

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #1; Sunday, October 28, 2018; 10:00 - 11:15 a.m.					
Michelle	Stovall	Madison County Schools	Program Implementation/Best Practices	So you're the new homeless liaison, now what?	This session is for newly appointed homeless liaisons or those with 2 years or less of experience. Have you ever wondered? How am I supposed to keep all of this straight? Well, this session will help you get organized! We will explain how to identify homeless students and families, develop your procedures at the district and school level, collaborate as a team to train school staff and administrators, and coordinate services within your community. As a bonus, we will review referral paperwork, expense tracking, and grant writing. Before you leave this session, you will have a yearly timeline of what to do and when to do it.
Jasmine	Hayes	United States Interagency Council on Homelessness	Unaccompanied Homeless Youth	Federal Strategic Plan to Prevent & End Homelessness: The Role of Education	In 2018, USICH will release a revised Federal Strategic Plan to Prevent and End Homelessness (the Plan), building on what is working and leading to positive outcomes, including the role of education. This session will provide an overview of the Plan and highlight actions informing interagency efforts to address youth homelessness, including: a shared understanding of what an end to homelessness means; performance measures to increase positive outcomes; rapid testing and demonstration projects; regional approaches; and using data to inform decision-making. Dialogue will include the role of schools and opportunities to strengthen education outcomes as part of a coordinated community response to youth homelessness.
Clay	Scott	Helena Public Schools	Academic Achievement	JUST LISTEN! Montana's Homeless Students Tell Their Stories	Emmy-award winning journalist Clay Scott brings his expertise to Helena School District Homeless and Neglected and Delinquent Youth. Over the course of a three week block, the program is designed to teach students the art of interviewing. Through the process of interviewing each other in their fine arts class, they not only acquire the techniques of audio recording and editing, but, more importantly, they learn the art of listening, of being empathetic, and of establishing trust.
Adriana	Partida Gonzalez	Washoe County School District	Academic Achievement	Learning Doesn't End at 3:00 pm. The Success of After-School Programs	In Washoe County School District, homeless students underperform academically in large numbers. But not in Bresson. This is the after-school program created to support all families with an emphasis on our homeless students, specially those living in the family shelter. Bresson provides support with homework, reading, basic math skills, behavior and SEL. Our after-school program has been in place for the last two school years but success did not take long to be noticed. Our data compares students who continue to be enrolled in the program as well as students who stopped receiving services because of parent preference. We account for extra support (MTSS or IEP), attendance, and school enrollment. Last year 100% of students who attended Bresson increased classroom grades and test scores in one or more subjects.
Tiffany	Mitchell	Project Hope Alliance	Academic Achievement	Academic Achievement at the Forefront of Ending Generational Homelessness	Education is one area in which the negative long-term effects of chronic stressors and adverse experiences, such as homelessness, can be observed. Closing the achievement gaps cannot be addressed solely by the educational system; it takes community efforts and innovative approaches to addressing the holistic needs of homeless children and youth. In this workshop you will learn about one agency's collaborative approach to bridging the achievement gap homelessness generates through interventions designed to create access to supplemental learning opportunities and promote social emotional development.

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Dr. Jamie	Rife	Purposity	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	The Help You Need is Just a Notification Away: Building Community Support	Looking for ways to build community support? Frustrated by how much time it takes you to track down essential items for your students? Find out how one former homeless liaison helped solve this issue through technology for her district. Now being used throughout the United States, the nonprofit platform she helped develop is saving thousands of staff hours while rallying communities and building awareness on the issue of child and youth homelessness. Come learn about the outcomes and how you can quickly and efficiently build your own network of community support in just a few clicks.
Katie	Jennings	United States Interagency Council on Homelessness	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Innovation to End Youth Homelessness: Models for collaboration with schools	There has been an unprecedented increase in collaboration among federal agencies and between government and locally-driven efforts to end youth homelessness. This session will highlight significant efforts underway and how schools are playing a key role, including an overview of Minnesota's new Homework Starts with Home initiative (an emerging opportunity to use real-time data to connect students experiencing homelessness and their families with appropriate resources) and Austin's pilot of multidisciplinary team case reviews for a sub-set of youth identified by local liaisons. Dialogue will include opportunities for session participants to identify how they might use similar approaches to innovation in their communities.
Jimiyu	Evans	Project Community Connections, Inc.	Program Implementation/Best Practices	TANF Aligns with Rapid Rehousing to Provide Housing for Homeless Families	This session will focus on a public and private partnership that combines TANF (Temporary Aide for Needy Families) and private (Philanthropic) funds to expand the Rapid Rehousing capacity and increase housing interventions within a continuum of care system. As the needs continue to increase for our homeless children and youth, communities must look deeper at existing resources to better align the services within the homeless service system. This initiative focuses on families involved with the child welfare system or TANF eligible families experiencing homelessness who are also HUD defined homeless. Key stakeholders of this program initiative is your child welfare system and State Human Services department who administers entitlement programs such as TANF (DHS State Office), the continuum of care (PfH), rapid rehousing (PCCI), workforce (Atlanta WorkSource), and child care providers.
Tate	Toedman	Kansas State Department of Education	Program Implementation/Best Practices	Planning for the Inevitable: Leadership Transition, State & District Levels	What happens when the beloved State Coordinator or District Liaison wins the lottery, takes a new job, gets promoted, falls into an abyss, disappears, or otherwise becomes unavailable? Systemically designed, highly effective programs are structured to withstand leadership change. Key documents, mentoring opportunities, and access to professional development ensure that services to students and families remain strong when inevitable leadership change occurs. Join this session for fun and energetic interaction regarding implementation realities!
Kathleen	Hoehne	Michigan Department of Education	Child Welfare/Foster Youth	Comparison of Michigan and Minnesota Implementation of ESSA, Foster Youth	The Foster Care state point-of-contact from the Michigan and Minnesota Departments of Education will share how each state has implemented ESSA requirements for students experiencing foster care. Each state point-of-contact will discuss the challenges and successes of their respective cross agency work with state Department of Human Service/Child Welfare to implement ESSA. Presenters will provide expamples of procedure documents, best practice guides and involvement of collaborative partnerships.
Mary T.	Schmitz	Elk River Area Schools	Social / Emotional	Mindfulness: A Tool To Take Anywhere	Mindfulness, intentionally bringing awareness to the current moment, has been receiving a lot of attention as of late. Mary T. Schmitz, LICSW, & Mindful Education Specialist for ISD 728 will help educators understand what Mindfulness is and why it makes sense to practice Mindfulness at school. By considering current neuroscience research as well as what we know about how children learn along with noticing what often interrupts that process, namely emotion dysregulation and lack of focus, Schmitz will share how Mindfulness may be an anecdote. Additionally, Mary T. will create fun, safe space for educators to learn some Mindfulness Practices for self-care.

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Concurrent Session #2; Sunday, October 28, 2018; 2:00 - 3:15 p.m.					
Jan	Moore	NCHE	Program Implementation/Best Practices	Determining McKinney-Vento Eligibility: Who qualifies?	In this session, National Center for Homeless Education (NCHE) staff will walk participants through the McKinney-Vento definition of homeless and assist them in gaining a better understanding of the living arrangements that generate the most questions and confusion. Presenters will provide general guidelines for determining eligibility and will invite participants to apply the knowledge they've gained to specific scenarios.
Amy	Louttit	National Network for Youth	Child Welfare/Foster Youth	Human Trafficking and Youth Homelessness	An estimated 4.2 million young people (ages 13-25) experience homelessness annually, including 700,000 unaccompanied youth ages 13 to 17. Many of those young people will become victims of sex or labor trafficking; research suggest a range from 19% to 40%. Although the varying populations and methods of these studies do not allow for a definitive number, this means, using the lower end estimates, that about 800,000 of the youth and young adults who experience homelessness in a year may also be victims of sex or labor trafficking in cities, suburbs, rural communities, and American Indian Reservations across the country. Some youth experiencing homelessness are even more vulnerable to trafficking than these incredibly high numbers suggest. Join NN4Y to learn about these populations, what some of the common themes and pathways to trafficking are, and discuss recommendations to advocates and policymakers.
Amanda	Ragnauth	Institute for Children, Poverty, and Homelessness	Social / Emotional	Mental Health and Trauma Among Homeless Teens	This session will explore disparities in mental health outcomes between homeless high school students and their housed classmates. Homeless high schoolers are struggling to not only find a place to sleep, but to meet their mental, emotional, and physical health needs as they pursue educational goals necessary to break the cycle of poverty and homelessness. This session will explore data from NYC, Connecticut, Delaware, Illinois, Massachusetts, Maryland, New Mexico, and North Carolina's homeless high school students. Presenters will show mental health and access to care data from the survey, and participants will discuss practical solutions for schools and communities. Trauma-informed and restorative practices will be discussed.
Cheryl	Pooler	Baylor University Diana R. Garland School of Social Work	Unaccompanied Homeless Youth	Historical Lessons Learned with Homeless Youth: Moving Forward	This presentation will explore the care and treatment of homeless youth in the Progressive and McKinney-Vento Eras as homelessness amongst youth has been a major issue during these periods in history. Social Workers and helping professionals have been intimately involved in providing care and treatment, yet the numbers of homeless youth continue to soar. Federal attention and funding have increased in recent years with an initiative called Opening Doors- Ending Youth Homelessness by 2020 (USICH, 2010). This initiative combined with the efforts of the Grand Challenge to End Homelessness (AASW,2015) demonstrate the urgency of this issue. To fully address the problem of youth homelessness and its impact on society it will be necessary to examine the history associated with this issue so that we are informed and prepared to equip students with tools required to end youth homelessness.
Anthony	Carrasco	University of California, Berkeley	Academic Achievement	Understanding Everyday Racial Hostility and Homeless Youth of Color	Despite the near-constant growth of homelessness among youth of families, almost three-quarters of which are Youth and Families of Color, scholars have seldom analyzed the unique experiences of Homeless Students of Color. Drawing on original qualitative data from 11 in-depth interviews with Black and Latina/o homeless students, this session investigates the scholastic struggles of Homeless Students of Color. This session will discuss the way everyday racial hostility operates in the academic lives of Homeless Children of Color and how educators and service providers can contribute to safer and more welcoming educational environments.
Andrea	Carpena	California State University, Long Beach School of Social Work	College, Career, and Higher Education	Responding to the needs of homeless students: A university case study	While many have known that college students experience homelessness, it has not been until recently that colleges and universities have made strides in responding to their needs. Incrementally, college and university communities are becoming aware of and developing programs to meet the needs of students who experience homelessness. As programs begin to grow, it is important to take note of promising practices and explore their impact on students. Extracting quantitative and qualitative data from the second and third phases of a California State University (CSU) system-wide study, this presentation will report on the findings of student need, available services and evaluation of support programs for homeless students at one Southern California campus.

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Kelly-Jo	Shebeck	Title I HOPE, Clark County School District	Program Implementation/Best Practices	Customizing Professional Development: Promoting Awareness and Sensitivity	Customized professional development designed for a specific school's population will have a greater impact on staff members when it directly relates to the students they see in their school. A lasting impression can be made on school staff, rendering them more aware of specific vulnerabilities and empowering them to be more sensitive to situations that their students experience every day. This session will provide participants with a menu of topics that schools can choose from to meet the needs of current staff: Homeless Program Overview, Awareness and Sensitivity, Understanding the Student Perspective and the Parent Point of View.
Sandy	Hamrick	Cleveland County Schools	Program Implementation/Best Practices	A Rural County's Comprehensive Overview for the McKinney-Vento Program	Come join a District Liaison, School Social Worker and State Coordinator for a comprehensive overview of practical ways to implement the McKinney-Vento Program in your locale. Walk away with multiple tools in-hand that will guide you through the following: 1) identification and enrollment including a student residency questionnaire, needs assessment, notification of eligibility and dispute resolution, 2) connecting youth, children and families to community resources including transportation, and 3) the importance of ongoing quarterly assessment and data collection for your program including an annual needs assessment.
Michael	Santos	National Law Center on Homelessness & Poverty	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Ensuring Housing & Educational Stability for DV Survivors & their Children	Homeless families face numerous challenges while trying to survive and improve their circumstances. Various federal laws, including the Violence Against Women Act and the McKinney Vento Act, can assist with issues related to housing stability for survivors of domestic violence, access to education for their children, and the rights of unaccompanied youth. This session will provide an overview of such laws, including information about current limitations and highlight progressive state laws.
Betsy	Fordyce	Rocky Mountain Children's Law Center (project Foster Power)	Child Welfare/Foster Youth	Empowering Youth: Cultivating Change through Foster-Youth Led Organizing	This session focuses on youth organizing as a model for policy change.Foster Youth in Action;(FYA) is a national grassroots network of foster youth-led groups, like Colorado' s Project Foster Power (PFP), who are working to improve the child welfare system;through advocacy and organizing.This session will look at youth organizing as an;effective model for engaging a broad base of marginalized youth. Based on the overlap between youth in foster care and those who are homeless, and believe that building more grassroots initiatives to support advocacy, among these groups, is central to creating positive system change.
Terrance	Stone	Young Visionaries Youth Leadership Academy	Program Implementation/Best Practices	Gang Related Homeless Youth: The Hood is Home	Gang Related Homeless Youth: The Hood is Home is gang bang 101 at its finest dealing with the heart and mind of youth in gangs or at risk of joining. Gang Related Homeless Youth: The Hood is Home will look at piece by piece the concept of Prevention, Intervention and Suppression and take you one step further. The presentation will also look at, The Stone Theory on Gang Relationships, Memberships and Exit Strategies and dealing with it in 5 steps. Fascination, Infatuation, Dedication, Separation and last but certainly not least the Exit Strategy with this presentation you will understand your role as a youth worker and destructive life style deterrence for the youth and community you serve.
Mary	Rule	Chilchibeto Community School	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Homelessness of the Native American Youth	Mr. Julian Begay (dean of students) and I (principal) of Chilchibeto Community School located on the Navajo Nation will give information about the need for housing and how the school is working to ensure that Navajo students are safe and engaged in school. The school provides after school activities, clothing, transportation to medical appointments and emergency housing to the homeless. The staff at the school works as a team to provide the help students are in need of as well as partnering other organizations. Over 50% of our students live with grandparents on a very limited income, the need is great on Navajo.

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Concurrent Session #3; Sunday, October 28, 2018; 3:45 - 5:00 p.m.					
Lindsey	Kahney	National Runaway Safeline	Unaccompanied Homeless Youth	Intervention and Prevention Services for Runaway, Homeless & At-Risk Youth	Every year between 1.6 and 2.8 million youth run away or are expelled from their home. The issue of runaway, homeless, and at-risk youth impacts every community and school in the country. This presentation will explore methods to reach at-risk youth and equip them with supportive services like the National Runaway Safeline's (NRS) hotline, online, and prevention resources. Participants will also be introduced to NRS Let's Talk: Runaway Prevention Curriculum (RPC), a free, evidence-based 14 module curriculum for youth. Let's Talk intends to build life skills, increase knowledge about runaway and homeless resources, educate about alternatives to running, and encourage youth to access and seek help from trusted community member.
Shahera	Hyatt	California Homeless Youth Project	Academic Achievement	Student Homelessness & the School-to-Prison Pipeline: Impacts & Alternatives	This workshop will focus on the impact of the School to Prison Pipeline (STPP) on youth experiencing homelessness and housing insecurity. The history of the STPP will be evaluated, as well as current policies that serve to further marginalize young people who have already experienced a great deal of loss, trauma and inequity. Attendees will learn about and explore alternatives to police interventions, and get a chance to imagine their own policy solutions through an interactive activity.
Margo	Medeiros	Washoe County School District Transportation	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	"FINDING TRANSPORTATION"	Tapping all your resources to provide transportation for the homeless students in your area, whether it be a yellow school bus or some other means. Do you know all your resources that you can use to transport your students to and from school? Do you know your School Transportation Director? Do you know a School Bus Driver? Who is your Liason to the School Transportation Department? Do you know anyone in School Transportation? Do you know what a Router is? Do you know what In Lieu Of is? There are so many ways to get your students on a yellow school bus, you just have to have the right dialog with the right people.
Vicki	Hodges	Illinois State Board of Education	Program Implementation/Best Practices	McKinney-Vento 101: Making Positive Impacts for the Future	This session will provide participants an indepth overview of the McKinney-Vento Homeless Education Act. Topics of focus will be: identification, eligibility, immediate enrollment, school stability, transportation, preschool, and unaccompanied youth. Children and youth experiencing homelessness have high rates of exposure to traumatic events. Participants will also explore effects of trauma on homeless children and youth's academic achievement.
Cristina	Keller	Project H.E.R.O. (Homeless Education Renewing Opportunities) with Magnolia School District	Social / Emotional	Strengthening homeless youth through a comprehensive school based approach	The Magnolia School Distict (MSD) services students preschool through sixth grade with a homeless student population of 30% of enrolled students in western portion of the City of Anaheim. Stabilizing families to allow children to attend regularly requires close coordination with community programs serving homeless families. In 2009, MSD established Project H.E.R.O. (Homeless Education Renewing Opportunities) to renew opportunities often lost to children experiencing homelessness. Project HERO ensures homeless children will have all educational rights and protections established under the McKinney-Vento Homeless Assistance Act (MVHAA). Project HERO is based on a partnership between schools, the community, and our families on a strengths-based model of success. The primary goals are to ensure student school enrollment, academic success and retention as described in MVHAA. Project HERO further aims to ensure children in homeless situations are identified, preschool-aged homeless children attend preschool, parents of MV students are informed of educational and related opportunities to participate in their children's education and lastly, support the needs of MV students through case management, clinical and non-clinical support services and increased collaborative efforts. By the end of the sessions participants learn how to conduct a comprehensive assessment and develop a strength based service plan utilizing student, teacher and caregiver information. Participants will also learn various evidenced based interventions and strategies to implement with students for increasing social emotional competence.Participants will learn a multilevel service delivery model to meet the complex and challenging needs of homeless youth.

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Concurrent Session #3; Sunday, October 28, 2018; 3:45 - 5:00 p.m.					
Helen	McAlinden	The Connection	Child Welfare/Foster Youth	A headstart on housing stability: HomeWorks	In this session agencies and communities can learn how collaborations between early childhood programs and homeless services providers work as an early intervention method. Learn how the Connection created a program which identifies homeless children not enrolled in early childhood programs. A navigator identifies and makes referrals to both housing and early learning program. Having daycare set up immediately for families struggling with housing issues is the key to providing leeway for families to get jobs and break the cycle of homelessness.
Kristen	Hoffa	Berks County Intermediate Unit - Educational Stability for Foster Care Youth/Education for Children and Youth Experiencing Homelessness	Child Welfare/Foster Youth	The Road from Foster Care to Homeless: Turning the Tide Toward Success	Students exiting foster care can experience extreme difficulty as they transition into adulthood. Faced with the same challenges, which path would you choose? This interactive session will walk participants step by step through the challenges faced by youth as they deal with coming of age in the foster care system. Session participants will simulate being thrust into adulthood, faced with homelessness, food insecurity, and navigating the transition to higher education. This session will also provide real examples of how several Pennsylvania communities are coming together to support a successful transition into adulthood.
James	Curb	Coeur d'Alene School District	Early Learning	Brain Game: Hands on brain building and the impact of trauma and stress	Participants will learn basic neural development and the physiological impact of trauma on the brain. Each team will be given the building blocks of a brain depending on a roll of the dice. Teams will build a brain and journal the experiences that lead to a well developed high functioning brain or one that falls under pressure. A tactile representation of a brain and the strategy individuals employ to cope with the stresses of life.
Desiree	Monize	Avenue of Life	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Impact Wednesday: Overcoming Barriers to Homeless Students' Success	Wyandotte County is one of the poorest counties in Kansas. When Impact Wednesday was launched in August 2015, there were an estimated 1,400 homeless students and younger children within the Kansas City, Kansas school district. Impact Wednesday is a one-stop resource for homeless families referred by the school district's McKinney-Vento liaison. The focus is on the child: We work to ensure the child attends school, advances to the next grade, graduates high school, pursues post-secondary education, and goes on to be a contributing member of society. The Impact Wednesday model allows for a single day's effort to be substantially multiplied through the collaboration of an array of service providers engaged in targeted wrap-around care in a single space.
Kelly-Jo	Shebeck	Title I HOPE, Clark County School District	Program Implementation/Best Practices	Organizing a McKinney-Vento Program: Monitoring Compliance at School Sites	From a program perspective, working with schools can often be a challenge to implement McKinney-Vento best practices. In this session, tips and tricks will be shared on how the Clark County School District's McKinney-Vento Program monitors all 358 schools with 4 staff members; two for elementary schools and two for secondary schools. Presenters will discuss what has been successful and what hurdles still lie ahead when implementing a training and monitoring component for schools.
Kristine	Nelson	Orange Unified School District	Program Implementation/Best Practices	A Child-Focused Partnership with Family Shelters and Educational Agencies	Our team seeks to share our experiences in developing a direct and meaningful relationship between Skyview Elementary/ACCESS and Orange Unified School District;with Mercy House's Family CareCenter Program. This collaboration provides homeless families with easier accessibility to emergency shelter. It also provides an easier route for families to access the best educational setting for their children. Here in the city of Orange, homeless families have two educational options: Orange Unified School District and Skyview/ACCESS through Orange County Department of Education. Come and learn about each program and how, with the Family CareCenter at the core, we are able to provide individualized educational services based on the the best interest of the family.

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Concurrent Session #3; Sunday, October 28, 2018; 3:45 - 5:00 p.m.					
Yvette	Visconte	Human Options	Program Implementation/Best Practices	A Collaborative assisting DV Families Obtain Safe & Permanent Housing	<p>The session will consist of a half hour power point presentation, a half hour panel discussion between the four partner agencies, and fifteen minutes for open question and answer opportunity for participants.</p> <p>Participants will learn about the intersection of domestic violence and homelessness. An overview of domestic violence and homelessness in families, including statistics will be provided.</p> <p>Participants will learn about innovative collaborative approaches to address domestic violence and homelessness. An overview of the partners and their roles will be discussed.</p> <p>Grant outcomes of the collaborative will be shared with participants including but not limited to statistics on where clients have moved i.e. in an independent apartment in Orange County, an independent apartment out of state or with a safe friend/family member, how many obtained employment services and employment, and how many were able to increase their financial literacy. In addition to sharing grant outcomes, participants will hear about successes, challenges, and lessons learned.</p> <p>The session will provide an opportunity for other agencies to consider the benefits of partnering with experts in different vital topic areas to ensure well rounded and supportive services to assist clients reach and maintain self-sufficiency as shared in the story. We recognize that one agency cannot be an expert in all areas, therefore, collaborating with partners in a formal manner ensures they can have their needs met onsite while eliminating the barrier of having to commute to different sites for different services. Additionally, we would like to describe the importance of flexible funding. In order for parents to have the ability to be self-sufficient, child care and transportation must be available. With flexible funding, we were able to provide child care and transportation to clients to get them started, then transition the funds to housing once they are stabilized in that area.</p>

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Concurrent Session #4; Monday, October 29, 2018; 10:00 - 11:15 a.m.					
David	Holbrook	TransACT Communications	Child Welfare/Foster Youth	Changes to Requirements for Students in Foster Care under ESSA	The reauthorization of ESEA by ESSA resulted in some significant changes for requirements related to students in foster care in both the McKinney-Vento Act and Title I of the ESEA/ESSA. In this session participants will learn about those changes, will review of related guidance, and understand the relationships between the laws affecting students in foster care. Available resources, and where to find them, from the U.S. Department of Education will be discussed.
Dr. Lorry	Leigh Belhumer	Western Youth Services	Program Implementation/Best Practices	Understanding ACEs: A Model for Preventing Homelessness	We have a collective choice: we can actively develop skills and accommodations that enable everyone to contribute to the community, or we can continue our societal pattern of rejecting people when they have normal adaptive responses to childhood adversity. By lowering Adverse Childhood Experiences (ACEs) we can prevent homelessness. Join ACE Interface* Master Trainers from Western Youth Services to learn about ACEs and their relationship to homeless children and youth. The ACE Study confirms, with scientific evidence, that adversity early in life increases physical, mental and behavioral problems later in life.
Sherrye	Teague	John Colemon Elementary	Program Implementation/Best Practices	Chronic Absenteeism - Make a Difference Now!	Chronic Absenteeism is a powerful early warning predictor of student success and the effects almost always place students at significant academic risk.; Homeless children and youth are at a greater risk of chronic absenteeism when compared to their peers.; We will be sharing the strategies and interventions that we implemented at John Colemon Elementary School in Smyrna, TN that reduced our chronic absenteeism rate by 38%. We will share school-wide programs and;individual strategies that have been successful.
Dareen	Khatib	Orange County Department of Education	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Addressing Food Insecurity through Partnerships	Children and youth in homeless situations are more likely to experience food insecurity, which has a great impact on their diet quality and quality of life.; They often experience distress, anxiety, and persistent hunger from inadequate food access.; Young people experiencing homelessness are at risk of food insecurity due to both, high nutritional needs for physical and cognitive development, as well as a reliance on others for food or living independently at an early age without adequate life skills. During this session, attendees will gain an overview of child food insecurity and identify opportunities and programs that exist for at-risk children and their families to get free, nutritious food in their communities. Attendees will also learn how schools in Orange County are partnering with Second Harvest Food Bank of Orange County to offer programs that nourish children and families in need.
Danielle	Munoz	Sacramento State	College, Career, and Higher Education	When Basic Needs aren't so Basic	In March 2017 the Wisconsin Hope Lab and the Association of Community College Trustees published the results of their basic needs survey of over 33,000 students at 70 community colleges in 24 states. It indicated that up to two in three students are food insecure and about half are housing insecure, with 13-14% being homeless (Goldrick-Rab, Richardson, Hernandez, 2017). While this is not a representative sample, it helps offer an educated ballpark incidence of basic needs crises on our campuses. The study suggests that basic needs insecurity is consistent between geographic regions and over 30% of students facing food or housing insecurity both work and receive financial aid. In January 2018 a CSU system-wide basic needs research study was released. This is the largest, and most comprehensive, CSU
Nikki	Dutra	Children In Transition/Washoe County School District	Early Learning	Bridging the Gap Between K-12 and Early Childhood Through Program Collabora	This session will focus on how two Washoe County School District programs have been working together to ensure all students have equal access to Early Childhood Services. Through this collaboration we have been successful in removing barriers for students 0-5 who are experiencing homelessness.

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Concurrent Session #4; Monday, October 29, 2018; 10:00 - 11:15 a.m.					
Lucy	Vezzuto, PhD	Orange County Dept. of Education	Social / Emotional	Fostering Emotional Regulation and Stress-Coping Skills in Homeless Youth	Youth who are homeless may have challenges managing their emotions. Fostering youth's social and emotional development, especially emotion regulation, can empower youth to become self-aware and take control of how they respond to their stressors. Learn about homeless youth's vulnerability to emotional distress and ways to create a learning environment that responds to their unique needs. Learn the signs and symptoms of youth distress, impacts of stress on behavior, learning, and relationships, and guidelines for teaching effective stress-coping skills.
Valerie	Ashton-Thomas	MD State of Department of Education	Unaccompanied Homeless Youth	What Really Works! Collaboration to Support Vulnerable Student Populations.	<p>Collaboration is essential to ensure student success. Vulnerable student populations need special attention. Knowledge and awareness of the needs and risks factors of UHY is vital. UHY vary in the multiple ways they became homeless. As a result, UHY face challenges with trying to focus on their education because they are concerned with survival which includes the basics food, shelter, and hygiene. Without resources and some level of support, UHY are at risk for negative outcomes that will impact their interest and desire to attend post-secondary education and life later. Ideally, all students should have a career plan upon high school graduation. A student's career plan may include employment, military, vocational training programs, two or four-year college programs. Nevertheless, partnerships at the state and local level is key.</p> <p>In Maryland, state and local leaders have created strategic partnerships on many levels to support students. These partnerships have led to the creation of a unique initiative inclusive of all students. This initiative has shown to eliminate barriers to UHY interested in pursuing post-secondary education.</p> <p>In 2014, Maryland joined the American College Application Campaign (ACAC) a national effort that primarily focuses on low-income and first generation students. With the increase number of unaccompanied homeless youth, Maryland expanded their focus of the college campaign to support this population in pursuing higher education. This session will focus on the purpose of the campaign, how the campaign supports unaccompanied homeless youths, and the collaborative statewide efforts to bridge support services on college campuses to improve graduation and retention.; Concrete strategies and best practices for implementation will be shared in an interactive session.</p>
Heidi	Von Dohlen	Western Carolina University	Program Implementation/Best Practices	Educating aspiring school administrators to build socially just schools	With regard to meeting the needs of students who live in poverty or have experienced homelessness or other trauma, why do some school administrators get it; while others don't? Presenters will discuss findings from a collaboration between Western Carolina University (WCU) and the SERVE Center at UNCG designed to promote a greater understanding of poverty and homelessness among aspiring school administrators. Attendees will gain perspective to help administrators build bridges among liaisons and student services personnel through a discussion of the structure, implementation, and findings of this pilot project.
Dana	Pentoney	Washington County Public Schools	Child Welfare/Foster Youth	When Schools and Child Welfare work together, Children Win!	Washington County Public Schools and Washington County Department of Social Services have overcome a previously adversarial relationship and in the past 8-10 years have developed a highly functional and productive way of interacting that provides direct benefit to homeless children, families, and foster care youth. In this session, the WCDCSS Assistant Director for Adult, Child, and Family Services, the WCPS Student Services Supervisor and the WCPS Homeless Coordinator will discuss how, through direct and frequent communication, barriers were identified and overcome, systems were put in place to ensure prompt enrollment, and services for our mutually served population directly impacted by trauma were established. With the implementation of ESSA, the framework and protocols for interaction have been enhanced. Specific MOU's, meeting templates, enrollment documentation, and professional development plans that have been developed collaboratively will be shared.

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #4; Monday, October 29, 2018; 10:00 - 11:15 a.m.					
Carolyn	Cobb	Iowa Department of Education	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Overcoming Challenges in Serving Small Town and Rural Homeless Students	This session directly relates to children and youth in homeless situations primarily because the McKinney-Vento law includes ALL public school students who may be faced with or are facing homelessness, not just students conveniently planning their homelessness to be near larger cities where there are far more public and private resources available. The objective of the session, Overcoming Challenges in Serving Small Town and Rural Homeless Students will provide creative ways LEAs, SEAs, and other State agencies have joined together to collaboratively help our vulnerable homeless students. The necessity to reach out to other agencies is greater than ever, with budget cuts, dwindling small town populations, and limited resources available. The presenters will explain ways they have collaborated in order to maximize the potential for breaking apart barriers for homeless students in obtaining their rightful education. Participants will be given an opportunity to share ways they have worked through barriers in providing services to homeless students and families in small towns and rural areas.
Katie	Volk	Center for Social Innovation	Program Implementation/Best Practices	Creating a Neurodevelopmental Ecological Screening Tool for Children	Homeless children are seldom screened for developmental delays, and when they are, the tools used are rarely ecological. Most are normed on middle-class, white children, do not account for ecological factors that influence development, and are difficult to administer and interpret by non-clinicians. NEST addresses this gap. It is an online, easy-to-implement, psychometrically-validated tool normed on a sample of children ages 3-5 who experienced homelessness. Come learn how we constructed NEST, what our data have told us so far, and how you can use it to work with families and children.

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #5; Monday, October 29, 2018; 1:30 - 2:45 p.m.					
Kristin	Myers	Colorado Department of Education	Child Welfare/Foster Youth	You Gotta Keep 'Em Separated: Navigating Foster Care ESSA Provisions	This session will be a brief version of the Preconference session on the foster care provisions in ESSA. This session will provide attendees: (1) an overview of Colorado's history in building capacity and intentional partnerships to support children and youth in foster care, (2) participants will be able to identify how the ESSA provisions for foster care and students experiencing homelessness are similar and different (e.g. funding sources, navigating partnerships with child welfare agency partners, etc.) and (3) provide attendees with lessons learned and examples of creating statewide capacity in schools and child welfare agencies.
Beth	Hinshaw	Caldwell County Schools, South Caldwell High School	Academic Achievement	Increase Graduation Rate: Data driven Case-management for Homeless Youth	This session will share how to establish a Case-Management Team and implement a Program to identify and monitor homeless students at-risk of failure, while including the student in a solution-focused decision making process to achieve academic success. Students are encouraged and empowered to become invested in their own education and participate in developing an academic success plan. At-risk students may also be identified as incoming freshmen based on historical academic/attendance data in addition to other extraordinary or external factors that create barriers to school success. Another key component; creating a positive climate change within the school environment for staff working with these students will also be explored.
Nicole	Steward	Milpitas Unified School District	Social / Emotional	Radical Resilience: Self-Care for Changemakers	This session will explore WHY we come to this work and HOW we can sustain ourselves as changemakers for youth. The term Vicarious Trauma is very real and needs to be addressed through deep, courageous self-care.; This session will dive into the topic of trauma/vicarious trauma, how it impacts our health and well-being (personally & professionally), what we can do about it and how we can maintain our wellness as we serve vulnerable youth. Participants will learn basic neuro-biology of stress & trauma; Participants will learn what Vicarious Trauma is and how it impacts our health & wellness; Participants will gain tools and practices of deep, courageous self-care. This session will provide practical self-care tools for practitioners to use as they meet the needs of vulnerable populations in a very challenging, resource-poor environment. Participants will leave feeling validated and inspired.
Michelle	Swisher	Spotsylvania County Schools	Program Implementation/Best Practices	What's in Your Toolbox?	This presentation will offer participants the opportunity to hear how one community is able to support their homeless students with no financial obligation of the school system. Participants will evaluate their own community resources and develop a plan to implement ideas to their school system to assist their students who are homeless.
Julie	Dill	Camdenton R-III School District	Program Implementation/Best Practices	Breaking Down the Barriers of Attendance for McKinney Vento Students	The Camdenton R-III School District borders a large portion of the 1,150 miles of shoreline on the Lake of the Ozarks. The six communities in the Camdenton School District that surround the lake are very dependant on the recreation/service/tourism industry that is tied to an approximate 9 month employment season, causing many of our families to double up in order to survive 12 months on a 9 month salary. This rural district has a 12% McKinney Vento population and must think outside the box in order to meet the diverse needs of their students. This session will outline many strategies that one rural Missouri school district has implemented to reach all McKinney Vento students to ensure stable school attendance which begins their pathway to school success. Many of these strategies are low cost or no cost. The district has developed many partnerships that can be replicated in your communities. We work daily with a fierce focus on our McKinney Vento students to ensure stable support as they work to create their pathway to success as an adult.

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #5; Monday, October 29, 2018; 1:30 - 2:45 p.m.					
E. Nichole	Murray	University of Georgia	Program Implementation/Best Practices	Now you see me, Now you don't: Invisibility in schools	The exact number of homeless students are difficult to calculate due to many students not being identified in schools. But once they are identified, some school officials continue to perpetuate invisibility by failing to address the educational needs of students. As a result, students who qualify for services under the McKinney-Vento Act and other supportive services may not receive the help they need to succeed in schools. Taken from a qualitative study, the session will discuss why some students who are homeless fail to disclose their housing status, why some school practices continue to render homeless students as invisible and give suggestions on how school officials can reduce invisibility and increase identification of students.
Heather	Melchor	Abilene ISD	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Different Strokes for the Same Folks	The McKinney Vento Social Worker and Homeless Liaison serve over 1400 homeless students, including more than 350 unaccompanied youth, in Abilene, TX, without draining McKinney-Vento funds. Hear how they used their different skills to create a one-stop-shop for clothes, shoes, school supplies and hygiene items for homeless students, and provide case management for the unaccompanied youth. They will also discuss best practices in creating community awareness and collaboration to create new programs to include access to equipment for washing clothes and safe housing for unaccompanied youth
Jennifer	Drake	National Center on Parent, Family & Community Engagement	Early Learning	Children & Families Experiencing Homelessness: Head Start & Child Care	Head Start, Early Head Start, and CCDF-funded child care programs are guided by federal regulations to identify and prioritize children and families experiencing homelessness. In this session participants will learn about: applying the McKinney-Vento definition of homelessness to eligibility and enrollment activities; using strengths-based attitudes and relationship-building practices to engage parents in sensitive conversations about living circumstances; and working with community partners to identify and connect children and families with early childhood and comprehensive services. New online resources will also be introduced.
Richard	Sprott	California State University, East Bay	Unaccompanied Homeless Youth	Providers' Experience of Barriers to Services for LGBTQ Youth	The session reports on a grounded theory analysis of providers of services that attempt to reach LGBTQ homeless youth and emerging adults. These include homeless shelters, LGBTQ community centers, and GSA organizations/clubs at schools, in the San Francisco Bay Area. Five areas are identified: issues of trust/safety, value of self-determination for youth, concerns of exploitation of youth, issues of support and connection, and empowerment of youth. Results indicate a parallel process wherein the issues faced by LGBTQ homeless youth are also issues facing providers of care and services.
Andrew	Britt	Taylor County School District	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Getting Bus Drivers On Board!	In this session, we address the role of the school system's transportation department in the timely identification of homeless children and youth. We will examine how to train, equip and encourage bus drivers to identify and report homeless children and youth and youth who might be unaccompanied. Participants will leave with a complete set of resources to conduct Title IX stakeholder trainings for the transportation department in public and private schools and a unique campaign entitled "Look for the Invisible!"
Rashida M.	Crutchfield	California State University, Long Beach	College, Career, and Higher Education	Hidden in higher education: Student food and housing insecurity	experience food and housing insecurity is vital for student success. This presentation will provide quantitative and qualitative data from the California State University's system wide study conducted to understand the experiences, strengths, and barriers for students facing these issues. The participant population represented California students at rural, urban, and suburban four-year institutions. Themes of this session will explore prevalence of the population, associated indicators related to academic success, physical and mental health, and how students persist despite confounding struggles to meet basic needs during matriculation. Information will also include supportive people, programs and services and barriers students identified on their campuses.
Pam	Kies-Lowe	Michigan Dept. of Education, Office of Education Services	Program Implementation/Best Practices	Next Level Liaison Credentialing: Building Capacity, Credibility & Respect	Seeking other Homeless Education Leaders to join us in future development! Be brave! Be bold! Be curious! At previous NAEHCY Conferences, this team shared MI's developing program to increase the credibility of the liaison role through online professional development, as well as the collaborative framework to allow any state to develop a Liaison Credentialing Program aligned to the new ESSA regulations and its own indicators of success. Nearly half of the states are now using this model! THIS YEAR, IN 2018, we invite you to come hear from a panel of State Coordinators who are successfully using this model to train liaisons and school staff. Learn how you can get involved and build the capacity, credibility and respect for those in this critically important role. LEAD ON!

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #6; Monday, October 29, 2018; 3:15 - 4:30 p.m.					
Amy	Louttit	National Network for Youth	Unaccompanied Homeless Youth	Unaccompanied Homeless Youth 101	educational careers without a parent or guardian to turn to legally or for support. There are resources for housing and supportive services available to this demographic, but sometimes it is difficult to know what might be appropriate. Join NN4Y for a look at what programs exist currently, how to access them, where they fit into a community's response to UHY, and how DC policymakers may be impacting them. Participants of this session will receive a hard copy of NN4Y's Proposed System, as well as a resource guide with brief descriptions of the programs to be discussed and fact sheets about current legislative efforts.
Kristin	Myers	Colorado Department of Education	Child Welfare/Foster Youth	Navigating ESSA and IDEA for Students in Foster Care	This session will be dedicated to creating awareness and providing examples;of how to navigate the foster care provisions in the Every Student Succeeds Act and the Individuals with Disabilities Education Act. Relevant laws related to students in foster care who also have been identified as having a disability will be explored. Participants will learn how to navigate these laws in relation to school of origin and best interest determinations while ensuring students are being provided a free and appropriate public education (FAPE). Examples of guidance from Colorado and Massachusetts will be provided.
Jacinda	Goodwin	National Center for Homeless Education	Program Implementation/Best Practices	Understanding Dropout Prevention: Strategies to support homeless students	Dropping out of school is often a process of disengagement that happens over time. The complexity of this process points to the need for systemic solutions that address root causes, making changes in the way we "do" school. Over a million children/youth in the U.S. have been identified as homeless, a traumatic circumstance that can place them at greater risk of low achievement and eventually dropping out. These students present their own specific challenges that schools must be aware of and address in order for our children and youth to be educationally stable, successful and prepared for college, career or civic life
Alyson	Collier	Sacramento County Office of Education	Unaccompanied Homeless Youth	Mentoring with Purpose	Learn how to develop and implement an effective data driven mentoring program with community partners for unaccompanied homeless youth. This session will illustrate a model successfully implemented for unaccompanied youth and foster youth in Sacramento County. Key elements will include supporting academic success, life skills development, and effective transition planning. It will demonstrate a free online nationally recognized tool for assessment and evaluation as well as other online resources. Discussion will include a variety of implementation strategies.
Lisa	Phillips	SERVE Center UNCG / NC Dept. of Public Inst.	College, Career, and Higher Education	High School To Higher Ed: Supporting Students Through Coordinated Services	This session will focus on the transition from high school to college and the challenges homeless students face; along with identifying the supports needed to be successful in college. One presenter will discuss how they worked with their University to bring awareness to their campus regarding students who are experiencing homelessness, including those at-risk of becoming homeless, and how she worked with University officials to review policies on campus that were barriers for students and advocated for changes/amendments to policies. Presenters will address what the University and the State Coordinator in NC are doing to support students experiencing homelessness to stay in school, have a safe place to live during their college career, and graduate with a degree.
Deepali	Jani	Indiana Department of Education	Program Implementation/Best Practices	Developing Policies & Procedures - LEA - District Plan Guidance	District Plan - Providing Homeless Awareness trainings to school district staff and communities can be an overwhelming task for local liaisons. An immersive and experiential approach to such training can positively influence the attitudes of school staff and community members, lead to improved identification and support of students living in transition, and even re-energize liaisons who provide frequent trainings. Trauma -The mental health community is currently flooded with information on trauma and becoming trauma informed. This presentation will help you to shift your thinking from a "what is wrong with this person" to "what happened to this person." And identify some interventions that you may find helpful in your daily practice with children and families who have significant trauma backgrounds.

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #6; Monday, October 29, 2018; 3:15 - 4:30 p.m.					
Carie	Bires	Ounce of Prevention Fund	Early Learning	Policies and Partnerships for Increasing Access to Child Care	This session will share successful strategies from several states for increasing access to child care for families experiencing homelessness. Presenters will share information on the federal child care program, specific policies that can increase access to child care for this population, and examples of how highlighted policies have been used in states to ensure children experiencing homelessness access safe, stable, and high-quality care. Finally, presenters will share strategies and facilitate discussion about how liaisons, early childhood providers, advocates, and other stakeholders can advance policies in their states and communities that improve access to child care for children experiencing homelessness.
Kim	Wilson	Project H.O.M.E. "Mickey's House."	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Project H.O.M.E. (Helping Others Mirror Excellence) "Mickey's House."	Project H.O.M.E. Mickey's House opened its doors in August 2017 for displaced boys 17 years and older who are too old to live in a family shelter and are also at-risk of living in an adult shelter. Mickey's House provides a safe, welcoming home with live-in house parents, continued educational support that leads to high school graduation, and potentially breaks the cycle of homelessness in students' lives. This session will take you through the steps on how to obtain funding, acquire community involvement, and create partnerships and collaboration that potentially lead to a mortgage free house for displaced students. Project H.O.M.E was inspired by an organization called, "Joe's Place," Maplewood, MO. Learn how we did it!
Karen	Leal	Centralia School District	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	The Neighborhood Resource Center (NRC): is a safe, friendly, and caring place	CSD established the Neighborhood Resource Center (NRC) to meet the needs of students and their families. Other priorities include parent engagement by hosting a number of parent involvement events sponsored by the NRC such as an annual clothing and toy give away, resource community fairs, parenting forums, classes, and workshops. These priorities are directly aligned with the School District's Local Control Accountability Plan to engage parents, staff, and community to promote stellar educational opportunities for all students within an inspirational environment. Services are provided to walk-in clients and those referred by the school and/or the community and are available to families in the school attendance area and adjacent areas. For the 2016-2017 school year, a total of 2,516 services were provided. The NRC manages significant community partnerships making it possible to offer a variety of services at school sites by a number of agencies. The NRC is innovative in the sense that it is inclusive. The NRC is accessible to the public intentionally to serve the community at large. The NRC has an open door policy in which any student or community member in need of services and resource information is welcomed. This includes serving students attending neighboring local school districts, non-school aged children, college students, caregivers, single and elder adults. The NRC is an exemplary program. Evidence of sustainability include stable funding, flexibility, internal/external support, and
Kaitlin	Greer	Institute for Children, Poverty, and Homelessness	Academic Achievement	Achieving Academic Success for Homeless English Language Learners	In New York City, 1 in every 6 ELL students is homeless. Yet too often, programs treat students in temporary housing and ELLs as distinct groups, putting students at risk of falling through the cracks. In this session, participants will discuss best practices to connect homeless ELLs with early supports to help them achieve academically on pace with their peers. This session will highlight the academic needs of homeless ELL students in elementary school, including disparities between Spanish speakers and those who speak other languages.
Kyle	Kemp	Washoe County School District	Program Implementation/Best Practices	Using Data to Drive your Program to Improve Homeless Students' Outcomes	Limited resources and diverse needs of homeless students demand informed decisions regarding how to best use resources and services. Using a districtwide comprehensive data tracking and use system, Children In Transition staff can track student progress and link progress with resources and services provided. The Washoe County School District (WCSD) Infinite Campus Student Information System and Data Warehouse will be demonstrated, providing examples of how data are used in determining the impact of services such as transportation, tutoring or family support services. Collaboration across departments and programs using consistent data supports interdisciplinary approaches to supporting homeless students through counseling, family services, academic instruction and community outreach. In addition, WCSD is relying more heavily on student voice as a rich source of qualitative data to improve services and district initiatives.
Desiree	Monize	Avenue of Life	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Identifying and Recruiting Community Partners to Serve Homeless Students and their Families	The collective impact model for social change is a proven method for addressing the needs of homeless students and their families and, indeed, providing permanent housing solutions students need to attain high school graduation and training and/or education beyond high school. This panel will focus on how school liaisons and administrators can identify and develop working relationships with community organizations willing and able to address student homelessness through the collective

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #7; Tuesday, October 30, 2018; 10:00 - 11:15 a.m.					
Kristin	Myers	Colorado Department of Education	College, Career, and Higher Education	Postsecondary Access for Highly Mobile Students	What do students who experience foster care, migrant, and homelessness have in common? High mobility. The Foster Care, Migrant, and Homeless Education Programs at the Colorado Department of Education joined forces to focus on commonalities of students who experience high mobility in their journey to postsecondary education. This session will outline what these populations have in common, how they are different, and specific scholarships and resources available to promote access to postsecondary education options. Attendees will be provided with resources for educational stakeholders (liaisons, counselors, social workers, school administrators, etc.) to promote postsecondary access and transitions.
Jasmyne	King	School District of Lancaster Families In Transition Program, Coordinator for Parent Involvement	Social / Emotional	Courageous Conversations on Race, Privilege, & Homelessness in Urban Schools	This session will allow participants to enter into a safe space to learn how race and privilege affect our students experiencing a homeless situation, specifically in urban school districts. Conversations involving race, privilege, and bias are essential to break down barriers to equity and educational excellence. Participants will further how to have "Courageous Conversations" with colleagues and peers.
Michael	Santos	National Law Center on Homelessness & Poverty	Program Implementation/Best Practices	Preventing and Ending Criminalization of Homeless Students	and appropriate supports greatly reduces homelessness that comes at a lower cost than criminalization. A coordinated community response that is trauma-informed, culturally appropriate, and developmentally and age-appropriate is highly needed.
Patricia	Lentz	NC Homeless Education Program	Program Implementation/Best Practices	Let's Level the Training Field! Ideas for Your District, Community & State	Education Program staff, along with homeless liaisons, will not only share how liaisons across the state are trained annually by the State Coordinator's office but will also provide ideas and examples of how North Carolina homeless liaisons accomplish this very important task in their own districts. Examples of training sessions for various audiences including district staff, community partners and statewide presentations will be shared along with resources utilized in those professional development offerings.
Ken	Martin	Texas Homeless Education Office	Access to Services – Housing/Transportation/Nutrition/Community Collaboration/Healthcare	Understanding HUD's Homeless Categories	Educators need a basic understanding of U.S. Department of Housing and Urban Development's (HUD) homeless assistance programs and in compliance with the Every Student Succeeds Act, may receive training that allows them to affirm, without other further agency action by HUD, that a child or youth, or immediate family, who is eligible for HUD program or service is eligible for that program or service. This session reviews the need for collaboration, the four categories of homelessness that are recognized by HUD, and the chronic homelessness definition. Attendees will walk away from this session with tools that can be used to train others in their own State to become HUD Certifiers.
Cynthia	Hogston	Rutherford County Schools	Academic Achievement	Maximum Student Performance; Helping Middle Ability At-Risk Students Excel	McKinney-Vento; and at-risk student achievement doesn't have to lag behind that of their peers! Come hear how two North Carolina School Systems have used best practice and readily available student achievement data to identify and support often-overlooked, middle ability at-risk and homeless students. These local initiatives have helped teachers know exactly when relationships or individualized supports are most critical when we want to prevent student failure, build personal efficacy, and provide the extra boost to that leads to proficiency, growth and more consistent student achievement.
Carie	Bires	Ounce of Prevention Fund	Early Learning	Serving Children Experiencing Homelessness: IDEA Part C State Profiles	This session will share preliminary results from a study of policies and procedures pertaining to children and families experiencing homelessness in state IDEA Part C programs, which is a federal grant program that assists states in providing early intervention services to infants and toddlers with disabilities. The presenter will also share background information about the IDEA Part C program, requirements in ESSA and IDEA as they relate to children experiencing homelessness, and relevant policy and practice implications for McKinney-Vento liaisons, State Coordinators, and early care and education providers based on the preliminary study results.

Lead Presenter		Lead Presenter Agency/Organization /School District Name	Theme	Title	Description
Concurrent Session #7; Tuesday, October 30, 2018; 10:00 - 11:15 a.m.					
Betsy	DeGarmoe	Orange County Department of Education	Child Welfare/Foster Youth	The Frontline: Winning the Battle Against Child Sexual Exploitation	This presentation will share strategies to develop frontline systems for your schools to support youth in foster care and in homeless situations focusing on Commercially Sexual Exploitation of Children (CSEC) situations.
Della	DeKay	St. John's University	Unaccompanied Homeless Youth	Unaccompanied Minors-the Permanently Homeless	<p>The goals of this session are to: Examine the social and economic factors that cause these minors to flee their home countries; Discuss the problems that they face when they reach the United States; Design a strategy for helping unaccompanied minors succeed in school.</p> <p>The session will begin with a mini-lecture describing the perils faced by unaccompanied minors. These children face many challenges. They enter the United States as undocumented non-citizens. Many of these children are caught at the border, placed in detention and ultimately returned to their home country. Those minors who are allowed to remain are sent to live relatives they have never met. Many have the rights to apply for refugee status, but they do not have the skills to do so. To demonstrate the danger that these minors face I will show a trailer from Which Way Home, a video of the perils these children face when they ride try to get to the border.</p> <p>In their home countries these students rarely attended school. When they come to America they have the legal right to go to school, but they lack the basic skills to do well in class. Many of them are unsure of how to act or what to do. Working in groups, the class will develop a strategy for dealing with the emotional and academic challenges these students face.</p> <p>The goal of the discussion is to look at the challenges facing these minors. Counselors, social workers and teachers will then work together to develop strategies for helping these students cope with their emotional and psychological traumas. It will conclude that in order to cope with these children's affective and academic needs, schools must develop teams of counselors, teachers and social workers.</p>
Yolanda	Yugar	Allegheny Intermediate Unit	Program Implementation/Best Practices	Using Statewide, Regional and Local Data to Improve Program Services	In Pennsylvania, all LEAs, housing and homeless providers, and state/regional/local agencies working with children and youth experiencing homelessness are supported through a regional structure. Program staff are funded to provide direct and indirect services and supports to students, families, and school/agency personnel to ensure effective McKinney-Vento implementation. Through a comprehensive statewide data collection and evaluation process that includes both program implementation and student outcomes data elements, program staff are able to identify and address service gaps. In this session, participants will learn how training, technical assistance, and data sharing help to identify and better serve over 30,000 children and youth experiencing homelessness in Pennsylvania.
Kristen	Hoffa	Education for Children and Youth Experiencing Homelessness: Berks County Intermediate Unit	Program Implementation/Best Practices	The Power of the Exchange: Joining Forces to Enhance Programs	We know that one of the best parts of a conference is the exchange of ideas with colleagues. Join us as we lead facilitated discussions designed to help you connect, collaborate and create your own professional network. Offered in a conversational, small group format, this session will acknowledge program challenges and highlight best practices through discussions on community outreach, training, and youth initiatives. We'll lead the discussion and provide solid strategies and samples to enhance your programs. You bring your best tips and ideas to share with the group. Together, we'll create an unforgettable networking meeting!
Tanya	Tull	Partnering for Change	Program Implementation/Best Practices	The Home Zone Project: Housing Stability as the Base for Child Well-being	Focused initially on Homeless Education Program (HEP) families who did not qualify for Rapid Rehousing, the Home Zone Project in the LA Promise Zone is developing a cross-sector, collaborative approach to indicators of housing instability among students at 35 public schools. Participants will learn what defines housing instability: overcrowding, shared housing, poor housing conditions, residential mobility, and homelessness; impact on education; the role of housing specialists; improved coordination between schools, Continuum of Care, and community-based programs; and how early intervention can prevent family homelessness.