban Development's (HUD) *Ending Youth Homelessness: A Guidebook Series* provides an in-depth look at the key features of emerging service models for preventing and ending youth homelessness, including employment supports.

Communities can support youth experiencing homelessness by ensuring that housing models for youth provide a connection to education and employment services and that partners in the education and employment systems can provide a pathway to housing for youth.

Note: This document was generated by technical assistance (TA) providers to support direct TA for the Forum on Ending Youth Homelessness and incorporates information from multiple sources without attribution to the original source material. References to original source material are provided in the relevant resources sections of this document. The information was collected from publicly available online sources and, therefore, not every piece of information may be completely accurate or up to date. Participants who notice incorrect or outdated information are encouraged to speak up so that everyone at the forum receives the most complete and current information available. This is not a U.S. Department of Housing and Urban Development (HUD)- or Substance Abuse and Mental Health Services Administration (SAMHSA)-endorsed document, and it is not intended for distribution outside the Forum on Ending Youth Homelessness.

Working with Education Partners

State education agencies (SEAs) receive federal education formula grants to ensure that youth experiencing homelessness retain public education access and to remove barriers to enrolling in, attending, and succeeding in school.

Under Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, SEAs must ensure that each youth experiencing homelessness has equal access (as compared with housed peers) to a "free, appropriate, and public education," including immediate school enrollment, even when youth lack documentation that is normally required, as well as providing supports for school success, such as assistance with credit accrual and the transition to higher education. To ensure McKinney-Vento implementation, each SEA must appoint a state coordinator for homeless education who is responsible for coordinating with other systems, collecting homeless education data, and implementing the state homeless education plan.

The McKinney-Vento Act also requires each local education agency (LEA) to designate a McKinney-Vento local homeless education liaison. Some districts also appoint school-level homeless education points of contact as well. The U.S. Department of Housing and Urban Development (HUD) requires each Continuum of Care (CoC) to work with LEAs to ensure children and youth have equal access to educational opportunities.

Homeless assistance providers may also wish to engage local higher education partners in YHDP work. Many states and individual institutions of higher education have begun implementing initiatives to support students experiencing basic needs insecurity. Supports may include housing and food assistance, mental and physical health supports, academic and career guidance, and connections with supportive campus communities.

Finally, homeless assistance providers may want to connect with local early care and education providers. With the cost of child care on the rise, pregnant and parenting youth will benefit from the assistance provided by programs such as the federally funded Child Care and Development Fund (CCDF) and Head Start programs. Both programs' federal regulations require providers to target outreach to families experiencing homelessness, prioritize them for program access, and provide them with a grace period for submitting documentation normally required for program enrollment.

KEY FEATURES OF COLLABORATION WITH EDUCATION	
CoC Participation	Invite pre-kindergarten (Pre-K), Kindergarten through 12th grade (K–12), and higher education stakeholders to attend meetings, to join the CoC as members, and to conduct trainings on eligibility and the educational rights of and supports available to youth experiencing homelessness. Build cross-systems relationships with the goal of partnerships that benefits all agency stakeholders and the youth they serve.

Educate Education Stakeholders on the CoC Strategic Planning Process	Explain the CoC strategic planning process to education stakeholders, as well as the importance of active school participation in the strategic planning process, so that education issues can be a part of community needs assessments.
Memoranda of Understanding (MOUs)	Develop MOUs between the CoC and area education partners on protocols for identification, school enrollment, and prompt cross-systems referrals.
Information Sharing	Work with education stakeholders to share data for purposes of program planning and implementation. Education data can provide greater insights into the characteristics and needs of youth experiencing homelessness in your area.
Wraparound Supports	Work with education partners to think through how education-focused supports (Pre-K, K–12, and higher education) might be part of the overall supports that are wrapped around youth experiencing homelessness, especially through case management. Connecting young people to educational supports will equip them to compete in the labor and housing markets. Ensuring that the children of parenting youth are safe and taken care of will enable these youth to focus on their education or employment.

Adult Education Programs

States also coordinate several federally funded adult education programs that could be important to unaccompanied youth (e.g., GED, high school (HS) equivalency, career and technical education).

Although there can be many eligible providers offering these programs throughout a community, 2-year or community colleges are an excellent initial community contact. Community colleges typically offer high school equivalency and adult and technical education programs, are a pathway to 4-year colleges, and may provide job training and career certification. Community colleges are also accustomed to nontraditional students, and many are developing supports to help unaccompanied and transition-age youth (TAY) afford and stay in school.

EXAMPLES OF FEDERALLY FUNDED ADULT EDUCATION PROGRAMS	
Adult Education—Basic Grants to States	This program provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, English literacy programs, and integrated English literacy–civics education programs. Participation in these programs is limited to adults and out-of-school youth age 16 and older who are not enrolled or required to be enrolled in secondary school under state law.
Adult Education—National Leadership Activities	This program supports activities to enhance the quality of adult education and literacy programs nationwide.
Tech-Prep Education	This program provides assistance to states to award grants to a consortia of LEAs and postsecondary education institutions for the development and operation of programs consisting of the last 2 years of secondary education and at least 2 years of postsecondary education, designed to provide Tech-Prep education to the student leading to an associate degree or a 2-year certificate. The program is also designed to strengthen links between secondary and postsecondary schools.
Career and Technical Education—Basic Grants to States	Federal funds are made available to more fully develop the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education (CTE) programs.

Case Studies

UNLV HOPE SCHOLARS PROGRAM (LAS VEGAS, NV)

The University of Nevada at Las Vegas developed a program to provide year-round housing and other assistance so that unaccompanied youth who graduate high school can attend college. The university partners with the Clark County School District's Title 1 HOPE Program

and the Nevada Partnership for Homeless Youth. The program raises additional funds from faculty, students, parents, and others using the university's fundraising platform.

TACOMA COMMUNITY COLLEGE HOUSING ASSISTANCE PROGRAM (TACOMA, WA)

In September 2014, Tacoma Housing Authority (THA) and Tacoma Community College (TCC) launched an innovative pilot program to house up to 25 TCC students experiencing homelessness and their dependents during their TCC enrollment. THA provides rental assistance to TCC students and dependents who are homeless or at imminent risk of homelessness. TCC advertises the program, screens applicants, and maintains a waiting list with a focus on students in its workforce development program.

COLORADO DEPARTMENT OF EDUCATION (DENVER, CO)

The Colorado Department of Education developed the Colorado Taskforce on Higher Education for Unaccompanied Youth Experiencing Homelessness to lead a collaborative effort bringing together K–12 McKinney-Vento local liaisons, higher education financial aid, admissions and student support services staff, and other public/private partners such as pre-collegiate agencies, scholarship organizations, and funding partners.

As a result, in 2009, colleges and universities across the state of Colorado appointed higher education homeless liaisons, also known as single points of contact (SPOCs), to help youth successfully matriculate into higher education and address barriers to academic advancement. SPOCs are designated safe and supportive college administrators who are committed to helping unaccompanied youth experiencing homelessness successfully navigate the college-going process. Multiple barriers have been addressed including the waiving of application fees as well as other fees at higher education institutions (when possible), changing the timing of housing deposits so that students can pay once financial aid is received, and connecting students with other community and higher education resources such as financial literacy, peer support groups, and food banks.

ELM CITY BELIEVES (NEW HAVEN, CT)

The Elm City Believes program was launched in April 2014 by Elm City Communities (New Haven's public housing agency) in coordination with the New Haven Public School District as well as with local charter and magnet schools and education service providers. Elm City Believes is a "cradle-to-career" program designed to close the achievement gap, support parent engagement in their children's education, and promote participation in postsecondary opportunities. Elm City Believes is a comprehensive initiative that starts with access to quality early childhood programs, such as Head Start, and continues with after-school tutoring and truancy prevention for primary and secondary school students, mentorship and college preparation programs for teens, and adult education for residents ages 18 to 30.

Resources

- **National Center for Homeless Education (NCHE):** NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program (McKinney-Vento) and provides targeted education-focused technical assistance to YHDP communities

- **National Association for Education of Homeless Children and Youth (NAEHCY)**: NAEHCY is a national membership association dedicated to educational excellence for children and youth experiencing homelessness through policy advocacy and technical assistance

- **Strengthening Partnerships Between Education and Homelessness Services**: This United States Interagency Council on Homelessness (USICH) guest blog, authored by the National Center for Homeless Education, encourages deeper engagement between education and housing providers and suggests concrete areas of action for communities wishing to develop meaningful cross-systems partnerships

- **Strategies for Implementing HUD Homeless Assistance Requirements to Collaborate with Schools**: Brief by NAEHCY describing the requirements of HUD-funded service programs related to education and suggestions for implementing these strategies

- **The Most Frequently Asked Questions on the Education Rights of Children and Youth in Homeless Situations**: September 2016 collection of frequently asked questions (FAQs) on the education rights of children and youth experiencing homelessness under the McKinney-Vento Act and Every Student Succeeds Act of 2015

- **Housing and Education Collaborations to Serve Homeless Children, Youth, and Families**: Spring 2015 issue brief by NCHE to provide homeless assistance providers, educators, and liaisons with simple steps to improve collaboration

- **Opening Doors: Preventing Youth Homelessness Through Housing and Education Collaboration**: 2013 article detailing ways in which education agencies can work with housing organizations to create housing that incorporates educational goals services

- **Housing + ED: Let's All Get Ahead!:** HUD brief on tools available to strengthen state and local partnerships between homeless service providers, school systems, youth services providers, and early childhood providers

- **The Benefits of Housing and Education Cross-Systems Collaboration**: HUD brief on the ways in which cross-systems collaboration can enhance the impact of both the homeless provider and educational service systems in responding to the needs of children, youth, and families experiencing a housing crisis

- **Housing + High School = Success: Schools and Communities Uniting to House Unaccompanied Youth**: November 2009 report by NAEHCY on the 10-step process to create youth housing programs; highlights several examples of collaboration between local liaisons and community partners to provide housing for youth experiencing homelessness

Connecting Youth with WIOA Services

States and localities receive federal workforce development funding through the Workforce Innovation and Opportunity Act (WIOA). WIOA is a federal law that covers a national network of local workforce development boards, which seek to improve employment opportunities in the community and supply employers with trained workers, as well as American Job Centers, which provide basic employment assistance to the public and enhanced services to eligible individuals. WIOA calls for several categories of services, including services to adults, dislocated workers (such as those affected by industry downsizing), and youth.

Understanding WIOA youth services can be beneficial for those working with youth experiencing homelessness. Out-of-school youth (OSY) are considered a priority service population under WIOA. To be eligible, OSY must be between the ages of 16 to 24, must not be attending school at the time of the eligibility determination, and have one or more barriers to employment; in-school youth must be between the ages of 14 to 21, attending school, low-income, and have one or more barriers to employment. The list of barriers for both in-school youth (ISY) and OSY includes a child or youth experiencing homelessness, or a runaway.

The following are examples of services that workforce programs must make available to eligible youth:

- Tutoring
- Dropout prevention
- Alternative schooling and dropout recovery
- Paid and unpaid employment opportunities (e.g., summer jobs, internships, pre-apprenticeships, job shadowing)
- Occupational skills training
- Education contextualized with workforce preparation and training
- Leadership development
- Supportive services

- Mentoring
- Follow-up services
- Labor market and employment information, including career awareness, career counseling, and career exploration services
- Comprehensive guidance and counseling
- Financial literacy
- Entrepreneurial training
- Transition to postsecondary education support

WIOA has also placed an increased emphasis on recruiting and showing positive outcomes (e.g., movement along a career pathway or enrollment in postsecondary education) for more disconnected young adults or young adults experiencing homelessness than ever before:

- WIOA requires 75 percent of state and local youth funds to be spent on out-of-school youth.

- Twenty percent of youth funds must support work experiences, including summer and year-round employment opportunities, pre-apprenticeship programs, internships and job shadowing, and on-the-job training (OJT) opportunities.

- Local workforce development boards are encouraged to create standing Youth Committees to coordinate youth policy, ensure quality services, and leverage financial and programmatic resources.

Additionally, numerous homeless assistance providers partner with American Job Centers and workforce development boards. The U.S. Department of Labor CareerOneStop website offers a mechanism for identifying the local workforce development board and American Job Centers serving each community: https://www.servicelocator.org/workforcecontacts.asp. The website also provides contact information for youth councils advising the workforce development board. Inviting the workforce system to participate in the CoC or asking to join committees of the workforce development board or youth committee can help improve collaboration.

WIOA YOUTH PERFORMANCE MEASURES	
Employment/Education/Training Second Quarter after Exit	The percentage of participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit
Employment/Education/Training Fourth Quarter After Exit	The percentage of participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit
Median Earnings	The median earnings of participants who are in unsubsidized employment during the second quarter after exit
Credential Attainment	The percentage of participants who are in education or training and obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in the program or within 1 year after exiting the program *Note*: Those who obtain a secondary school diploma or its recognized equivalent are only included as a success if they also are in employment or in education or training leading to a recognized postsecondary credential within 1 year after exiting the program.
Measurable Skill Gains	The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment as defined by five different measurable skill gain types
Effectiveness in Serving Employers	A shared indicator across all six WIOA core programs that measures program effectiveness in serving employers

Case Studies

THE JOB COUNCIL (MEDFORD, OR)

The Job Council's out-of-school youth (OSY) program offers workforce training opportunities, including forestry stewardship, entry-level healthcare occupational training, and paid work experiences. For OSY who have not yet obtained a high school diploma or higher secondary education, the staff assist them in attaining one. Those with a high school diploma or higher secondary education are enrolled in CareerX, a 3-week career exploration training course. During CareerX, youth tour local businesses and Rogue Community College; explore career possibilities aligned with their interests; earn a National Career Readiness Certificate, CPR/First Aid certification, and a food handler's card; practice interviewing; and develop a career portfolio. Upon successful completion of the competencies identified for this 3-week intensive program, they become eligible for paid work experience, paid on-the-job training, or certified nursing assistant training, as well as ongoing job search assistance.

The Job Council places a strong emphasis on paid work experience training opportunities. The program's largest costs are youth wages, and just over 20 percent is set aside for work experience. With contracts from the Bureau of Land Management, U.S. Forest Service, and other conservation agencies, they generate $75,000–$100,000 per year in additional funds to pay for wages, transportation, equipment, and supplies to provide meaningful, real-world work experiences to OSY interested in outdoor careers, allowing them to serve more youth than if they relied solely on WIOA funds. Youth age 18 and older who are more interested in a healthcare career are dual-enrolled in WIOA adult services to share the cost of certified nursing assistant training.

KINGS COUNTY YOUTH COUNCIL (HANFORD, CA)

The Workforce Investment Board serving Kings County, California, an agricultural region, includes a Youth Council that helps connect young people with employment. The Youth Council helped establish five work offices, which are located in area high schools. Each has one to two career advisors who are funded in part by the workforce system. These offices coordinate both workforce-funded systems and other career programs that are funded through the education system. Additional programs such as those addressing domestic violence and mental health issues can be accessed through connections made at these centers. The centers have successfully aided students who meet the federal definition of homelessness due to frequent, temporary moves, including linking students with housing resources.

Resources

- **Why WIOA Matters to All of Us Working to End Homelessness**: May 2016 blog post by the Melville Charitable Trust on the role of WIOA in preventing and ending homelessness, including serving disconnected youth

- **Understanding Local Workforce Systems**: March 2016 brief by the Urban Institute explaining who a local workforce system serves, the organizations involved, and the functions it performs

- **CoC Collaboration with Workforce Boards Under WIOA**: December 2015 HUD guidance on opportunities for collaboration between CoCs and workforce development boards in serving at-risk youth and youth experiencing homelessness

- **Serving Out-of-School Youth Under the Workforce Innovation and Opportunity Act (2014):** June 2015 report by MDRC to guide the implementation of key WIOA provisions on serving out-of-school youth

- **WIOA Planning Implementation Toolkit:** October 2015 toolkit by Heartland Alliance that provides stakeholders with actionable recommendations for helping ensure that the public workforce system under WIOA increases employment and economic opportunity for job seekers facing barriers to employment

- **Employment and Education Opportunities for Youth:** Presentation from the 2016 National Conference on Ending Homelessness about connecting with local workforce investment boards to access funding for youth employment and helping youth experiencing homelessness overcome barriers to finishing high school and to accessing higher education

Job Training and Employment Practice Models

Youth—even those who are not facing homelessness or other significant barriers—have different employment support needs than adults do. Youth may need to refine "soft skills" needed to thrive in a workplace environment, such as networking, time management, and customer service. Evidence-based interventions that are effective for adults, such as individual placement and support (IPS) supported employment, may also be effective for youth. However, modifying the intervention to accommodate youth's needs may produce superior results.

KEY FEATURES	
"Stages of Change" Framework	Change is a nonlinear process that occurs in different stages over time; committing to, enacting, and maintaining positive behavior change such as getting and keeping a job may take a long time and can involve setbacks.
Adult Education Bridge Programs	Adult education bridge programs make connections to post-secondary education and training programs by equipping participants with basic academic and English language skills. Bridge programs are condensed to make learning as efficient as possible and flexibly scheduled to meet individual needs.
Alternative Staffing Organizations (ASOs)	ASOs broker temporary entry-level job placements for individuals with diverse barriers to employment. ASOs aim to develop a quality ready-to-work labor force for employers while helping job seekers learn workplace skills, build experience and confidence, earn an employment record, and leverage temporary placements to permanent jobs.
Customized Employment (CE)	CE is a person-centered process for opening employment opportunities by tailoring job positions to the participant's strengths and abilities that also meet an employer's needs. CE helps participants take the lead in placements and customization options, as well as foster exploration and discovery of employment options. Furthermore, CE provides a range of supportive services such as benefits counseling.
Earn and Learn Opportunities	Earn and learn opportunities offer work-based learning opportunities with employers as training paths to employment. Job-driven training programs aim to include work-based learning opportunities that suit their participants, which may include paid internships, pre-apprenticeships, registered apprenticeships, and on-the-job training.
Employment Navigators	Employment navigators is a direct client service model that utilizes specialized case managers to provide guidance to individuals experiencing homelessness, bridging the cultural divide among service systems, helping clients articulate their needs, and providing a means to self-sufficiency.

Individual Placement and Support (IPS)	IPS is a model of supported employment for people with serious mental illness (e.g., schizophrenia spectrum disorder, bipolar disorder, depression). IPS focuses on competitive employment, inclusive eligibility criteria, integrated behavioral health, and employment supports and incorporates client preferences, benefits counseling, rapid job search, systematic job development, and an absence of time limits.
Sector-based Training and Employment	Sector-based training and employment strategies engage multiple employers and other industry leaders in the development of industry-specific training programs linked to employment opportunities and workforce needs within a certain sector. This approach offers participants education and hands-on training to match in-demand job openings in a specific occupation or industry sector.
Social Enterprise Intervention (SEI)	SEI is one example of a social investment approach that aims to change the mental health status, social support, functional outcomes, and service use of youth experiencing homelessness by substituting their street behaviors with income-generating alternatives and providing clinical services. The SEI model includes a 4-month vocational skill acquisition course, 4-month small business skill acquisition course, 12-month social enterprise formation and distribution phase, and clinical services woven throughout the 20-month intervention.
Soft Skills Training	Soft skills training may include readiness courses and model expectations and behaviors, with a focus on what youth might not have learned from parents or guardians.
Subsidized Employment	Subsidized employment provides an employer with a subsidy from Temporary Assistance for Needy Families (TANF) or other public funds to offset some or all of the wages and costs of employing an individual. The participant is paid wages and receives the same benefits as any other employee doing similar work. Generally, subsidized employment is a transitional approach that provides immediate earned income and real work experience with public, private, and nonprofit employers.
Transitional Jobs (TJ)	TJ seeks to overcome employment obstacles by using time-limited, wage-paying jobs that combine real work, skill development, and supportive services to transition participants successfully into the labor market. TJ provides stability and a stepping stone to unsubsidized employment for people facing barriers to employment.

Work-First	Work-First programs seek to move people into unsubsidized jobs as quickly as possible and generally begin with a job search for most participants, using the labor market itself as the test of employability.

Case Study

DAYBREAK (DAYTON, OH)

To help youth practice employment skills in a real-world setting that prepares them for future jobs, Daybreak created Lindy & Company. Lindy & Company is a social enterprise that bakes and sells gourmet pet treats for cats and dogs, giving youth the opportunity to practice soft skills and gain experience in customer service, baking, recipe testing, publicity, and sales. This employment program model gives staff the chance to assess the individual's strengths and challenges on the job while youth get the chance to experiment with their skills and discover areas of interest. Having a social enterprise in-house lets Daybreak provide experiential learning for their participants in a safe space where they can observe, model, and practice workplace behaviors while still subject to the demands of a real workplace.

In fiscal year (FY) 2013–2014, Daybreak helped 98 youth ages 18 to 24 enhance their education, and 116 youth ages 18 to 24 participated in Daybreak's employment program. Of the youth who participated in the employment program, 70 completed the program, 44 obtained employment upon completion, and 43 worked at Lindy & Company. Overall, a total of 89 youth obtained employment by the time they left Daybreak.

Resources

- **U.S. Department of Labor Employment and Training Administration**: The Department of Labor website provides an overview of the public workforce system

- **Youth Connections Community**: The Youth Connections Community of Practice (CoP) is an online learning destination for public workforce system staff and partners who serve youth to discuss and share promising practices, access technical assistance tools, and share their knowledge and expertise with peers across the country

- **National Center on Employment and Homelessness (NCEH)**: NCEH is a national initiative for providers to ensure they have access to and an understanding of best practices and evidence-based employment interventions for people experiencing homelessness and that they have the tools and resources to implement them

- **Using the SEI and IPS Models to Improve Employment and Clinical Outcomes of Homeless Youth with Mental Illness**: 2013 research study by Kristin Ferguson on implementing social enterprise intervention (SEI) and individual placement and support (IPS) supported employment for youth experiencing homelessness, including challenges that may be addressed by community participation

- **Addressing the Vocational Needs of LGBTQ2S Youth Experiencing Homelessness with Supported Employment:** 2017 research study by Kristin Ferguson demonstrating that LGBTQ2S youth experiencing homelessness are more effectively served by combining supported education and supported employment due to the effects of workplace discrimination

- **Effective Practices for Employment and Training:** Brief by the Partnerships for Opening Doors Summit highlighting program models and practices that are effective in meeting the employment/training needs of people experiencing homelessness and populations with multiple barriers to employment

Appendix A: Relevant Federal Education and Employment Resources to Help Communities End Youth Homelessness[1]

TARGETED RESOURCES FOR PREVENTING AND ENDING HOMELESSNESS	
Education for Homeless Children and Youth Grants	Provides funding to states to ensure that children and youth experiencing homelessness have equal access to free and appropriate public education; communities then compete for state funding

NON-TARGETED RESOURCES FOR PREVENTING AND ENDING HOMELESSNESS	
Garrett Lee Smith (GLS) Campus Suicide Prevention Grant	Funds public and private institutions of higher education to enhance services for students with mental and behavioral health issues, such as depression and substance use, that put them at risk for suicide and suicide attempts
Head Start and Early Head Start	Funds local public or private nonprofit agencies to provide comprehensive child development services to predominately economically disadvantaged children and families
Child Care and Development Fund (CCDF) Program	Funds childcare subsidies to help low-income families pay for child care while a parent works or is in an educational or job training program; under CCDF's authorizing statute, CCDF-funded providers must conduct targeted outreach to families experiencing homelessness and prioritize them for program access
Historically Black Colleges and Universities (HBCU) Center for Excellence in Behavioral Health	Funds nationally recognized HBCUs to promote behavioral health, expand campus service capacity, and facilitate workforce development
Job Corps	Funds 90 Job Corps centers under contractual agreements to provide occupational exploration programs, academic supports, and other supportive services to low-income youth ages 16–24
Project AWARE (Advancing Wellness and Resiliency in Education) State Education Agency Grants	Funds state education agency or education agencies/authorities serving children and youth residing in federally recognized American Indian/Alaska Native tribes, tribal organizations, and a consortia of tribes or

[1] U.S. Interagency Council on Homelessness. (2018, March). *Federal homelessness assistance programs that can help communities end youth homelessness*. Retrieved from https://www.usich.gov/resources/uploads/asset_library/Federal_Homelessness_Assistance_Programs_that_Can_Help_Communities_End_Youth_Homelessness.pdf

U.S. Interagency Council on Homelessness. (2018, May). *Non-targeted federal programs that can help communities end youth homelessness*. Retrieved from https://www.usich.gov/resources/uploads/asset_library/nontargeted-programs-for-ending-youth-homelessness.pdf

	tribal organizations; program supports the development and implementation of a comprehensive plan of activities, services, and strategies to decrease youth violence and support the healthy development of school-age youth
YouthBuild	Funds public or private nonprofit agencies to provide education, occupational skills training, and employment services to disconnected youth ages 16–24

Appendix B: NCHE Education Technical Assistance for YHDP Communities

About NCHE YHDP Technical Assistance

The National Center for Homeless Education (NCHE), the U.S. Department of Education's technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program, provides targeted technical assistance (TA) to Youth Homelessness Demonstration Program (YHDP) sites to support the inclusion of education goals in the YHDP coordinated community plan to prevent and end youth homelessness. The TA that NCHE provides to each site will be shaped through communications between the NCHE site TA lead and site leadership and will reflect the unique needs of each site.

The Role of Education in Preventing and Ending Homelessness

Educational attainment is one of the most trustworthy predictors of a person's labor market competitiveness, long-term financial stability, and, by extension, ability to afford housing. Consider the following:

- Youth with less than a high school diploma or GED have a 346 percent higher risk of experiencing homelessness than youth with at least a high school degree.[2]
- The unemployment rate for someone with less than a high school diploma is almost three times that of someone with a bachelor's degree.[3]
- Of the 11.6 million jobs created since the Great Recession, 11.5 million have gone to workers with at least some college education.[4]
- The weekly income of someone with a bachelor's degree is more than double that of someone with less than a high school diploma, with these income trends holding true over the course of one's lifetime.[5]
- The 2017 U.S. housing wage for a one-bedroom rental is $17.14 per hour, which is 2.4 times higher than the federal minimum wage; it's $21.21 for a two-bedroom rental. Low-wage workers struggle to find rental housing they can afford.[6]

With this in mind, NCHE seeks to support YHDP communities as they develop and implement education goals as part of their coordinated community plan to prevent and end youth homelessness.

Available Supports

- A $2,500 honorarium for lead local liaison's organization
- Up to two onsite visits per site by the NCHE site TA lead
- Ongoing TA in support of the site's education goals (see below)

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[2] Source: Chapin Hall, 2017, http://voicesofyouthcount.org/wp-content/uploads/2017/11/ChapinHall_VoYC_1-Pager_Final_111517.pdf
[3] Source: Department of Labor, 2017, https://www.bls.gov/emp/ep_chart_001.htm
[4] Source: Georgetown University, 2016, https://cew.georgetown.edu/cew-reports/americas-divided-recovery/
[5] Sources: Georgetown University, 2011, https://cew.georgetown.edu/cew-reports/the-college-payoff/; Social Security Administration, 2015, https://www.ssa.gov/retirementpolicy/research/education-earnings.html
[6] Source: National Low-Income Housing Coalition, 2017, http://nlihc.org/sites/default/files/oor/OOR_2017.pdf

- Education Community of Practice convenings (every other month) for lead local liaisons
- Evaluation of interagency efforts to incorporate education into the YHDP coordinated community plan, used to inform future efforts and TA

Possible TA Activities

- Thought partnership (information gathering and sharing, brainstorming ideas, thinking through implementation, Q&A, etc.)
- Resource development and sharing
- Assistance with planning and hosting trainings or other convenings (calls, webinars, meetings, etc.)
- YHDP site-specific education data workbooks

Possible TA Areas of Focus

- Cross-systems relationship-building as a foundation for intentional and mutually beneficial partnerships (including with Pre-K, K–12, and higher education stakeholders)
- Identifying youth experiencing homelessness across housing and education systems
- Sharing and analyzing cross-systems data for program planning and implementation
- Targeting youth who qualify as homeless under the Department of Education definition of services in YHDP prevention and diversion efforts
- Supporting youth in (re)engaging in education
  - Credit recovery and dropout prevention, such as leveraging the new credit-focused provision in the Every Student Succeeds Act (ESSA)
  - Supports for high school graduation and the transition to postsecondary education (leveraging the new ESSA provision requiring school counselors to provide college preparation and readiness assistance to youth experiencing homelessness)
  - Supports for higher education degree completion (leveraging federal and state statutes and supports, implementing single point of contact models, etc.)
- Creating a comprehensive and youth-friendly local coordinated entry process, including through school engagement
- Leveraging the ESSA authority for local liaisons to determine HUD eligibility and provide documentation thereof to meet documentation requirements and streamline access to services for youth
- Ensuring a comprehensive and effective point-in-time count, including through school engagement
- Leveraging Child Care Development Fund and Head Start Regulations requiring providers and programs to prioritize young children experiencing homelessness for services
- Considering innovative, education-focused uses of flexible funding

For More Information

For more information, contact Christina Dukes, Federal Liaison, at cdukes@serve.org.

Profiles in Preventing and Ending Youth Homelessness: Education and Employment

The following profiles on education and employment have been curated from the Coordinated Community Plans of Round 1 YHDP grant recipients, as well as from information provided by communities that have accepted the 100-day Challenge to End Youth Homelessness, an initiative made possible through funding from the U.S. Department of Housing and Urban Development (HUD).

San Francisco, CA

Guardian Scholars Program

San Francisco is working with the City College of San Francisco (CCSF) and San Francisco State University (SF State) Guardian Scholars programs. The Guardian Scholars Program is committed to helping college-bound students who are current and former foster youth complete their educational goal—including attaining their associate degree, transfer credits, and certificates—by providing comprehensive support services.

The program provides direct services such as academic counseling, financial aid assistance, book vouchers, and transportation passes to assist with college costs, as well as referrals to community-based resources as needed and available.

San Francisco Unified School District (SFUSD)

SFUSD's McKinney-Vento liaison provides educational resources to children experiencing homelessness and tracks information about students experiencing homelessness. SFUSD gives annual presentations to the Continuum of Care (CoC) Board and works closely with the CoC coordinator and CoC providers for data sharing and service coordination.

Larkin Street Academy[1]

Larkin Street Youth Services, the San Francisco CoC's largest nonprofit youth housing and services organization, operates Larkin Street Academy, a youth employment program that meets youth where they are by offering a range of employment services including YouthForce, a job readiness class, the Institute for Hire Learning (IHL), and Wire Up.

- **YouthForce** is a transitional jobs program where youth who are ready to do entry-level work can earn hourly wages as part of a supervised work crew, performing tasks such as cleaning offices.

- **IHL** offers time-limited paid job placements with local businesses and organizations. Youth in IHL also have access to vocational training and supportive services to help them pursue higher-paying work.

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[1] Schnur, C., & Jones, J. (2015, May 29). *Opportunity youth employment program case study: Larkin Street.* Heartland Alliance National Initiatives. Retrieved from http://nationalinitiatives.issuelab.org/resource/opportunity-youth-employment-program-case-study-larkin-street.html

- **Wire Up** is a computer technology class providing beginner and advanced training in computer applications that are useful for obtaining and maintaining employment.

Larkin Street recognizes that change is a nonlinear process that occurs in different stages over time; committing to, enacting, and maintaining positive behavior change such as getting and keeping a job may take a long time and can involve setbacks. This "Stages of Change" framework is at the root of Larkin Street's service delivery and is why, in addition to offering youth a range of employment services to meet their needs, Larkin Street engages youth for an extended period of time—up to 3 to 4 years.

Anchorage, AK

Youth programs in elementary and middle schools are key components of early intervention services provided to students in a school setting, or through after-school programming. The Anchorage School District provides a range of programs and services to strengthen and support vulnerable children and families. The programs and services include the following:

- **21st-century community learning centers** that provide expanded learning opportunities for children and their families outside of regular school hours at eleven Title I schools;
- **The STEP Center** and the **Alaska Family Directory** for families of children with special needs;
- The **Child in Transition Program** to ensure students experiencing homelessness have the same access to educational opportunities as other students;
- The **Creating Successful Futures** early intervention program for students in kindergarten through fourth grade; and
- The **Early Intervention Services Center**, supporting families of preschool children with special needs.

The Child in Transition Program is a primary source of referrals for early intervention and prevention services and for identifying youth and families experiencing or at risk of homelessness.

Additionally, the Anchorage School District, United Way of Anchorage, and Covenant House Alaska received and are implementing a transformative AT&T Aspire grant for a "Back on Track" school program to help high-risk populations of youth graduate from high school on time.

Grand Traverse, Antrim and Leelanau Counties, MI

Students in Transition Empowerment Program (STEP)

STEP is a program administered by Traverse City Area Public Schools (TCAPS) and serves the five-county area, encompassing 20 local school districts. The STEP Program provides free supportive, education-related services to youth ages 3–20 years who lack fixed, regular, and adequate housing. Led by the McKinney-Vento District Liaison, STEP is integral in youth engagement and recruiting efforts.

Cincinnati/Hamilton County, OH

Employment

In July 2016, the Comprehensive Case Management and Employment Program (CCMEP) became the statewide operational framework used to deliver integrated, comprehensive case management and employment services to youth across Ohio's 88 counties. CCMEP's goal is to improve employment and educational outcomes for young adults by offering services and supports needed to address barriers to employment. Core services include the following:

- Educational supports to obtain high school diploma or GED;
- Job and occupational skills training;
- Paid and unpaid work experience;
- Financial literacy; and
- Supportive services, including access to child care, transportation, and counseling.

Hamilton County Job and Family Services (HCJFS) is working with current Workforce Innovation & Opportunity Act (WIOA) youth providers, Ohio Works first providers, and CCMEP provider Talbert House to develop policies and procedures needed to implement the program.

Education

Educational entities from elementary schools to post-secondary institutions are key partners in identifying and supporting youth experiencing homelessness. Project Connect, a McKinney-Vento-funded program, provides services and supports to youth experiencing homelessness and youth with children experiencing homelessness in Cincinnati public schools. Integrating Project Connect into Cincinnati's data sharing plan will allow the CoC to more effectively identify and serve youth experiencing or at risk of homelessness. The CoC will explore options for improving connections with Project Connect team members and expanding their reach.

Over the past decade, the Cincinnati public school system has invested in the development of community learning centers (CLCs) in many of its schools. Each CLC is supported by a full-time resource coordinator, who is responsible for recruiting, coordinating, managing, and aligning community partnerships to meet identified school and community needs. CLCs incorporate co-located school-based mental health services as well as recreational and educational opportunities. This infrastructure, if fully leveraged, has the potential to allow the community to better identify, follow, and support youth experiencing homelessness in their educational home. Cincinnati will explore possibilities for partnership, training, and improved linkage to services. In particular, partnering with CLCs could assist the community in developing best practices for identifying youth who are couch surfing or otherwise at imminent risk of homelessness.

Additional relationships will be built with key educational institutions that serve youth experiencing homelessness, such as local community colleges, colleges and universities, and organizations on these campuses, such as the LGBTQ resource center at the University of Cincinnati.

New Project: Scholar House

Cincinnati Scholar House is a transitional learning-living program that will equip low-income single parents with the support they need to complete a post-secondary degree and improve their work prospects. The Scholar House concept, which began in Lexington, Kentucky, has grown to include 10 additional locations in Kentucky and Ohio. It is a proven model that will assist parents while they earn their degree and work their way toward self-sufficiency, allowing their children to simultaneously receive a quality introduction to learning. This project will be funded by external funds. Construction will begin in April 2018, with an expected opening in Fall 2019.

To participate in the program, Cincinnati Scholar House applicants must be enrolled in full-time coursework at a postsecondary education institution (University of Cincinnati, Cincinnati State, Xavier University, or equivalent). While enrolled in coursework, families will be offered the following support:

- **Housing:** The project proposes the new construction of 44 units, comprising 32 two-bedroom units and 12 three-bedroom units to best accommodate families. Subsidies will ensure that all families will pay only 30 percent of their income toward rent and utilities.

- **Onsite Early Care and Education Center:** Cincinnati Union Bethel (CUB) has been delivering early care and education for decades and will operate a center sized to accommodate the children living at Scholar House. Children from 6 weeks old to school-age will receive education and care in an enriching environment while the parent is in school.

- **Adult Support Program:** In a program coordinated by CUB, parents will be connected to economic supports, including a work-study program, financial aid, mentoring, and other workshops that will assist parents in their roles as students, heads of household, and future employees. These services will be bundled and offered by a common staff to ensure they are specific to each family's needs. Residents will also receive support from their neighbors in the community who are also working towards achieving self-sufficiency and improving their economic prospects.

Hennepin County, MN (100-day Challenge)

The Hennepin County 100-day Team established from the beginning that addressing the interrelated housing and employment needs of youth experiencing homelessness would be a primary goal of the Challenge. The 100-day Team includes strong representation from the employment system, including the City of Minneapolis Employment & Training and local employment and training agencies.

Throughout the 100-Day Challenge, system leaders came together to align their housing and employment systems in completely new ways. The City of Minneapolis prioritized employment vacancies for youth experiencing homelessness through December 2017, and Hennepin County piloted the co-location of employment specialists onsite at housing provider locations. Hennepin County also began the integration of employment and income into the local Coordinated Entry process. New policies, procedures, and tools were created to sustain these system-level changes.

LESSONS LEARNED: EMPLOYMENT AND HOUSING SYSTEMS INTEGRATION

Ensure People from All Levels of the Housing and Employment Systems are Involved	Success in housing and employment systems integration requires the involvement of staff from all levels and backgrounds, including direct service staff, managers, experienced staff, and youth with lived experience. The Hennepin County 100-day Challenge Team intentionally sought out the participation of leaders among youth employment providers to build new relationships.
Integrate Employment into the Coordinated Entry Process	The 100-day Challenge renewed interest in adding employment and income resources to Hennepin County's Coordinated Entry, diversion, and prevention systems to provide more direct access to employment services for youth experiencing homelessness. The Hennepin County case conferencing committee meets biweekly and has brought housing coordinators and employment providers to the table to collaboratively connect youth with available housing and employment resources to meet their needs. An Employment-Education Committee and Charter has been developed to guide Coordinated Entry, diversion, and prevention employment integration.
Take Inventory of Available Housing and Employment Resources in Your Community	In taking inventory of employment and housing resources, Hennepin County considered what tracks exist for youth to access housing and employment services, how eligibility for different resources are determined, and what data needed to be collected to track progress toward the county's housing and employment goals. The community found that some employment resources for youth had been underutilized. The 100-day Team worked to increase knowledge of these employment resources, including among housing providers and youth, and to maximize their utilization by integrating these resources into Coordinated Entry.
Gain Buy-in by Providing Time and Space for Cross-system Conversations	Providing time and space for representatives from across systems to have broad conversations about their existing work and future goals helped create buy-in for the county's housing and employment systems integration efforts. By bringing system representatives together in conversation, the 100-day Team was able to establish a shared goal with a timeframe that spoke to the existing work and goals of both the housing and employment systems.

San Diego, CA: Education & Employment Profile

Children and Youth Experiencing Homelessness in San Diego Schools

4.2 %

95.8 %

- ● Enrolled Students with Stable Housing
- ● Enrolled Students Experiencing Homelessness
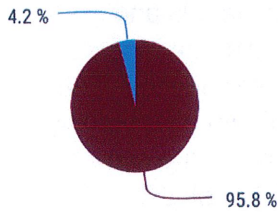
**23,806** pre-kindergarten through 12th grade students (**4.2% of enrolled students**) in San Diego schools experienced homelessness in school year 2016-2017.
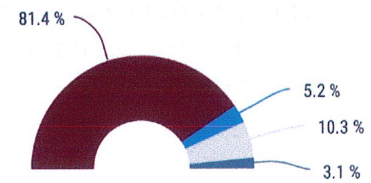
There are **147 Local Education Agencies (LEAs)** in San Diego, each with a local homeless education liaison.

81.4 %

5.2 %

10.3 %

3.1 %

- ● Doubled–up
- ● Hotels/Motel
- ● Sheltered
- ● Unsheltered

Over three-fourths (81.4%) of San Diego students experiencing homelessness in school year 2016-2017 were **doubled up**. **3.1%** of students were experiencing **unsheltered homelessness**.
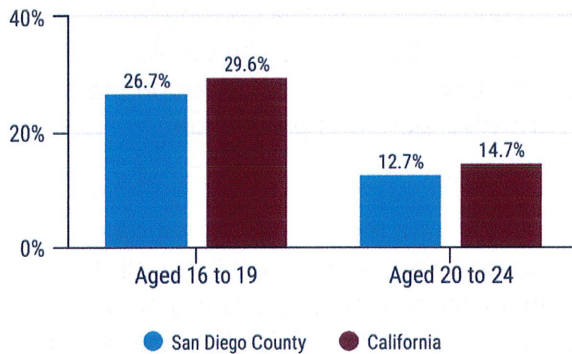
Youth Unemployment Rate

|	Aged 16 to 19	Aged 20 to 24
San Diego County	26.7%	12.7%
California	29.6%	14.7%

- ● San Diego County
- ● California
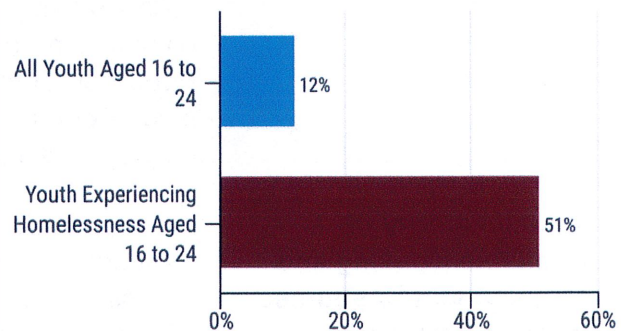
The 2016 unemployment rate for youth aged 16 to 19 in San Diego County was **26.7%** and **12.7%** for youth aged 20 to 24. These rates are lower than the average youth unemployment rates in the state of California (**29.6%** and **14.7%**).

Youth Not Attending School and Not Working

All Youth Aged 16 to 24 — 12%

Youth Experiencing Homelessness Aged 16 to 24 — 51%

0%   20%   40%   60%

In 2016, **51%** of youth experiencing homelessness age 16 to 24 in San Diego County were **neither attending school nor working**, compared to **12%** of all youth aged 16 to 24 in San Diego County.

Education and Employment Status Among Youth Experiencing Homelessness

Currently Employed
24.2%

Currently Attending School
37.5%

High School Diploma or GED
54.1%
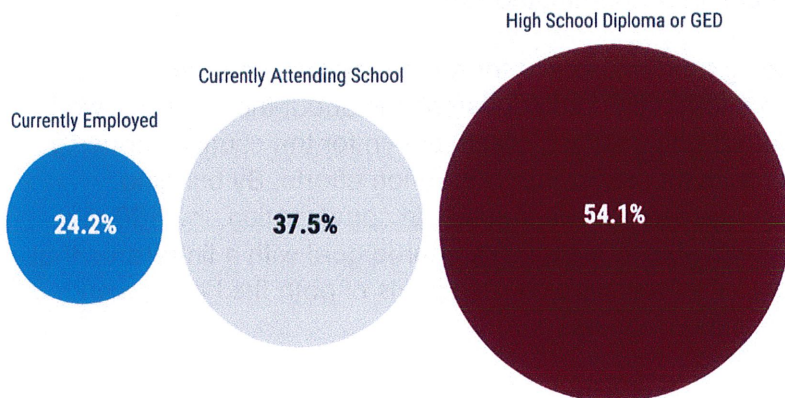
In 2016, **over half (54.1%)** of youth experiencing homelessness in San Diego surveyed by Voices of Youth Count had **attained their high school diploma or GED**. **37.5%** of youth were **currently attending school**, with **84.1%** of youth aged 13 to 17 years old in school and **25.5%** of youth aged 18 to 25.

24.2% of youth experiencing homelessness reported that they were **currently employed**, including **14.7%** of youth aged 13 to 17 and **36.3%** of youth aged 18 to 25.

Louisville, KY:
Education & Employment Profile

Children and Youth Experiencing Homelessness in Jefferson County School District

6.4 %

93.6 %

- ● Enrolled Students with Stable Housing
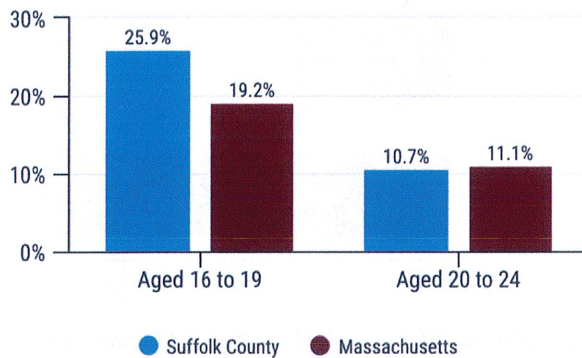- ● Enrolled Students Experiencing Homelessness
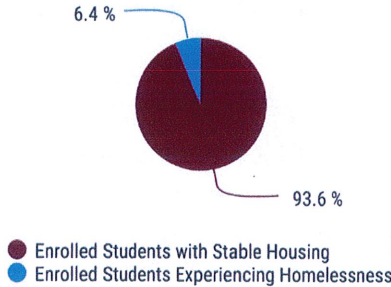
6,475 pre-kindergarten through 12th grade students (**6.4% of enrolled students**) in Jefferson County School District experienced homelessness in school year 2014-2015. **71 of these students (1%)** were unaccompanied youth.
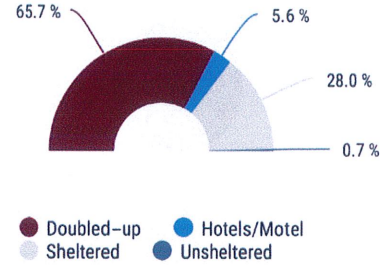
There are **176 Local Education Agencies (LEAs)** in Kentucky, each with a local homeless education liaison.

65.7 %   5.6 %

28.0 %

0.7 %

- ● Doubled–up   ● Hotels/Motel
- ● Sheltered   ● Unsheltered

Over half (65.7%) of students experiencing homelessness in Jefferson County School District in school year 2014-2015 were **doubled up**. **Less than 1% (0.7%)** of students were experiencing **unsheltered homelessness**.

Youth Unemployment Rate

21.1%   22.5%

12%   12.6%

- ● Jefferson County   ● Kentucky
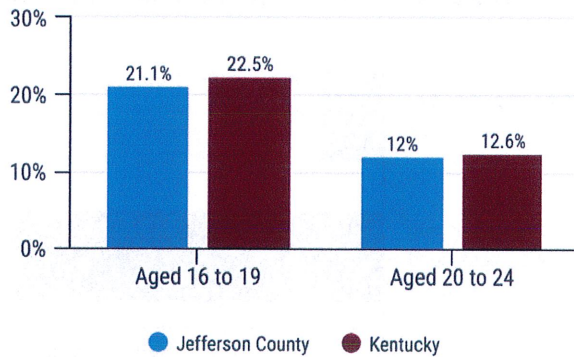
The 2016 unemployment rate for youth aged 16 to 19 in Jefferson County was **21.1%** and **12%** for youth aged 20 to 24. These rates are lower than the average youth unemployment rates in the state of Kentucky (**22.5%** and **12.6%**).

Youth Not Attending School and Not Working

Aged 16 to 19   7%
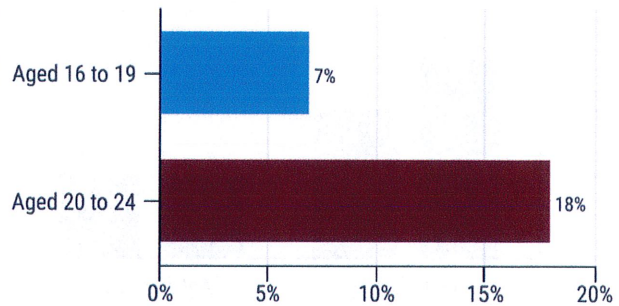
Aged 20 to 24   18%

In 2016, **10,000** youth aged 16 to 24 in Louisville (**14%** of youth in this age group) were not enrolled in school (full- or part-time) and not employed (full- or part-time). This includes **2,000** youth aged 16 to 19 (**7%**) and **8,000** youth aged 20 to 24 (**18%**).

Youth Homelessness Risk Factors Related to Education

Expelled from School

22.7%

Academic Difficulty

28.8%

Bullied by School Peers

37.9%
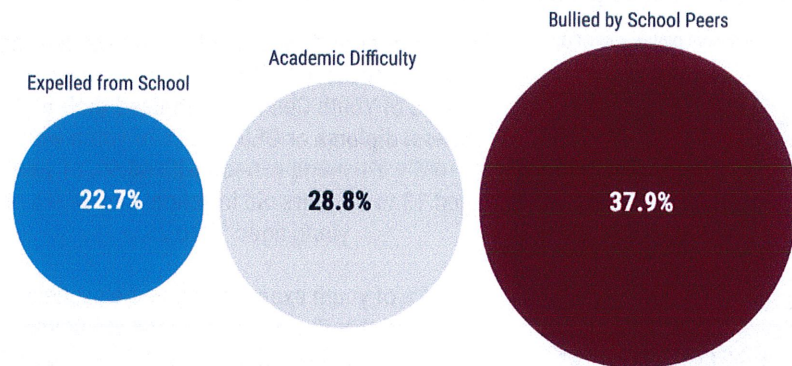
In a 2016 Youth Experience Survey (YES) of youth aged 12 to 25 experiencing homelessness in Louisville, Kentucky and Southern Indiana, youth identified the following educational issues as risk factors for homelessness: **being expelled from school (22.7%)**, **academic difficulty (28.8%)**, and **being bullied by school peers (37.9%)**.

Additionally, **18%** of youth surveyed reported that they had been in special education classes while in school.

Boston, MA:
Education & Employment Profile
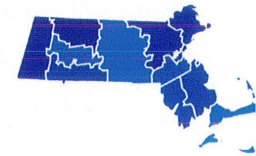
Children and Youth Experiencing Homelessness in Boston School District

5.3 %

94.7 %

● Enrolled Students with Stable Housing
● Enrolled Students Experiencing Homelessness
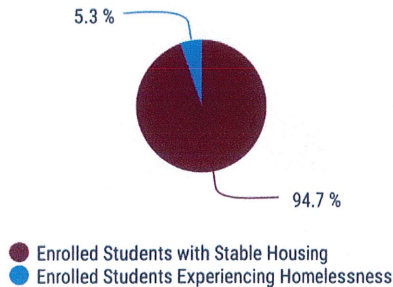
2,855 pre-kindergarten through 12th grade students (**5.3% of enrolled students**) in Boston School District experienced homelessness in school year 2014-2015. **34 of these students (1.1%) were unaccompanied youth.**
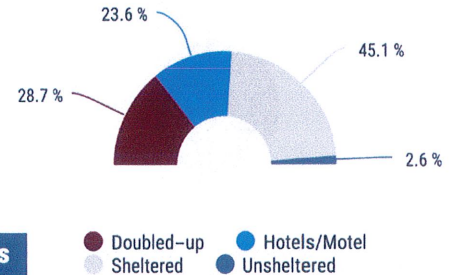
There are **nine Local Education Agencies (LEAs)** in Boston, each with a local homeless education liaison.

23.6 %
45.1 %
28.7 %
2.6 %

● Doubled–up   ● Hotels/Motel
  Sheltered   ● Unsheltered

Nearly one half (**45.1%**) of students experiencing homelessness in Boston School District in school year 2014-2015 were experiencing **sheltered homelessness**. **2.6%** of students were experiencing **unsheltered homelessness**.

Youth Unemployment Rate

- 30%
- 25.9% (Aged 16 to 19)
- 20%
- 19.2% (Aged 16 to 19)
- 10%
- 10.7% / 11.1% (Aged 20 to 24)
- 0%

● Suffolk County   ● Massachusetts

The 2016 unemployment rate for youth aged 16 to 19 in Suffolk County was **25.9%** and **10.7%** for youth aged 20 to 24. Suffolk County's unemployment rate for youth aged 16 to 19 is higher than the state average (**19.2%**) but lower than the state average for youth aged 20 to 24 (**11.1%**).

Youth Not Attending School and Not Working

All Youth Aged 16 to 24: **8%**

Youth Experiencing Homelessness Aged 16 to 24: **47%**

0%   10%   20%   30%   40%   50%
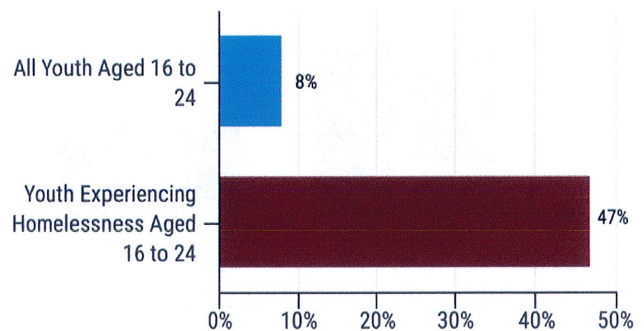
In 2016, **47%** of youth experiencing homelessness age 16 to 24 in Suffolk County were **neither attending school nor employed**. This compares to only **8%** of all Suffolk County youth aged 16 to 24 who are **neither in school nor working.**

Education and Employment Status Among Youth Experiencing Homelessness

Currently Attending School
28.4%

Currently Employed
42.4%

High School Diploma or GED
62.4%
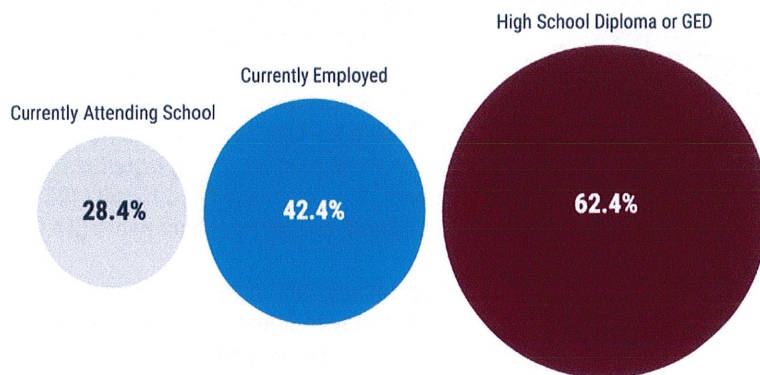
In 2016, **over half (62.4%)** of youth experiencing homelessness in Suffolk County surveyed by Voices of Youth Count had **attained their high school diploma or GED.** **28.4%** of youth were **currently attending school**, with **60.9%** of youth aged 13 to 17 years old in school and **24.9%** of youth aged 18 to 25.

42.4% of youth experiencing homelessness reported that they were **currently employed,** including **60%** of youth aged 13 to 17 and **41.9%** of youth aged 18 to 25.

Northwest Minnesota: Education & Employment Profile

Children and Youth Experiencing Homelessness in Minnesota Public Schools

1.9 %

98.1 %

- ● Enrolled Students with Stable Housing
- ● Enrolled Students Experiencing Homelessness
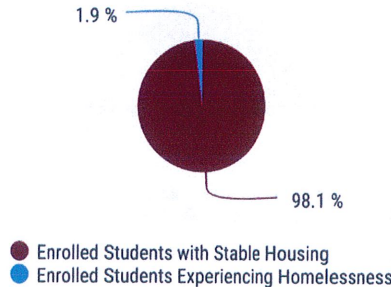
16,477 pre-kindergarten through 12th grade students (**1.9% of enrolled students**) in Minnesota public schools experienced homelessness in school year 2015-2016. **2,226 of these students (13.5%) were unaccompanied youth.**

There are **564 Local Education Agencies (LEAs) in Minnesota**, each with a local homeless education liaison.

57.6%

8.1%

31.9%

2.5%

- ● Doubled–up   ● Hotels/Motel
- ● Sheltered   ● Unsheltered
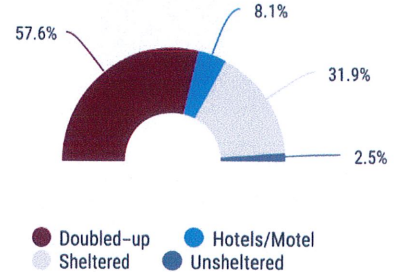
The **majority (57.6%)** of Minnesota students experiencing homelessness in school year 2015-2016 were **doubled up**. **2.5%** of students were experiencing **unsheltered homelessness**.

Employment Among Youth Experiencing Homelessness

Category	%
All Youth	42%
Aged 17 and Under	30%
Aged 18 to 24	45%
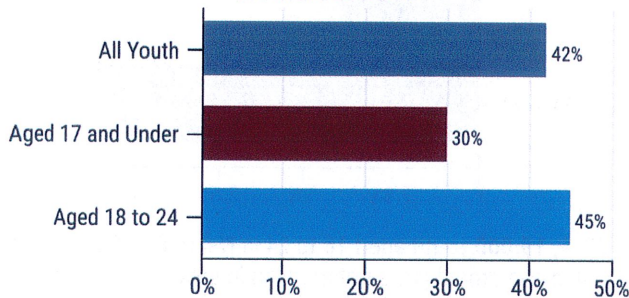
The 2015 Minnesota Homeless Study found that **42%** of youth experiencing homelessness in Minnesota were employed. Youth aged 18 to 24 were more likely to be employed than youth aged 17 and under (**45%** vs. **30%**).

However, only **16%** of youth were employed full time (35 or more hours per week), and **more than half (54%)** of youth earned less than 10 dollars an hour.

Education Among Youth Experiencing Homelessness

Category	%
Youth Aged 18 and Under Enrolled in School	91%
Youth Aged 18 to 24 Enrolled in an Education Program	52%
Youth Aged 19 to 24 Who Completed High School or Received GED	68%
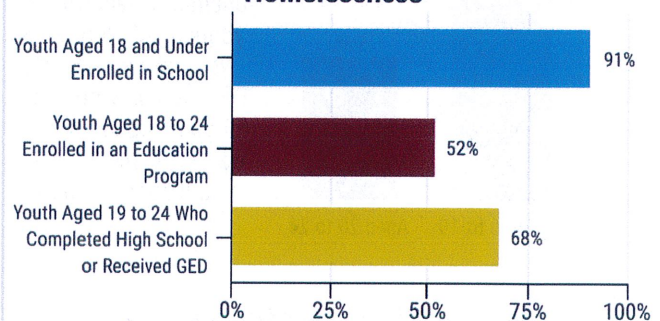
The 2015 Minnesota Homeless Study found that **91%** of youth aged 18 and under experiencing homelessness in Minnesota were **enrolled in school.**

Over half (**52%**) of youth aged 18 to 24 were **enrolled in an education program,** and **68%** of youth aged 19 to 24 had **completed high school or received their GED.**

Barriers to Employment and Education for Youth Experiencing Homelessness

Youth experiencing homelessness in Minnesota identified **transportation (34%)** as one of the primary barriers to obtaining employment, and **failing grades (52%)** as one of the primary barriers to remaining in school.
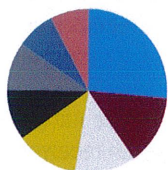
- ● Transportation   ● Personal Reasons
- ● Lack of Housing   ● Lack of Employment Resources
- ● Lack of Child Care   ● Mental Health Issues
- ● Job Experience/History   ● Criminal History

- Expulsion or Suspension
- Housing and Transportation Issues
- Truancy
- Failing Grades
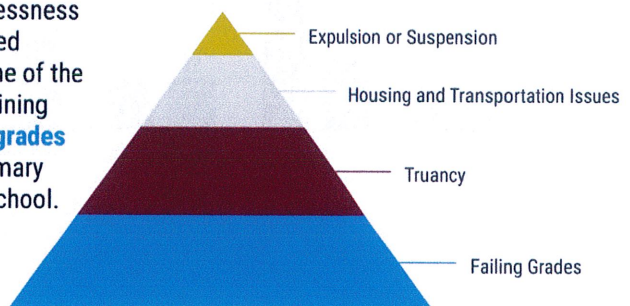
Nebraska Balance of State: Education & Employment Profile
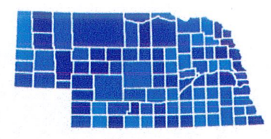
Children and Youth Experiencing Homelessness in Nebraska Public Schools

1.1 %

98.9 %

- ● Enrolled Students with Stable Housing
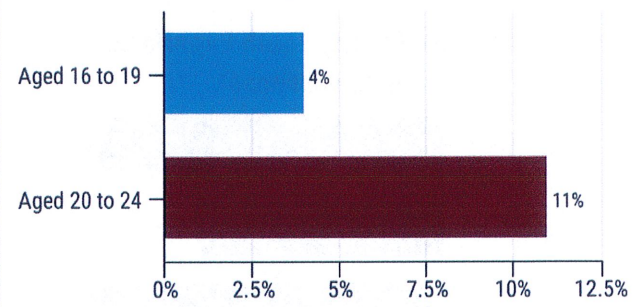- ● Enrolled Students Experiencing Homelessness
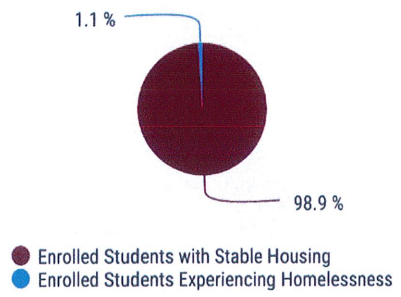
3,422 pre-kindergarten through 12th grade students (**1.1% of enrolled students**) in Nebraska public schools experienced homelessness in school year 2015-2016. **453 of these students (13%) were unaccompanied youth.**
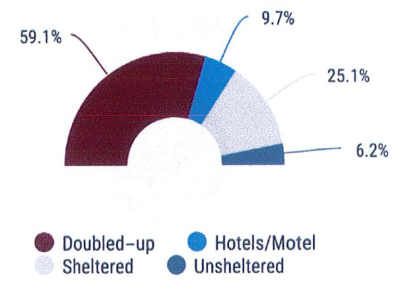
There are **284 Local Education Agencies (LEAs)** in Nebraska, each with a local homeless education liaison.

59.1%   9.7%   25.1%   6.2%

- ● Doubled–up   ● Hotels/Motel
- Sheltered   ● Unsheltered

The **majority (59.1%)** of Nebraska students experiencing homelessness in school year 2015-2016 were **doubled up**. **6.2%** of students were experiencing **unsheltered homelessness**.

Youth Unemployment Rate

8.1%
5.3%
Aged 16 to 19   Aged 20 to 24
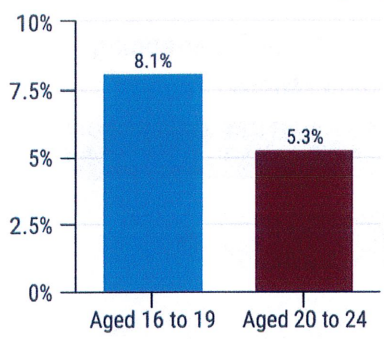
The 2016 unemployment rate for youth aged 16 to 24 in Nebraska was **6.3%**. The unemployment rate for youth aged 16 to 19 was **8.1%** and **5.3%** for youth aged 20 to 24.

High School Four-Year Graduation Rate

The high school four-year graduation rate for Nebraska was **89.3%** in 2016.

Youth Not Attending School and Not Working

Aged 16 to 19   4%
Aged 20 to 24   11%

In 2016, **19,000** youth aged 16 to 24 in Nebraska (**8%** of youth in this age group) were not enrolled in school (full- or part-time) and not employed (full- or part-time). This includes **5,000** youth aged 16 to 19 (**4%**) and **14,000** youth aged 20 to 24 (**11%**).

The percent of youth who are disconnected from both school and work is **higher (9%) for Hispanic and Latino youth**.

Youth Who Have Been Suspended from School

	White	Black	Hispanic or Latino	Native American	Asian or Pacific Islander	Multiple Races
In-School Suspension	3%	7%	5%	10%	1%	4%
Out-of-School Suspension	3%	16%	5%	9%	2%	7%

- ■ In-School Suspension   ■ Out-of-School Suspension
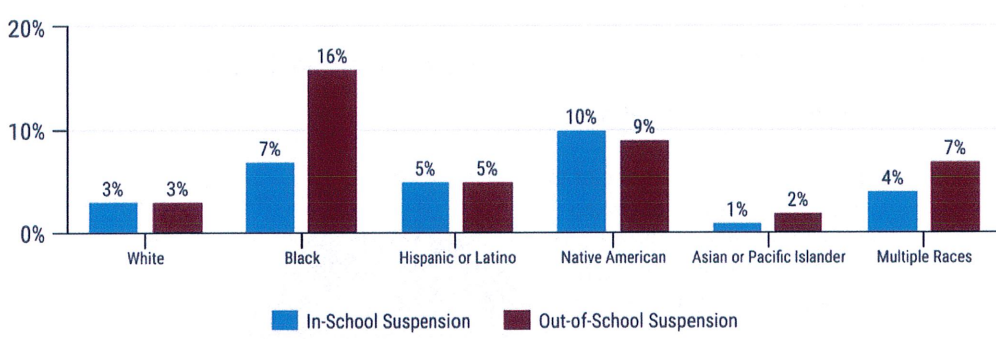
In school year 2013-2014, **5%** of all students in Nebraska public schools received **in-school suspensions** and **4%** received **out-of-school suspensions**.

Native American and Black youth received in-school and out-of-school suspensions at higher rates than their peers.

New Mexico Balance of State: Education & Employment Profile
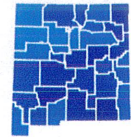
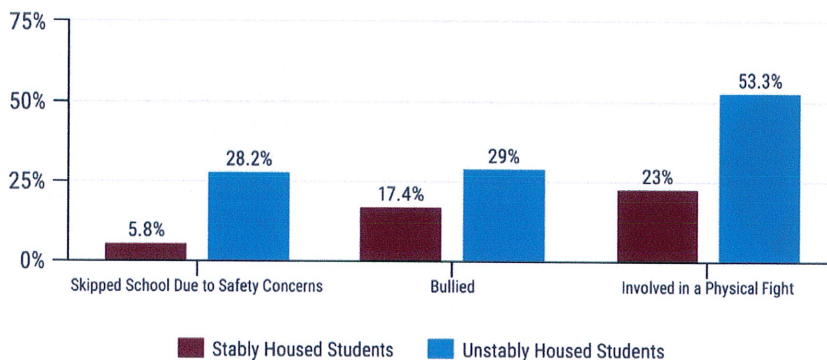## Children and Youth Experiencing Homelessness in New Mexico Public Schools

3.0 %

97.0 %

● Enrolled Students with Stable Housing
● Enrolled Students Experiencing Homelessness
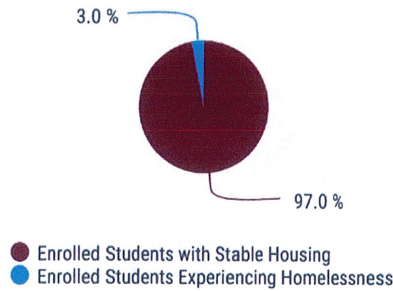
10,071 pre-kindergarten through 12th grade students (**3.0% of enrolled students**) in New Mexico public schools experienced homelessness in school year 2015-2016. **1,098 of these students (11%) were unaccompanied youth.**
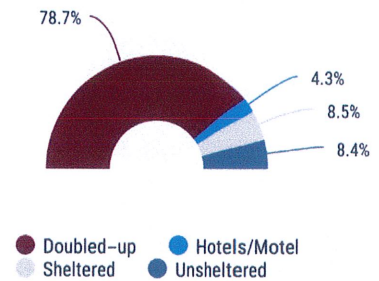
There are **157 Local Education Agencies (LEAs)** in New Mexico, each with a local homeless education liaison.

78.7%

4.3%
8.5%
8.4%

● Doubled–up   ● Hotels/Motel
● Sheltered   ● Unsheltered

Over three-fourths (**78.7%**) of New Mexico students experiencing homelessness in school year 2015-2016 were **doubled up**. **8.4%** of students were experiencing **unsheltered homelessness**.

Youth Unemployment Rate

23.2%

12.9%

Aged 16 to 19   Aged 20 to 24
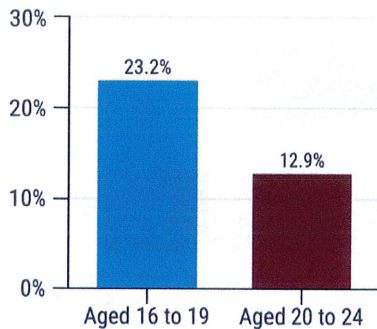
The 2016 unemployment rate for youth aged 16 to 24 in New Mexico was **15.9%.** The unemployment rate for youth aged 16 to 19 was **23.2%** and **12.9%** for youth aged 20 to 24.

Youth Not Attending School and Not Working

Aged 16 to 19   9%
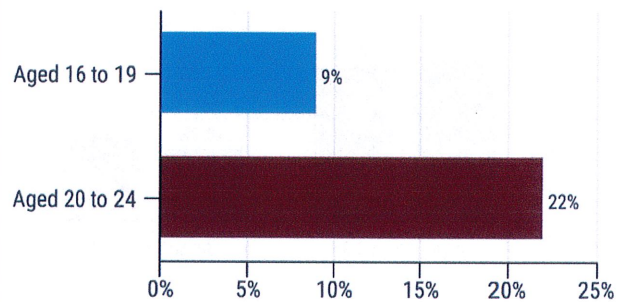
Aged 20 to 24   22%

In 2016, **41,000** youth aged 16 to 24 in New Mexico (**16%** of youth in this age group) were not enrolled in school (full- or part-time) and not employed (full- or part-time).

This includes **11,000** youth aged 16 to 19 (**9%**) and **30,000** youth aged 20 to 24 (**22%**).

High School Four-Year Graduation Rate

The high school four-year graduation rate for New Mexico was **84.6%** in 2016.

School Safety Concerns for Unstably Housed Students

5.8%   28.2%
Skipped School Due to Safety Concerns

17.4%   29%
Bullied

23%   53.3%
Involved in a Physical Fight

● Stably Housed Students   ● Unstably Housed Students

New Mexico students in unstable housing were **almost 5 times** as likely as those in stable housing to report skipping school because of safety concerns either at school, on the way to school, or coming home from school (**28.2%** vs. **5.8%**). Unstably housed students were **almost 1.7 times** as likely to be bullied on school property (**29.0%** vs. **17.4%**), and **2.3 times** as likely to be in a physical fight in the last 12 months (**53.3%** vs. **23.0%**).

# Columbus, OH: Education & Employment Profile

Children and Youth Experiencing Homelessness in Columbus City School District

4.8 %

95.2 %
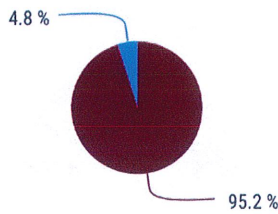
● Enrolled Students with Stable Housing
● Enrolled Students Experiencing Homelessness

2,427 pre-kindergarten through 12th grade students (**4.8% of enrolled students**) in Columbus City School District experienced homelessness in school year 2014-2015. **71 of these students (6.9%)** were unaccompanied youth.
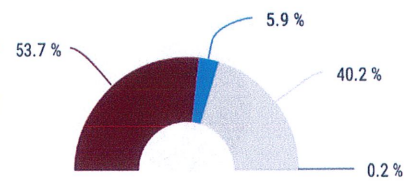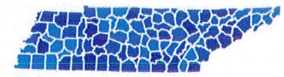
There are **92 Local Education Agencies (LEAs)** in Franklin County, each with a local homeless education liaison.

53.7 %

5.9 %

40.2 %

0.2 %

● Doubled-up   ● Hotels/Motel
● Sheltered   ● Unsheltered

Over half (53.7%) of students experiencing homelessness in Columbus City School District in school year 2014-2015 were **doubled up**. **Less than 1% (0.2%)** of students were experiencing **unsheltered homelessness**.

Youth Unemployment Rate

30%
23.1%   22.2%
20%
10.2%   12.5%
10%
0%
Aged 16 to 19   Aged 20 to 24
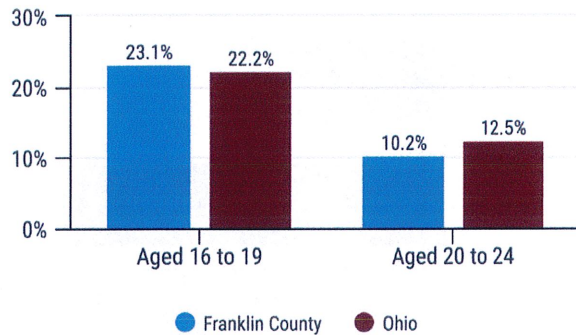
● Franklin County   ● Ohio

The 2016 unemployment rate for youth aged 16 to 19 in Franklin County was **23.1%** and **10.2%** for youth aged 20 to 24. Franklin County's unemployment rate for youth aged 16 to 19 is higher than the state average **(22.2%)**, but lower than the state average for youth aged 20 to 24 **(12.5%)**.

Youth Not Attending School and Not Working

Aged 16 to 19 — 8%

Aged 20 to 24 — 13%

0%   2.5%   5%   7.5%   10%   12.5%   15%
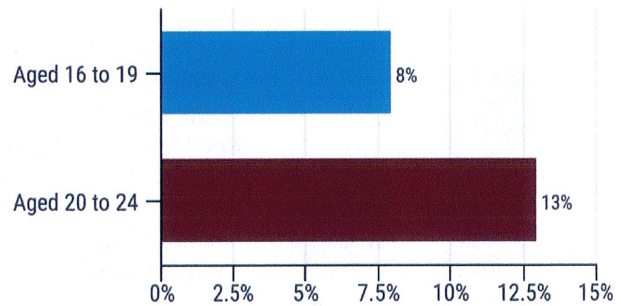
In 2016, **12,000** youth aged 16 to 24 in Columbus (**11%** of youth in this age group) were not enrolled in school (full- or part-time) and not employed (full- or part-time). This includes **3,000** youth aged 16 to 19 **(8%)** and **9,000** youth aged 20 to 24 **(13%)**.

Rates of School Discipline by Race

Asian
6.3

White
16.6

Hispanic or Latino
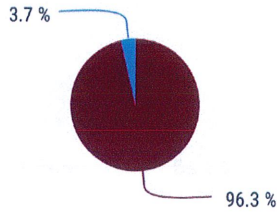24.5

Multiple Races
35.4
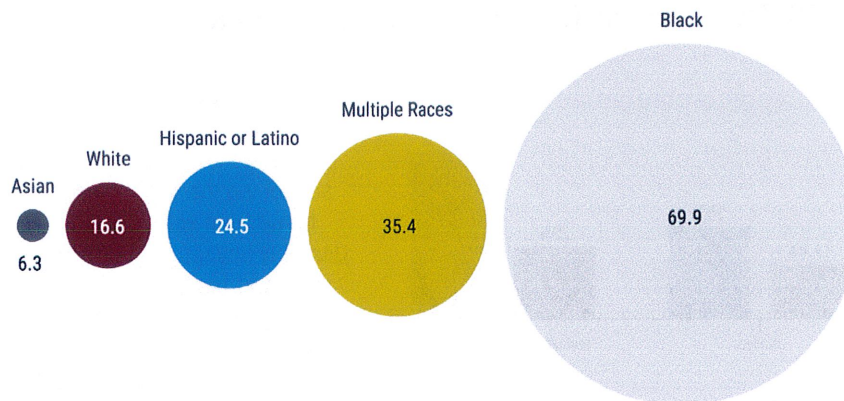
Black
69.9

The rate of discipline incidents in Franklin County during the 2015-16 school year varied greatly by race, from **6.3 out of 1,000** students for Asian youth to **69.9 per 1,000 students for Black youth.**

Nashville, TN: Education & Employment Profile

Children and Youth Experiencing Homelessness in Davidson County School District

3.7 %

96.3 %

- ● Enrolled Students with Stable Housing
- ● Enrolled Students Experiencing Homelessness

3,080 pre-kindergarten through 12th grade students (**3.7% of enrolled students**) in Davidson County School District experienced homelessness in school year 2014-2015. **104 of these students (3.3%)** were unaccompanied youth.
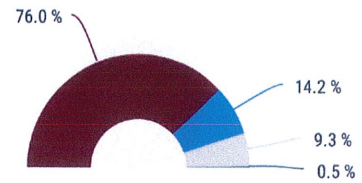
There are **146 Local Education Agencies (LEAs)** in Tennessee, each with a local homeless education liaison.

76.0 %

14.2 %

9.3 %

0.5 %

- ● Doubled-up   ● Hotels/Motel
- ● Sheltered   ● Unsheltered

Over three-fourths (76%) of students experiencing homelessness in Davidson County School District in school year 2014-2015 were **doubled up**. Less than 1% (0.5%) of students were experiencing **unsheltered homelessness**.

Youth Unemployment Rate

25.1% 22.4%

11.2% 13.4%

Aged 16 to 19   Aged 20 to 24

- ● Davidson County   ● Tennessee
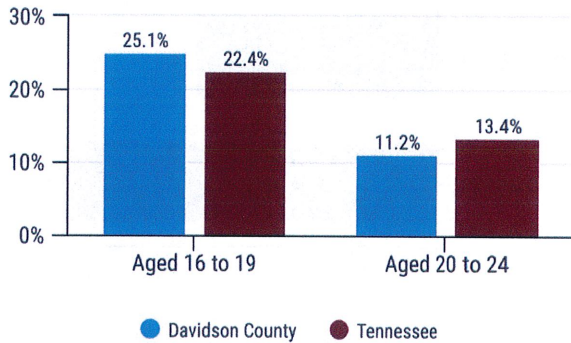
The 2016 unemployment rate for youth aged 16 to 19 in Davidson County was **25.1%** and **11.2%** for youth aged 20 to 24. Davidson County's unemployment rate for youth aged 16 to 19 is higher than the state average (**22.4%**) but lower than the state average for youth aged 20 to 24 (**13.4%**).

Youth Not Attending School and Not Working

Aged 16 to 19   6%
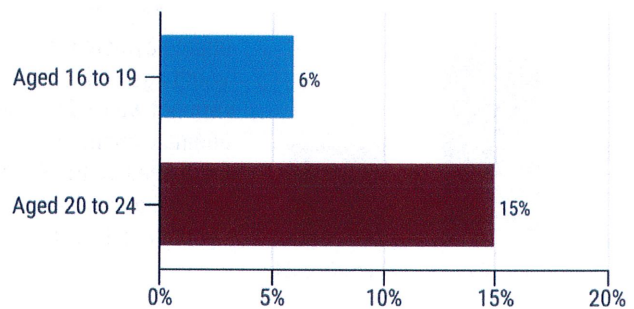
Aged 20 to 24   15%

In 2015, **9,000** youth aged 16 to 24 in Nashville (**11%** of youth in this age group) were not enrolled in school (full- or part-time) and not employed (full- or part-time). This includes **2,000** youth aged 16 to 19 (**6%**) and **7,000** youth aged 20 to 24 (**15%**).

High School Graduation Rates

Black
81.2%

White
81.1%

Hispanic or Latino
74.1%
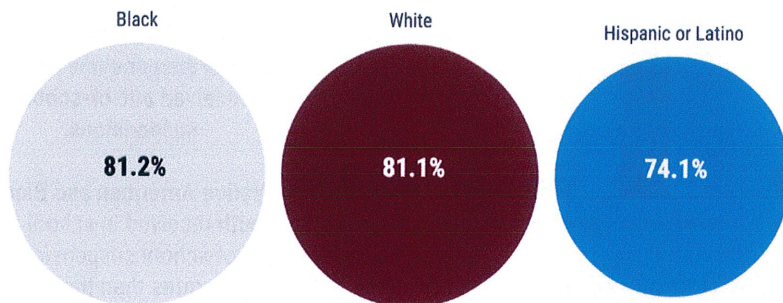
In 2016, the high school graduation rate for Davidson County was **80.8%**. The high school graduation rate was highest for **Black students (81.2%)**, and lowest for **Hispanic or Latino students (74.1%)**.

Vermont Balance of State: Education & Employment Profile

Children and Youth Experiencing Homelessness in Vermont Public Schools

1.3 %

98.7 %

- Enrolled Students with Stable Housing
- Enrolled Students Experiencing Homelessness
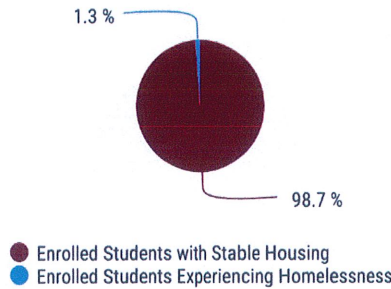
1,098 pre-kindergarten through 12th grade students (**1.3% of enrolled students**) in Vermont public schools experienced homelessness in school year 2015-2016. **65 of these students (6%) were unaccompanied youth.**
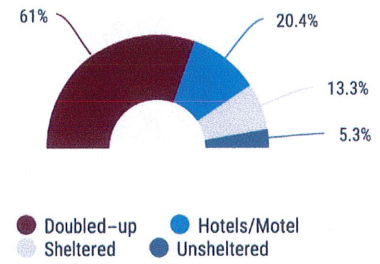
There are **357 Local Education Agencies (LEAs)** in Vermont, each with a local homeless education liaison.

61%   20.4%   13.3%   5.3%

- Doubled-up
- Sheltered
- Hotels/Motel
- Unsheltered

The **majority (61%)** of Vermont students experiencing homelessness in school year 2015-2016 were **doubled up**. **5.3%** of students were experiencing **unsheltered homelessness**.

Youth Unemployment Rate

10.5%   5.5%

15%

10%

5%

0%

Aged 16 to 19   Aged 20 to 24
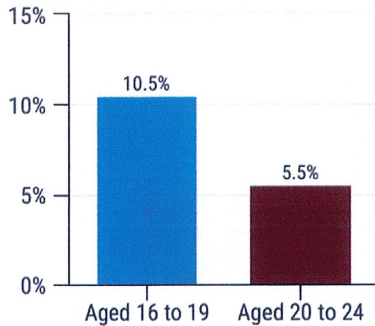
The 2016 unemployment rate for youth aged 16 to 24 in Vermont was **7.2%**. The unemployment rate for youth aged 16 to 19 was **10.5%** and **5.5%** for youth aged 20 to 24.

Youth Not Attending School and Not Working

Aged 16 to 19 — 7%

Aged 20 to 24 — 11%

0%   2.5%   5%   7.5%   10%   12.5%
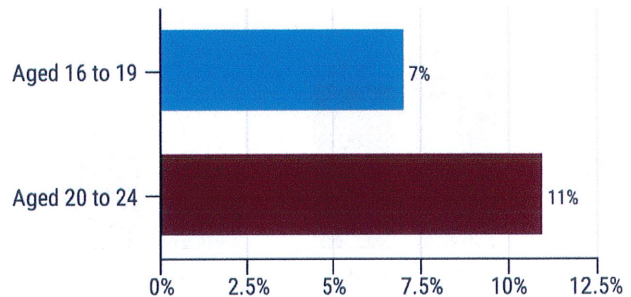
In 2016, **8,000** youth aged 16 to 24 in Vermont (**10% of youth** in this age group) were not enrolled in school (full- or part-time) and not employed (full- or part-time).
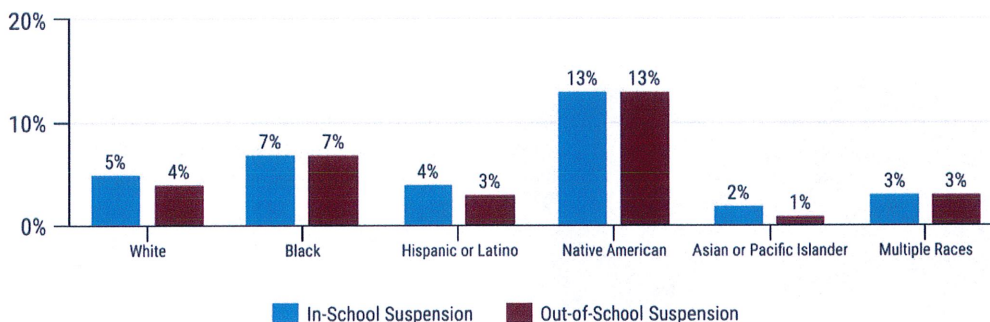
This includes **3,000** youth aged 16 to 19 **(7%)** and **5,000** youth aged 20 to 24 **(11%)**.

High School Four-Year Graduation Rate

The high school four-year graduation rate for Vermont was **91.9%** in 2016.

Youth Who Have Been Suspended from School

20%

10%

0%

White: 5% / 4%
Black: 7% / 7%
Hispanic or Latino: 4% / 3%
Native American: 13% / 13%
Asian or Pacific Islander: 2% / 1%
Multiple Races: 3% / 3%

- In-School Suspension
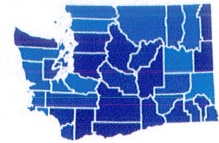- Out-of-School Suspension

In school year 2013-2014, **5%** of all students in Vermont public schools received **in-school suspensions** and **4%** received **out-of-school suspensions**.
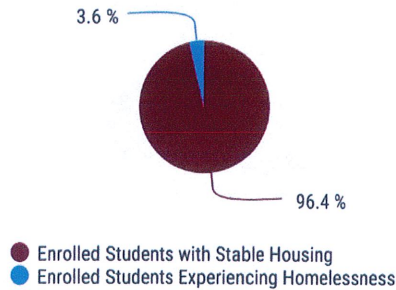
Native American and Black youth received in-school and out-of-school suspensions at higher rates than their peers.

# Washington Balance of State: Education & Employment Profile

Children and Youth Experiencing Homelessness in Washington Public Schools

3.6 %

96.4 %

39,127 pre-kindergarten through 12th grade students (**3.6% of enrolled students**) in Washington public schools experienced homelessness in school year 2015-2016. **3,712 of these students (9.5%) were unaccompanied youth.**

73%

6.2%

15.4%

5.4%

- ● Enrolled Students with Stable Housing
- ● Enrolled Students Experiencing Homelessness

There are **325 Local Education Agencies (LEAs)** in Washington, each with a local homeless education liaison.

- ● Doubled–up ● Hotels/Motel
- ● Sheltered ● Unsheltered
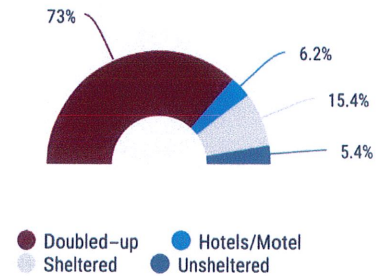
Nearly three-fourths (73%) of Washington students experiencing homelessness in school year 2015-2016 were **doubled up**. **5.4%** of students were experiencing **unsheltered homelessness**.

High School Four-Year Graduation Rates for Students Experiencing Homelessness

77.2%

46.1%
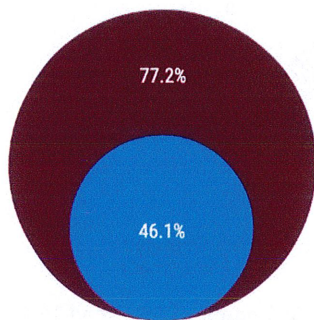
The high school four-year graduation rate for students experiencing homelessness in Washington was **46.1%** in school year 2013-2014, compared to the overall four-year graduation rate of **77.2%**.
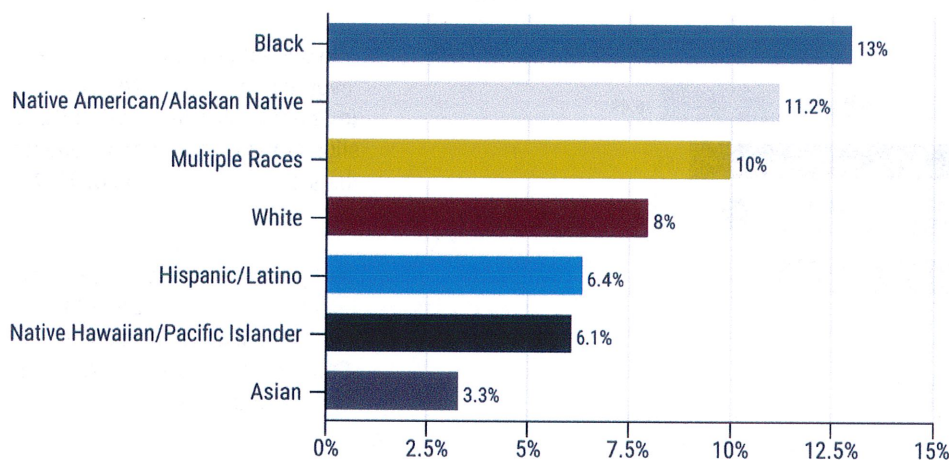
Four-year graduation rates among students experiencing homelessness were lowest for **Native American and Alaskan Native students (30.8%)**, and highest for **Asian students (55.3%)**.

Youth Unemployment Rate

30%

20%

10%

0%

20.5%

9.1%

Aged 16 to 19   Aged 20 to 24
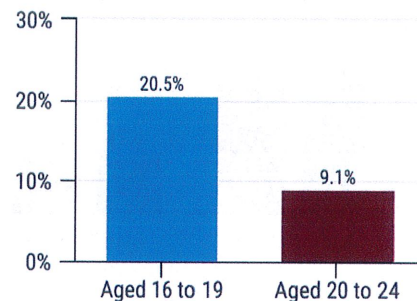
The 2016 unemployment rate for youth aged 16 to 24 in Washington was **12.3%**. The unemployment rate for youth aged 16 to 19 was **20.5%** and **9.1%** for youth aged 20 to 24.

Suspensions and Expulsions Among Students Experiencing Homelessness

| Race	Percentage
Black	13%
Native American/Alaskan Native	11.2%
Multiple Races	10%
White	8%
Hispanic/Latino	6.4%
Native Hawaiian/Pacific Islander	6.1%
Asian	3.3%

0% 2.5% 5% 7.5% 10% 12.5% 15%

In school year 2013-2014, **8.3%** of all students experiencing homelessness in Washington experienced a suspension or expulsion, compared to **4%** for all students in the state.

Black students and **Native American or Alaskan Native students** experiencing homelessness were suspended or expelled at higher rates than their peers, with rates of **13%** and **11.2%** respectively.

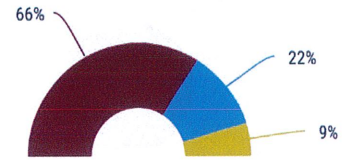# Snohomish County, WA: Education & Employment Profile
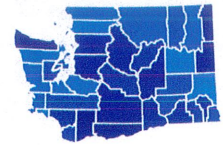
Children and Youth Experiencing Homelessness in Snohomish County School District

1.2 %

98.8 %
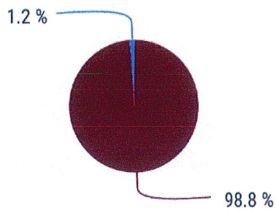
- ● Enrolled Students with Stable Housing
- ● Enrolled Students Experiencing Homelessness

122 pre-kindergarten through 12th grade students **(1.2% of enrolled students)** in Snohomish County School District experienced homelessness in school year 2015-2016. **32 of these students (26%) were unaccompanied youth.**

There are **26 Local Education Agencies (LEAs)** in Snohomish County, each with a local homeless education liaison.

66%

22%

9%

- ● White
- ● Hispanic/Latino
- ● Multiple Races

The majority of students experiencing homelessness in Snohomish County School District in school year 2015-2016 were **White (66%)** and **Hispanic or Latino (22%)**. **Native American and Alaskan Native youth, Asian youth, and Black youth** each made up **less than 1**% of students experiencing homelessness in Snohomish County.
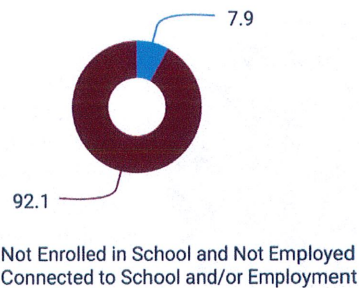
Youth Unemployment Rate
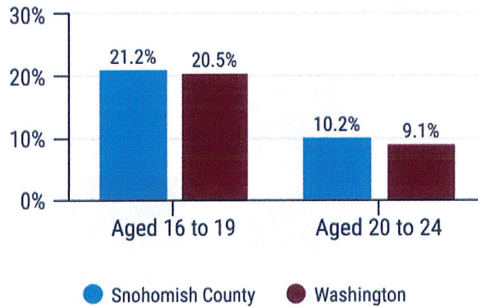
- ● Snohomish County
- ● Washington

The 2016 unemployment rate for youth aged 16 to 19 in Snohomish County was **21.2%** and **10.2%** for youth aged 20 to 24. These rates are slightly higher than the average youth unemployment rates in the state of Washington (**20.5%** and **9.1%**).
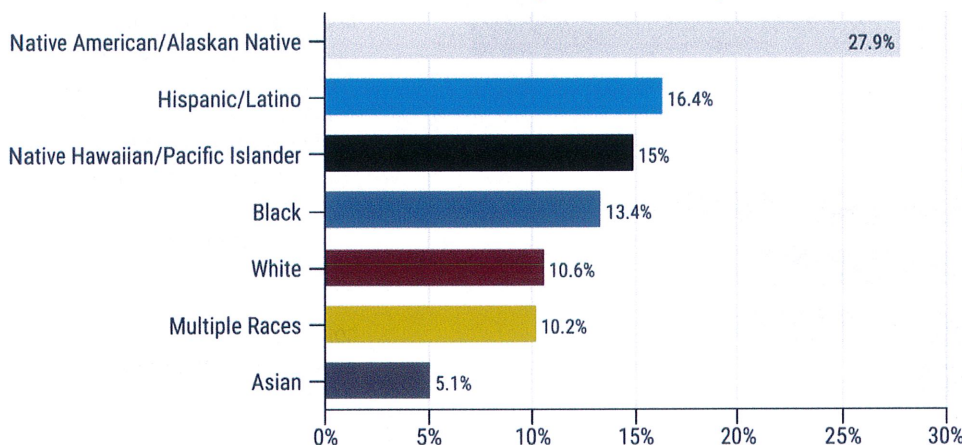
Youth Not Attending School and Not Working

7.9

92.1

- ● Youth Not Enrolled in School and Not Employed
- ● Youth Connected to School and/or Employment

From 2011 to 2015, an estimated **2,959 youth (7.9%)** aged 16 to 19 in Snohomish County were **not enrolled in school and not employed.** This includes youth with and without a high school diploma or equivalent and those that are unemployed or not in the labor force.

High School Drop Out Rates

Group	Rate
Native American/Alaskan Native	27.9%
Hispanic/Latino	16.4%
Native Hawaiian/Pacific Islander	15%
Black	13.4%
White	10.6%
Multiple Races	10.2%
Asian	5.1%

In school year 2014-2015, the overall high school drop out rate in Snohomish County was **11.2%**, slightly lower than the average for the state of Washington of **11.9%**.

Native American or Alaskan Native students and **Hispanic or Latino students** reported the highest drop out rates in Snohomish County, with rates of **27.9%** and **16.4%** respectively.