IMPACTING HOMELESS HIGH SCHOOL STUDENTS: EVIDENCE ON GROWTH AND RESILIENCY

A COMMUNITY PARTNERSHIP WITH
HILLSBOROUGH COUNTY PUBLIC SCHOOLS (HCPS)
AND THE UNIVERSITY OF SOUTH FLORIDA

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- University of South Florida Institute for Translational Research in Adolescent Behavioral Health*

- University of South Florida, College of Public Health

- University of South Florida, College of Behavioral and Community Sciences

- Hillsborough County Public Schools (HCPS)

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AGENDA

- Brief introduction of HCPS

- Rationale of the project

- Who? How? What?

- Results of the study

- Implications

- References

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RATIONALE

- In this evaluation study we looked to identify the students' current level of functioning as a tool to explore program improvements to best meet the needs of the eligible students.

- Further, we wanted to address adolescent concerns about planning for the future, interpersonal skills, school engagement, distress intolerance, community connectedness, school support, physical and emotional health.

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BACKGROUND

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HOMELESS STUDENTS

- Childhood homelessness is a growing social problem
- Juvenile justice system, untreated mental and physical health concerns, substance use, and chronic homelessness
- School is their only constant

School provides the ability to…

- Learn skills to build resiliency and seek opportunity
- Empowerment through community

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HILLSBOROUGH COUNTY PUBLIC SCHOOLS (HCPS)

- HCPS School Social Work supports

- HELP Students in Transition Team is an interdisciplinary collaborative group of school-based professionals who work to support the educational needs of homeless students.
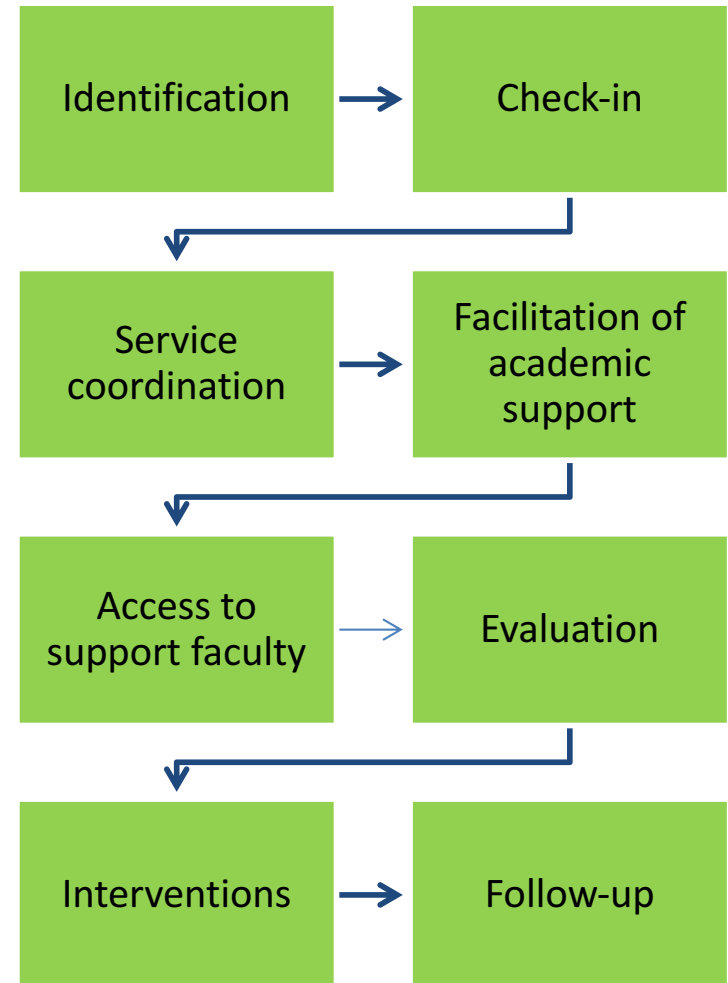
- McKinney-Vento Act

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HCPS HOMELESS STUDENT SUPPORT

School-Based Support

Provided by school social workers, school counselors, and members of the HELP Team

Identification →	Check-in
Service coordination →	Facilitation of academic support
Access to support faculty →	Evaluation
Interventions →	Follow-up

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- Do perceptions about future goals impact the student's ability to plan for life after high school?

- To what extent are community supports impacting the students?

- Are the school-based supports meeting the needs of this special population?

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OBJECTIVES

- Identify the students' current level of functioning as a tool to explore program improvements to best meet the needs of the eligible students

- Address adolescent concerns about planning for the future, interpersonal skills, school engagement, distress intolerance, community connectedness, school support, physical and emotional health

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METHODOLOGY

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QUALITATIVE METHODOLOGY

- Semi-structured, face-to-face interviews
  - 4 students
  - 2 high schools

- Transcribed

- Assessed for themes

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WHO?

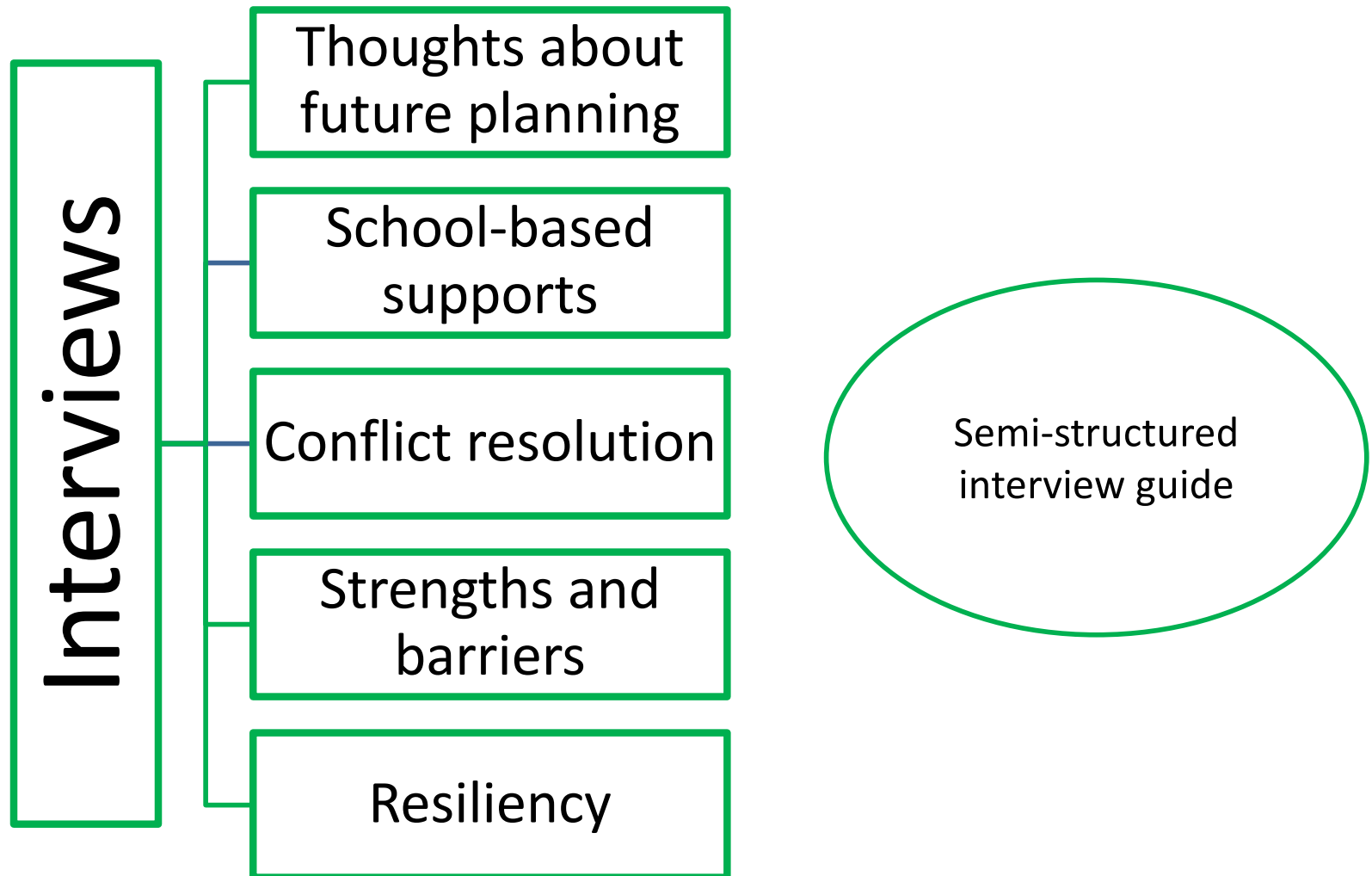| Participant Demographic		Qualitative Interview
Participants, n		4
Age, median (years)		17 (16-18)
Sex, n	Female	2
	Male	2
Residency status, n	Unaccompanied youth	1
	Relative caregiver	2
	Doubled up	1
Future Plans	College/University	2
	Workplace	0
	University & workplace	2

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Identification
- High School students (n=4)
- School Social Worker, HELP Team, HCPS

Interviews
- Four interviews with students identified as homeless under the McKinney-Vento Act
- Face-to-face

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Interviews

- Thoughts about future planning
- School-based supports
- Conflict resolution
- Strengths and barriers
- Resiliency

Semi-structured interview guide

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RESULTS

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Outside Support

Family/Community

Starting Right, Now and other programs

HCPS Support

Check-ins

Need-based supports (SSW)

Student Needs

Adult mentorship

Knowledge about options for University or workplace

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- "I like how teachers give us a list of scholarships to apply for, let us know about college nights, and they walk us through it."

- "I wish we had guest speakers or someone that could inspire me and show me the path to being successful. I would want to be inspired by them."

- "They know when I'm going through something – like emotionally – so I can work by myself if I want."

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Resiliency & Growth

Community connectedness

School-based Supports

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THE ANSWER KEY

- Do perceptions about future goals impact the student's ability to plan for life after high school? *Yes*

- To what extent are community supports impacting the students? *Students engaged with community support programs report feeling better supported and more educated on how to do life after high school*

- Are the school-based supports meeting the needs of this special population? *Yes*

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IMPLICATIONS

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IMPLICATIONS FOR ADOLESCENT BEHAVIORAL HEALTH

- Implications for future research
- Adoptability in the HELP team and school-based interventions
- Increase funding for the facilitation of more staff to support student needs
- Facilitate learning opportunities outside of the classroom
  - Promotes community engagement
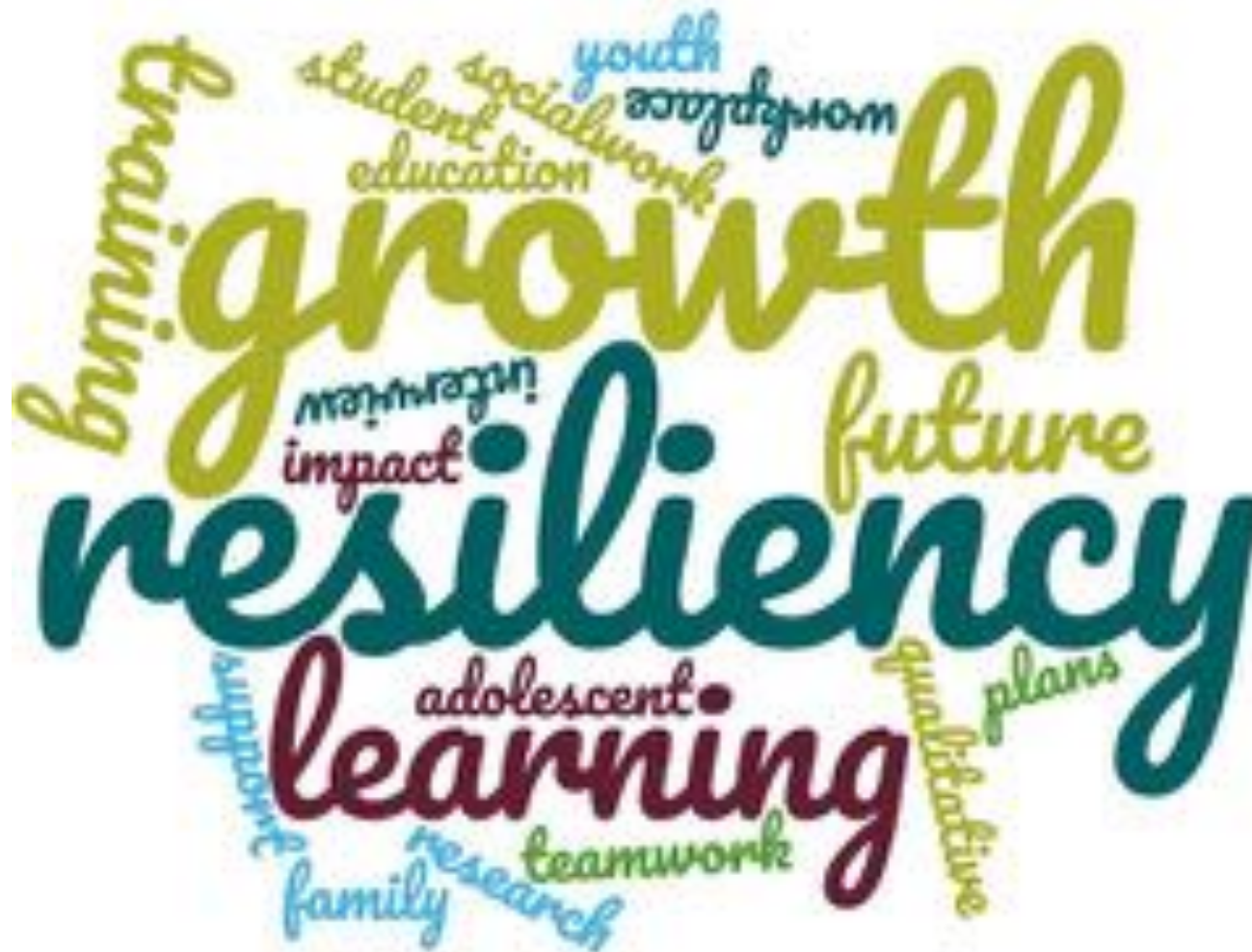 - Builds the self
  - Visualizations of their future

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IMPACT ON ME

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REFERENCES

1. Homelessness. (2015, September 03). Retrieved February 21, 2017, from http://www.air.org/center/national-center-family-homelessness

2. K-12 Education: The McKinney-Vento Act. (n.d.). Retrieved from http://www.naehcy.org/educational-resources/m-v

3. Muller, S. M., Dodd, A., & Fiala, K. A. (2014). Comparing protective factors and resilience among classroom-based teachers and community-based educators. *Education, 134*(4), 548-558. National Center on Family

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QUESTIONS?

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