



CHIME

Child Homelessness
Intercept Mapping
& Engagement

K-12 Education Report

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EXECUTIVE SUMMARY



Child Homelessness Intercept Mapping and Engagement (CHIME)

began when a consortium of Boston community leaders came together to draw attention to the needs of accompanied children experiencing homelessness (i.e., children 0-18 experiencing homelessness with a parent or legal guardian). Funded by Dana-Farber Cancer Institute, CHIME is an interactive community strategy highlighting cross-system collaboration among state and municipal executive offices and departments, community leaders, front line staff, and people with lived experience to improve services for accompanied children experiencing homelessness. The CHIME K-12 report focuses specifically on gaps and resources for school-aged children experiencing homelessness. The K-12 mapping represents the third of six planned CHIME mappings. Boston Public Schools (BPS) led the community convening efforts, informed the preparation and facilitation of the mapping, and organized simultaneous translation services for non-English speaking students and parents participating.

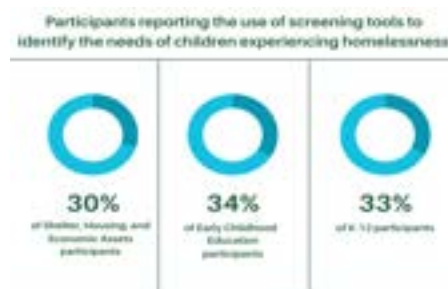


Critical Gaps. In Boston, approximately 6,000 children are experiencing homelessness on any given day, of which over half are estimated to be school-aged. These high numbers are reflected in BPS data, which contains 4,334 enrolled children who met the McKinney-Vento definition of homelessness¹ in the '22-'23 school year; additional unidentified children are most likely doubled-up or otherwise lack a fixed, regular and adequate nighttime residence but are hesitant to seek help or are not aware they qualify as homeless under the McKinney-Vento definition. During the 2020-2021 academic school year, 64% of children experiencing homelessness in Massachusetts were doubled-up, 22% lived in shelters, 1% lived in hotels or motels, and 6% were unsheltered resulting in a largely invisible problem to the communities around them. Critical gaps identified during the CHIME mapping include:

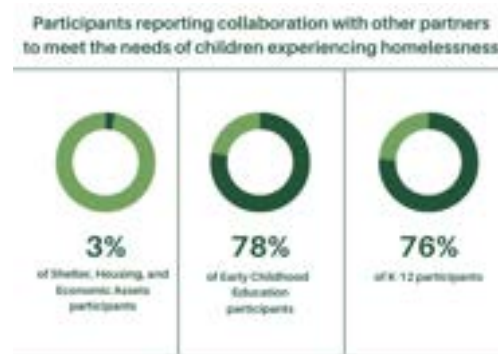
- For BPS students, a critical gap in accessing supports and services provided by the district starts in the community – it is not required or standard for medical and other providers to facilitate a warm handoff or seamlessly share relevant family information (i.e., housing status) to the school system despite shared recognition that this navigation support often leads to fostered family trust and stronger service coordination.
- Families may either be unaware they are eligible for supports under McKinney-Vento (i.e., doubled-up) or fearful that sharing their status of homelessness could lead to a change in school assignment and/or to being separated from their children. This lack of information about rights under McKinney-Vento may inhibit families from sharing vital information and accessing needed supports for their children.

¹ <https://nche.ed.gov/mckinney-vento-definition/>

- Children experiencing homelessness may be placed in shelters up to 2 hours away from their school, and even though transportation is provided, multiple areas of a child’s life are impacted including: school choice, after school programming, behavioral health resources, ability to complete assignments, and attendance.
- With only a few exceptions, there are no standardized screening tools utilized to identify the needs of children experiencing homelessness specifically. Screening is particularly important for children experiencing homelessness who are at greater risk for falling behind academically and not graduating, both of which are true in Boston. Results from the 2019 national Youth Risk Behavior Survey indicated children experiencing homelessness were 4 times more likely to endorse attempting suicide, almost 6 times more likely to report experiencing physical dating violence, and 2 times more likely to report being sexually assaulted. School-aged children experiencing homelessness have many unaddressed urgent mental health needs.
- While undocumented or newly-arrived families can benefit from some BPS initiatives, they might not be eligible otherwise for local, state, and/or federally funded programs (e.g., SNAP) leading to a lack of resources and supports to adequately address their housing, food, clothing, and mental health needs.



Opportunities. The BPS has a committed group of leaders and staff who are passionate about identifying and serving all children and their families who are experiencing homelessness. The district’s no-wrong door approach to referring children experiencing homelessness has been an effective procedure resulting in the identification of 4,334 students experiencing homelessness per the data. Families can disclose homelessness during registration. Internally, the Boston Public Schools has a large network of 182 trained homeless liaisons, including at least one liaison at each school. Externally, the BPS has several strong collaborations with housing prevention programs, case management services, as well as clothing, food, and other providers able to support students experiencing homelessness. Other opportunities include:



- Nurse specialists are creatively thinking about how to communicate the definition of homelessness per McKinney-Vento to families and would like to add pictures or video displays to facilitate communication for families that may not be literate in their primary language.
- Similar to nurse specialists, the Office of Multilingual and Multicultural Education is available to help train staff on how to ask questions around housing, to ensure contact points (1) validate

families, (2) do not judge, and (3) let them know there are additional resources if they are in these situations (i.e., doubled-up or otherwise homeless).

- The engagement and active participation of BPS-enrolled students with lived experience and their parents in the K-12 Education CHIME mapping and other BPS events provides an opportunity to meaningfully incorporate their voices in efforts to improve communication, collaboration, and access to services.
- In response to recent new arrivals, BPS has been collaborating with the Executive Office of Housing and Livable Communities (EOHLC), bringing school registration and health services teams on-site at state-sponsored shelters established within the district. BPS Department of Opportunity Youth (OY) also receives alerts about families transferring to other state-sponsored shelter sites from EOHLC, particularly out-of-district sites, allowing the schools where students are enrolled to better coordinate services and accommodate needs.

Priorities for Change. Based on the gaps and opportunities identified, participants determined and began Action Planning the following three Priorities for Change:

1. Increase equitable access and opportunities across BPS departments so that students and families experiencing homelessness are fully supported in a cohesive and inclusive way./Aumentar el acceso equitativo y las oportunidades a través de los departamentos de BPS, para que los estudiantes y familias con falta de vivienda sean respaldados de una manera cohesiva e inclusiva.
2. Explore resources and supports for accompanied children in undocumented families experiencing homelessness using an anti-racist and culturally and linguistically sustaining practice lens./Explorar recursos y apoyos para familias indocumentadas con niños acompañados con falta de vivienda.
3. Create a district-wide curriculum to empower and educate young people on financial literacy, wealth building, and home ownership for accompanied children experiencing homelessness and using an anti-racist and culturally and linguistically sustaining practice lens./Crear un plan de estudios a nivel distrital para empoderar y educar a jóvenes en la materia de educación financiera, adquisición de riqueza, y propiedad de vivienda dirigido a niños acompañados con falta de vivienda.

While Priority 2 and Priority 3 specifically mention using an anti-racist and culturally and linguistically sustaining practice (CLSP) lens in developing action plans, K-12 mapping participants felt all three Priorities for Change from the convening as well as future Priorities for Change should utilize this lens.

Balancing Child-Focused Service Needs with Broad Systemic Socioeconomic Issues. While the focus of CHIME is on services for children experiencing homelessness, participants also acknowledged broader issues within Boston around the disproportionately high rate of economically disadvantaged students. While there are many related issues between economic disadvantages and homelessness, CHIME is focused specifically on the needs of children experiencing homelessness,

some of which will overlap with these broader systemic issues. There was also discussion around the importance of identification practices for doubled-up families. Roughly half of BPS families experiencing homelessness do not reside in a shelter and thus do not receive ongoing case management and other services. Identifying doubled-up families is critical in ensuring families receive the necessary supports their children need to succeed in school.

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INTRODUCTION

In 2021, a consortium of Boston community leaders came together to draw attention to the needs of accompanied children experiencing homelessness (i.e., children 0-18 experiencing homelessness with a parent or legal guardian). With funding from the Dana-Farber Cancer Institute and championed by former Massachusetts First Lady Lauren Baker, the Child Homelessness Intercept Mapping and Engagement (CHIME) project kicked off in June 2022 at Boston College with more than 80 state, city, academic, and community leaders. As of the K-12 mapping, 193 unique individuals have attended the kickoff and/or one CHIME mapping.

The purpose of this report is to provide a summary of the third of six CHIME Mappings held in Boston, MA, at Bruce C. Bolling Municipal Building on March 30th and 31st, 2023. Led by Boston Public Schools and championed by Mary Skipper, Superintendent and opened by Dr. Samuel DePina, Assistant Superintendent of Operations, the convening is part of an innovative exploration to develop collaborative systems of support for children 0-18 experiencing homelessness with a parent or legal guardian. Fifty-five key state, municipal, and community leaders as well as three caregivers and two students who recently experienced homelessness participated in the convening. This report (and accompanying electronic file) includes:

- A brief review of the origins and background for the mapping;
- A summary of the information gathered at the mapping;
- A map as developed by the group;
- A description of resources;
- Identified gaps and opportunities;
- Priorities and action planning matrices as developed by the group; and
- Observations, comments, and recommendations to help Boston achieve its goals.

Background

CHIME was developed by Kathleen Kemp, Ph.D. and Patricia A. Griffin, Ph.D. It is a systems level intervention and Policy, Systems, and Environmental (PSE) Change approach designed to improve access to services and positive experiences for accompanied children experiencing homelessness. PSE Change approaches aim to sustain long-lasting, equitable changes within communities to provide all residents with opportunities for improved health and safety. CHIME provides an organizational framework to identify and address the critical issues impacting accompanied children experiencing homelessness through a PSE Change lens.

CHIME leverages the experience and research behind two evidence-informed practices: the Sequential Intercept Model (Munetz & Griffin, 2006)² mapping workshops and the Aspen Institute's Two-

² The Sequential Intercept Model (SIM) is a framework and tool to facilitate cross-systems collaboration developed by Drs. Mark Munetz and Patty Griffin and implemented by Policy Research Associates, Inc.

Generation (2Gen) framework (Aspen Institute, 2021)³. More than 20 years ago, Dr. Patty Griffin, as part of her work with the Substance Abuse and Mental Health Services Administration’s national GAINS Center for Behavioral Health and Justice Transformation⁴, developed the mapping workshops as a systems level, interactive intervention to help community stakeholders identify service and policy gaps and opportunities to address the needs of their target population. Policy Research Associates, Inc. expanded, formalized, and widely disseminated the mapping workshops⁵.

The Aspen Institute 2Gen approach focuses on the whole family to understand the multiple dimensions required to facilitate pathways to success.

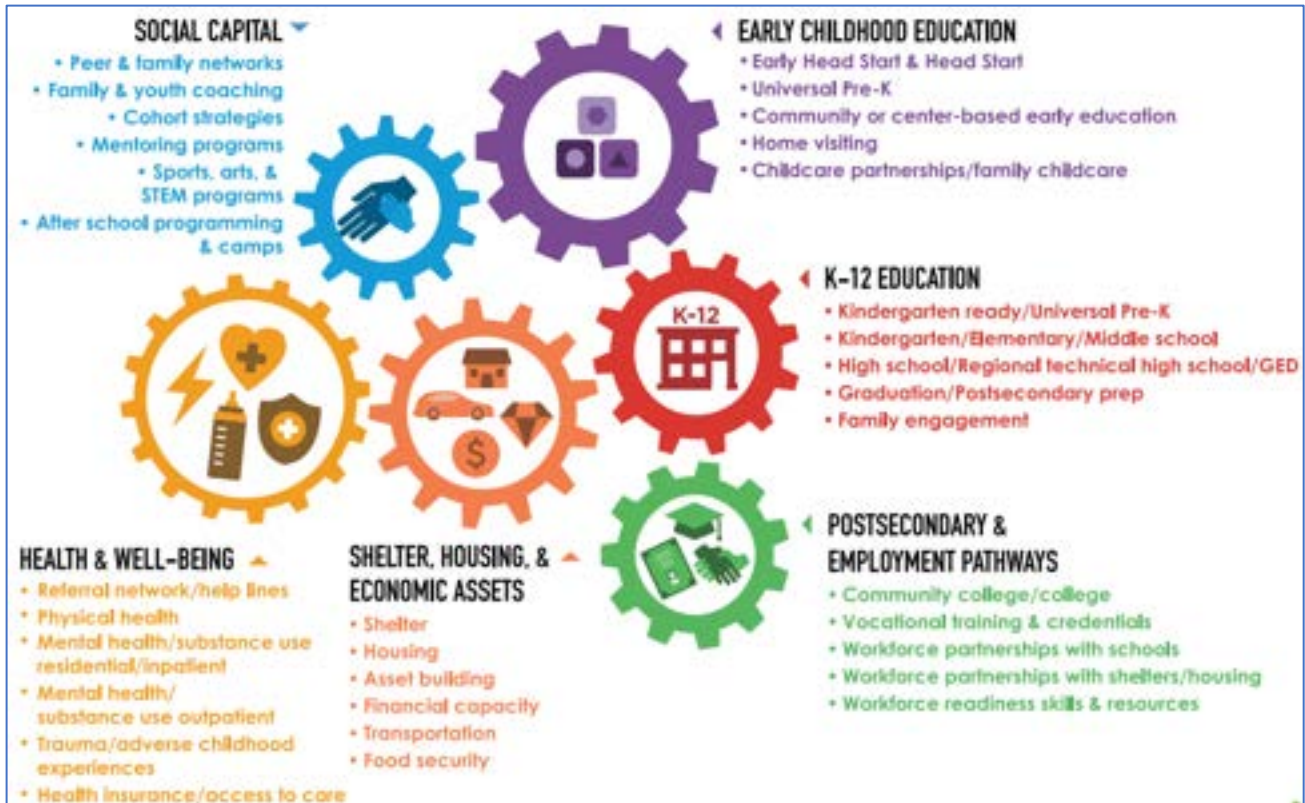


The 2Gen framework structures child and family services and supports into six gears: Economic Assets (including shelter and housing), Early Childhood Education, K-12 Education, Health & Well-Being, Social Capital, and Post-Secondary and Employment Pathways. Using this multi-dimensional framework, CHIME identifies practices, services, and policies in each 2Gen gear that affect accompanied children and their caregivers experiencing homelessness.

³ <https://ascend-resources.aspeninstitute.org/resources/state-of-the-field-two-generation-approaches-to-family-well-being/>

⁴ <https://www.samhsa.gov/criminal-juvenile-justice/sim-overview>

⁵ <https://www.prainc.com/wp-content/uploads/2017/08/FFS-SIM-508.pdf>



CHIME is an organizing tool and interactive community strategy to assess current resources and plan for action-oriented problem solving and improving services for accompanied children experiencing homelessness. During the mapping process, facilitators, community leaders, front line staff, and people with lived experience collaborate to achieve **three primary objectives**:

- 1) Map the local systems serving accompanied children experiencing homelessness including resources, gaps, and opportunities.
- 2) Develop priorities based on community input and gain agreement from CHIME participants on the priorities to action plan.
- 3) Develop action plans to make measurable improvements on coordination of services for homeless children and families.

Why Focus on Accompanied Children Experiencing Homelessness?

Today in Boston, 25% of children live in poverty and an estimated 6,000 children are experiencing homelessness, of which roughly half are children 6-18. The federal McKinney-Vento Homeless Assistance Act¹ defines children experiencing homelessness as those who “lack a fixed, regular and adequate nighttime residence,” including those: sharing housing due to loss of housing or economic hardship (i.e., doubled up); living in motels, trailer parks or campgrounds; living in emergency or transitional shelters; abandoned in hospitals; primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; living

in cars, parks, public spaces, abandoned buildings, substandard housing, bus, or train stations; and migratory children who are considered to be experiencing homelessness because they are living in circumstances described above.

In fact, Boston ranks 4th in the country for the rate of family homelessness and experienced a 46% increase in family homelessness between 2007 and 2022.⁶ After Massachusetts changed its emergency shelter eligibility policy for families experiencing homelessness in 2012 that included the addition of a new criterion to document homelessness - staying in a location “not meant for human habitation” - a Boston Children’s Hospital study revealed 65% of children who presented to the emergency department had no medical complaint but identified homelessness as the primary reason for presentation (Stewart et al., 2018). Homelessness is a preventable Social Determinant of Health that has a wide impact on children’s physical, mental, social, and academic health and well-being. Children who experience homelessness are:

- Two times more likely to not get enough food to eat (Burt, 1999).
- More likely to experience each of the 11 ACEs with 68.1% reporting four or more ACEs compared to only 16.3% who reported no homelessness in childhood (Radcliff et al., 2019).

It is, therefore, not surprising that children who experience homelessness:

- Are four times more likely to have a developmental delay and two times more likely to have a learning disability (Burt, 1999).
- Endorse disproportionately higher rates of self-injury and are three times more likely to have attempted suicide than housed youth (Perlman et al., 2014).
- Are at risk for higher rates of hospitalizations and poor child health (Sandel et al., 2018).
- Experience a mortality rate more than ten times that of youth in the general population (Auerswald et al., 2016).

National data from the Youth Risk Behavior Survey (YRBS)⁷ revealed that high school students experiencing homelessness regardless of living situation endorsed sexual assaults at twice the rate of their housed peers. Students experiencing homelessness were six times more likely to endorse being the victim of dating violence, more than four times more likely to report attempting suicide within the past 30 days and endorsed higher rates of misusing prescription medications compared to stably housed peers.

CHIME Goals

At each CHIME mapping, the facilitators, community leaders, front line staff, and caregivers with lived experience will identify current community-based services and positive experiences available for accompanied children experiencing homelessness, gaps in access to those services as well as the array

⁶ <https://www.huduser.gov/portal/sites/default/files/pdf/2022-AHAR-Part-1.pdf>

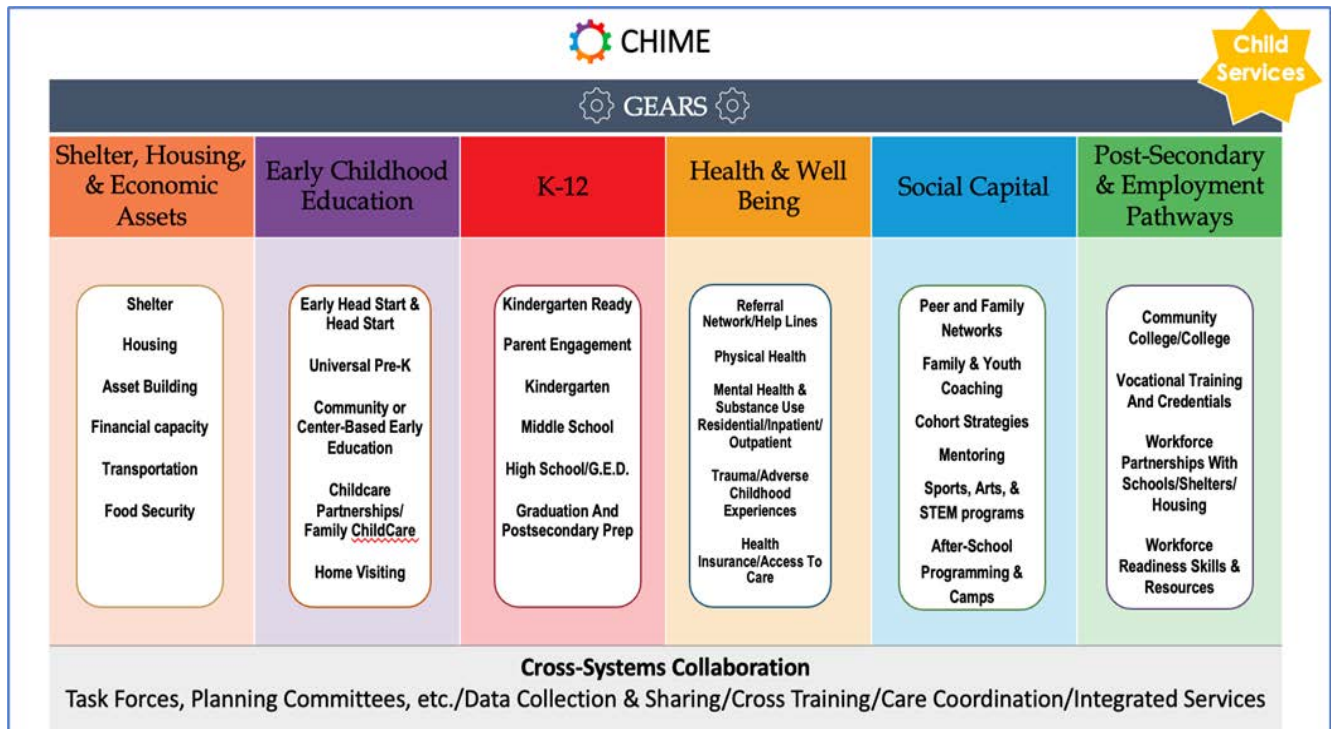
⁷ The 2017 YRBS survey administration had two optional questions about homelessness, with 17 states responding to those optional questions. In 2019, 27 states, not including Massachusetts, responded to the optional questions. The 2021 questionnaire, for the first time, included one standard question about homelessness.

of services available, and gather consensus on priorities the community identifies aimed at achieving **three overall goals**:

- Increase program capacity or prioritization of accompanied children experiencing homelessness
- Improve access and coordination of services
- Increase utilization of services

A key element of CHIME is the collaborative process. Meaningful cross-system collaboration is required to establish and coordinate effective and efficient services for accompanied children experiencing homelessness. This makes the composition of the group extremely important. While some workshops involve advertising to an entire provider community, it is essential in CHIME mappings that the organizers gather a group that represents key decision makers and varied levels of staff from the relevant provider systems.

In total, there will be six Boston CHIME mappings (one mapping for each 2Gen gear) and one summit that will encapsulate the work of all six gears.

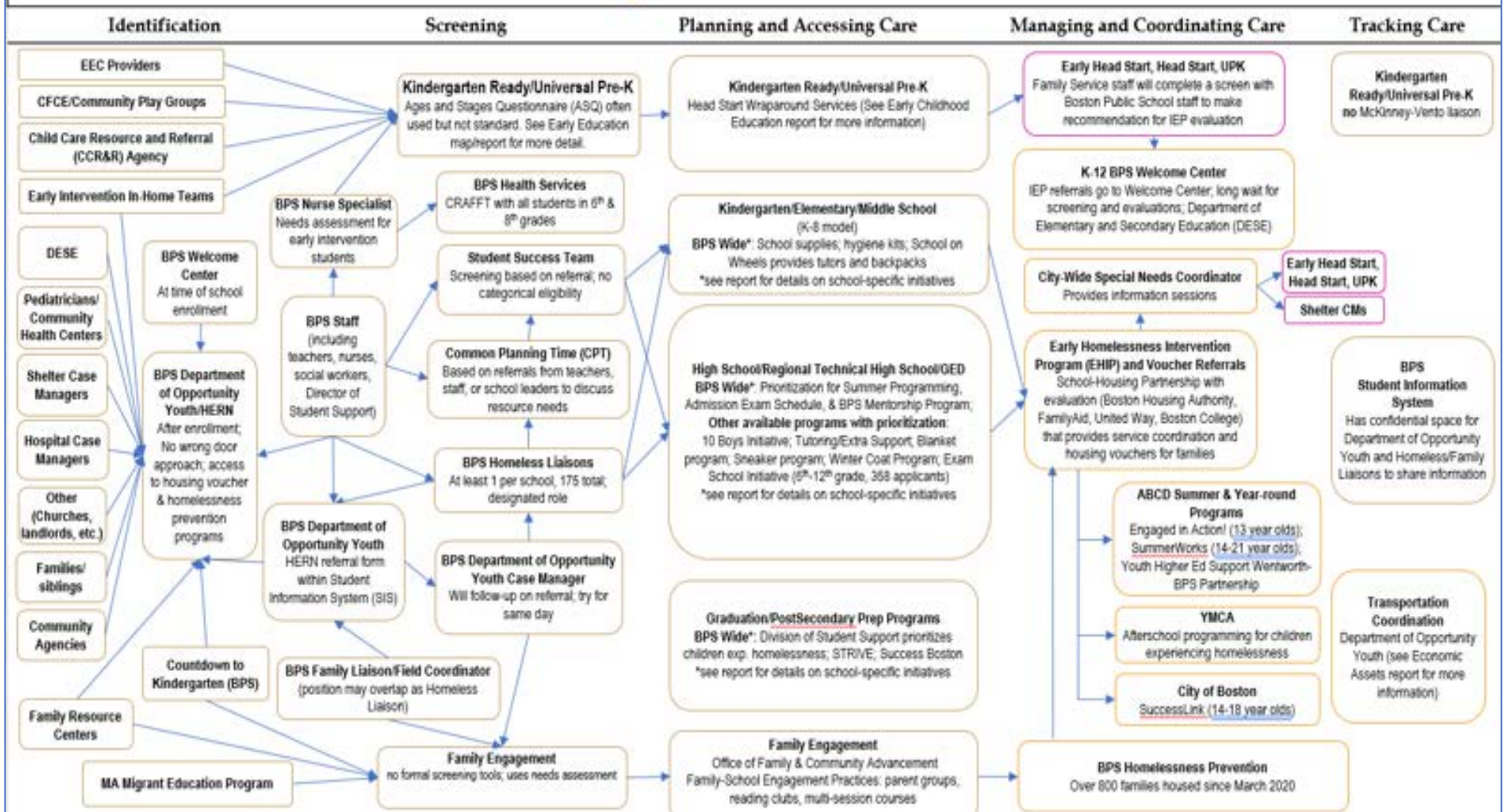


The Aspen Institute's 2Gen gears and their actual or estimated CHIME mapping date:

- Shelter, Housing, & Economic Assets (September 15 & 16, 2022)
- Early Childhood Education (December 5 & 6, 2022)
- K-12 Education (March 30 & 31, 2023)
- Health & Well-Being (September 26 & 27, 2023)
- Social Capital (March 2024)
- Post-Secondary & Teen Employment Pathways (June 2024)
- Cross-System Leadership Summit (Late 2024/Early 2025)

The centerpiece of CHIME is the development of a systems map. As part of the mapping activity, the facilitators work with the CHIME participants to identify resources and gaps. This process is important since the landscape of services are ever changing, and the resources and gaps provide contextual information for understanding the local map. Moreover, this catalog can be used by planners to establish greater opportunities for improving outcomes for accompanied children experiencing homelessness by addressing the gaps and building on existing resources.

One critical component of CHIME is gaining consensus among participants about priorities for change and beginning to create action plans to move priorities forward. As part of the mapping activity, the facilitators work with the CHIME participants to identify potential priorities for change. The priorities that participants most want to work on as a community are finalized and are then action planned by smaller groups of participants determined on a volunteer basis. Given the focus CHIME puts on cross-sector collaboration, action plans may build upon themselves at future mappings as more leaders are brought into the project. Subsequent reports will show the development of existing plans and the addition of new plans, leading to a selection of master action plans and final report to be shared at the Summit in 2024/2025.



CHIME Mapping Narrative

The following was information learned during the CHIME Mapping of the **K-12 Education** Gear. In this mapping, participants were guided by facilitators to identify gaps in services, resources, and opportunities at each of five distinct process points:

- Identification of accompanied children experiencing homelessness
- Screening of accompanied children experiencing homelessness
- Planning and accessing care to meet the needs of children experiencing homelessness
- Managing and coordinating care across systems
- Tracking care coordination and engagement

This narrative provides a description of local activities as well as gaps and opportunities identified in the areas covered by the K-12 Gear including Kindergarten Ready/Universal Pre-K, Kindergarten/Elementary/Middle School, High School/Regional Technical High School/G.E.D., Graduation and Postsecondary Prep, and Family Engagement. This narrative may be used as a reference in reviewing the K-12 Map.

The Gaps and Opportunities identified in this report are the result of input from workshop participants. These points reflect a variety of partner opinions and are, therefore, subjective rather than a majority consensus.

The Priorities and Action Plans identified in the report are the respective result of consensus from each of the participants, and plans developed by the participants.

General Description of CHIME K-12 Education Mapping

On March 30th and 31st, 2023, the third of six CHIME Mappings was held in Boston, MA. The Boston Public Schools' Mary Skipper, Superintendent, championed the convening and Dr. Samuel DePina, Assistant Superintendent of Operations opened the event. A total of 55 individuals attended including 50 participants and 5 observers. Of the 50 participants, 38 were invited to complete the CHIME Community Self-Assessment Survey (see Appendix 5) and 24⁸ individuals did so prior to the mapping to share information about themselves and their organizations. People with lived experience were well represented in the mapping with 12 (50%) participating respondents having reported ever experiencing homelessness as a caregiver or child and 5 (10%) participants having current lived experience, 3 (6%) as parents and 2 (4%) as children. Participants who completed the survey self-identified in the following current roles:

⁸ CHIME participants who attended a prior convening were not asked to repeat the survey. A total of 38 individuals who RSVP'd to the K-12 event were invited to complete the CHIME Community Self-Assessment Survey.

K-12 Schools	13
Shelter, Housing, and Homelessness Services	6
Post-secondary Education, Employment, or Training Program	1
Other State or Local Government Agency	2
Other	2

Pre-Mapping Survey Findings

Prior to the CHIME mapping, participants also answered questions about collaboration and coordination; identification and screening; and services for children experiencing homelessness in the Boston area.

- Regarding collaboration and coordination of services, 76% of K-12 participants reported their organizations did currently collaborate with other stakeholders to meet the needs of accompanied children experiencing homelessness compared with 3% of Shelter, Housing, and Economic and 78% of Early Childhood Education participants.
- Regarding screening of accompanied children experiencing homelessness, 33% of participants stated their organizations did use any validated screening tools compared with 30% of Shelter, Housing, and Economic and 34% of Early Childhood Education participants.
- Finally, 75% of K-12 participants agreed that their organizations prioritized accompanied children experiencing homelessness for service(s) within their agencies compared to 60% of Shelter, Housing, and Economic and 68% of Early Childhood Education participants. Of those who prioritized their services, 47% endorsed that those services were specifically designed for children experiencing homelessness. It is important to reiterate, as indicated above, the pre-mapping survey represents agencies from across multiple systems including K-12, Health and Well-Being, and Shelters, Housing and Economic Assets.

Engaging Families with Lived Experience

The involvement of parents and caregivers as well as children in families with lived experience in CHIME is essential to fully understand gaps and opportunities in the various systems supporting them and their children. Families experiencing homelessness are the most challenging partners to involve primarily because they must prioritize meeting their and their child(ren)'s day to day needs while working towards securing stable housing, but also because it can be triggering or otherwise trauma-inducing to ask families to share their personal perspective on a system that has not adequately supported them. The CHIME project team has taken several trauma-informed steps to ensure people with lived experience have an opportunity to participate in each CHIME Mapping session, including:

- Providing compensation for their time in the form of Amazon gift cards and cash for each day attended, to allow for most flexibility of spending.
- Holding preparation meetings between the project manager and families and their case managers in advance of their participation, to meet each other personally, discuss the project and the mapping process, and define clear expectations and roles.
- Providing any necessary accommodations for parents or caregivers and their children prior to and/or on the day-of mapping sessions, including ensuring their case managers are in attendance when possible and providing a separate, nearby space for children and parents to sit and play at. Materials such as coloring books, snacks and juice, and other supplies are provided at the space.
- Holding individual post-mapping meetings between the project manager and families and their case managers in the week following the sessions to collect additional insight that they may not have felt comfortable sharing at the in-person event, and feedback on improvements the project team can make to best engage, prepare, and accommodate families.
- Providing interpretation services and translated materials for Spanish-speaking families.

Description of Current Resources

Kindergarten Ready/Universal Pre-K

Prior to Boston Public Schools (BPS) school enrollment, families with lived experience may have contact with one or more of the following touchpoints: Department of Elementary and Secondary Education (DESE), Child Care Resource and Referral (CCR&R), early intervention providers, nurse specialists, Coordinated Family and Community Engagement (CFCE) community playgroups, and Countdown to Kindergarten.

- Each CCR&R has a liaison who receives the same training as the Boston Public School (BPS) homeless liaisons (see below) and supports families with children 0-6 experiencing homelessness. In Boston, Child Care Choices of Boston (CCCB) is the CCR&R contracted provider. If a family is on the waitlist for an early education subsidy and shared they have at least one school-aged child in the district, the homeless liaison at their school will verify the family's housing status and triage support.
- During the mapping, early intervention (EI) providers noted that some EI providers have preschool age programs that can connect families experiencing homelessness to school social workers as a warm handoff to ensure access to supports. All EI programs are supposed to connect families to school services when children age out of EI programming.
- For children who have EI services based on physical health needs and are transitioning to K-12, BPS nurse specialists participate in the Special Education screening process and development of an Individualized Education Plan (IEP).

- Countdown to Kindergarten is a partnership between BPS, the City of Boston, and other community organizations that brings awareness to the importance of kindergarten and early school enrollment (K0, K1, or K2). Hosted at schools, parks, and other community settings, programming is designed to orient families to BPS and think about their school choices as they consider enrollment.

Families may disclose their housing status with one or more of these parties, who can then facilitate a referral to the BPS Department of Opportunity Youth for families with Universal Pre-K or older school-aged children.

The **Boston Universal Pre-K (UPK)** program is offered by BPS, community-based providers, and family childcare providers (starting in SY 2023-2024) for 3- and 4-year-olds. Regardless of location, UPK is a 6.5-hour school day for 180 days per year. UPK enrollment requires a different application process from Early Head Start or Head Start, which parents are frequently unaware of. Participants also noted that documentation requirements differ for Boston UPK applications compared to Early Head Start or Head Start. Information about the application process requires social capital as knowledge about the UPK application process is spread primarily by word of mouth. UPK programs have geographic boundaries which increase the difficulty in determining options especially for families without a physical address.

For children in families experiencing homelessness, initiating the UPK application process and ensuring access requires being aware of their status of homelessness via the McKinney-Vento definition as well as the BPS registration window. Given limited capacity, participants noted families experiencing homelessness and seeking UPK should come in as early as possible (preferably January) to receive priority status for a UPK slot. Most families are unaware of the need to register this early, which is a particular problem for families experiencing homelessness who have less social capital or community connections than housed families.

***BPS UPK:** 800 slots for 3-year-olds (K0) and 2,500 slots for 4-year-olds (K1).*

***Community-Based/Family Childcare Providers UPK:** 1,000 slots for 4-year-olds.*

Boston Public School K-12 System

BPS Welcome Center. At the time of school enrollment, all families complete an initial intake, language, and educational screening at one of three centralized Welcome Center locations. At the intake, questions about housing status are asked. If a family is identified as experiencing homelessness, the Welcome Center makes a referral to the Department of Opportunity Youth.

Boston Public Schools Service Delivery Framework.

Multi-Tiered System of Support (MTSS). Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that every

student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social emotional, behavioral, and academic learning.

Student Success Team (SST). Each school has a functional SST where teachers meet once a week with grade level colleagues (including guidance counselors, school nurses, and social workers) to review individual student progress, plan individualized instruction/intervention and implement intervention plans. This is a student support model utilizing Response to Intervention and Positive Behavior Intervention Supports. The SST grade level teams additionally meet monthly with the school SST Leadership Team to discuss concerns and areas of need. The school SST Leadership Team also meets weekly to discuss school-wide efforts and areas for improvement or additional supports.

Common Planning Time (CPT) teams. Certain schools' leaders and administrators set aside time for teachers and other school staff to collaborate. They generally meet with grade level colleagues at least once per week to review curriculum, plan lessons, analyze data and student work. However, CPT is also used strategically for other outreach and engagement activities, such as attendance outreach/intervention and connecting support resources. While most schools have CPT, some schools may have gaps in this practice.

BPS Department of Opportunity Youth. The Department of Opportunity Youth (OY) works with schools across the district to strategically address and mitigate barriers and their impacts on students with additional challenges including housing stability, severe illness, and more. Homeless Education Resource Network (HERN) is a working team within OY that focuses specifically on students and families experiencing homelessness per the McKinney-Vento Act.

HERN has a “no wrong door” approach to referrals for children and families experiencing homelessness. Referrals come from many different sources including shelter case managers, pediatricians/community health centers, hospital case managers, churches, families/siblings (self-identification), community agencies, Family Resource Centers, Countdown to Kindergarten, BPS teachers/staff, BPS homeless/family liaisons, and landlords. Staff can make an internal referral on a family's behalf to HERN via phone, or for staff with student-level access to the Student Information System (SIS), by submitting a referral form within the platform.

OY case managers make every effort to follow-up on referrals the same day.

District-Wide BPS Programming for Students Experiencing Homelessness. BPS teams (OY, Development and Partnerships team, and Department of Opportunity Gaps among other internal groups) and partner organizations collaborate to provide prioritized or otherwise consistently accessible programs and supports that meet basic and in-depth needs of students experiencing homelessness including:

- **Academic Mentorship Program:** Designed to meet the needs of high priority students across BPS, grades 6-12, including prioritization of students experiencing homelessness. Students can be nominated and referred, or opt-in themselves. Mentors are matched to meet academic, cultural, and other needs of participating students.
- **Exam School Initiative:** Prioritized for students, grades 7-12, experiencing homelessness to grant equitable access to quality programs. The goal is to have students from underrepresented schools participate. Enrollment increased by 34% from SY20-21 to SY21-22.
- **Partner Tutoring Programs:**
 - **Boston Partners in Education Mentoring:** Programming is eligible for any BPS student in grades 2-12. Students are paired with trained, volunteer academic mentors for at least one hour online each week. Tutoring and mentoring programs include focus on literacy, math, enrichment, MCAS preparation, career education, and more. Students can self-identify for the program or be nominated by a BPS teacher.
 - **Paper Tutoring Services:** Provides unlimited, 24/7 tutoring available to all BPS students through a chat-based platform through at least the 2023-2024 school year. Paper tutors support students with different language preferences, backgrounds, and learning styles.
 - **Schools on Wheels Massachusetts:** Designed to foster the academic, social, and emotional growth of students impacted by homelessness and poverty. Volunteers meet with students for one hour in either the late afternoon or early evening at family shelters, libraries, and community spaces in Boston and the surrounding communities. School on Wheels of Massachusetts currently serves 280 students in 18 site locations from Boston to the South Coast.
- **10 Boys Initiative:** Focuses on academic rigor, physical challenges, tutoring, real talk spaces, and community service learning for up to 20 Black and Latino males.
- **Free Before/Afterschool Programs at YMCA:** YMCA of Greater Boston offers programs before and after school hours, during school vacations, on certain holidays, and teacher professional development days. While these programs are typically school-specific, HERN works to connect families experiencing

homelessness with before- and after-school programming as much as possible including providing transportation.

- **BPS Fifth Quarter** (Summer Programming for K0 – grade 12): In coordination with BPS, partners provide activities such as STEM, camps, summer schools, etc.; funded through BPS but in partnership with Boston Afterschool and Beyond as fiscal sponsor. Students experiencing homelessness get priority to choose their sites before open to peers. Nearly 900 students experiencing homelessness participated in SY20-21, up from just over 400 in SY19-20.
 - Through Extended School Year (ESY), special education was recently implemented into Fifth Quarter; students may be able to get additional support depending on their IEP which may come with transportation.
 - Students experiencing homelessness that live outside the district have transportation arrangements (via HERN) for summer programming.
 - Undocumented students are eligible for BPS summer programming.
- **Backpack, winter coat, and basic needs programs:** Essential items including backpacks, winter coats, sneakers, hygiene products, school supplies, and other items are distributed to any student in need through a variety of partnerships district-wide and at specific schools (for example, Catie’s Closet is currently partnered with 43 BPS schools). 3,000 backpacks and winter coats are distributed annually; hygiene items, sneakers, and other items also distributed. A backpack full of school supplies is allocated for every student experiencing homelessness and delivered to the school before each school year starts. Students displaced due to a fire are able to access the main Catie’s Closet warehouse.

BPS Homeless Liaisons. BPS has at least one homeless liaison in each school for a total of 182 liaisons. This role is a designation; while it is often fulfilled by staff volunteers who incorporate the responsibilities within their other job duties, staff may also be appointed. Homeless liaisons receive specialized training to support students and families experiencing homelessness; they are the primary contact at each school for this population. The homeless liaison designation is separate from BPS’ family liaison role, which is a full-time position, though people in the latter role may take on the designation given the intersecting duties of each role.

HERN collaborates with select housing service providers to map referral points within respective organizations for students and families to access and deliver training to homeless liaisons.

Homelessness Prevention

While OY provides ongoing consultation and professional development to schools, ensuring individualized resources reach students in support of their success in the

classroom to minimize impediments on educational experiences for students experiencing homelessness, BPS also aims to mitigate the number of future and current students that fall into homelessness.

Early Homelessness Intervention and Prevention (EHIP), a partnership between BPS and FamilyAid (FA) employs an upstream approach by addressing conditions that can result in homelessness. School-based homeless liaisons identify students who are doubled-up or otherwise at-risk of homelessness and verify case eligibility before referring them to FA. When making referrals, homeless liaisons consider factors families report experiencing, including: fallen behind on rent, experience significant rent increase, threat of eviction, loss of employment, threat of utility shut-off, assistance with applications (RAFT, EA shelter, benefits, SSI, etc.), and experiencing domestic violence. FA case managers connect with referred families to provide a general intake, housing assessment, and child assessment for all children aged 0 to HS graduation, and subsequent interventions which differ depending on the needs of the family. Services include customized case management for each family member (including assistance gaining access to healthcare, childcare, financial benefits, and other resources), housing navigation and stabilization support, landlord engagement and issue resolution support, and employment and training support.

Through a distinct but aligned voucher referral partnership between BPS, BHA, and FA, housing vouchers are allocated specifically for BPS families experiencing homelessness. These include Section 8 and City-Funded Housing Vouchers and are granted via the Boston Housing Authority. As of the K-12 Mapping, the combined efforts of EHIP and the voucher referral partnership supported a total of 922 families (2,757 family members). Of this, 301 families (949 family members) retained their existing housing situation, and 539 families (1,568 family members) were newly housed. Of the remaining 82 families that did not retain housing or were newly housed, 23 families (67 family members) exited into EA shelter. The programs are being evaluated by a joint research partnership between these organizations, United Way, and Boston College School of Social Work to evaluate the effectiveness of upstream, preventative efforts.

Justice Resource Center YouthHarbors, a BPS partner that focuses primarily on supporting unaccompanied youth, works with select BPS families and their children to provide rental assistance and support in accessing other financial services (i.e., RAFT).

School-Specific BPS Programming for Students Experiencing Homelessness

The City of Boston and BPS have been investing in addressing the needs of students and families experiencing homelessness through direct per-pupil allocations to school budgets with the belief that school leaders are best positioned to apply the funds for impact. With an annual disbursement of over \$1 million through a weighted student

formula, schools have local resources to implement innovative approaches such as clothing closets, food distribution programs, enhanced case management, and more.

Several BPS schools were identified by OY as exemplar schools with strong partnerships and initiatives that support students experiencing homelessness which other schools may look to replicate or otherwise inquire about. The schools identified include East Boston High School, Mather Elementary School, Mario Umana Academy (K-8), and Boston International Newcomers Academy (BINcA). A review of school-specific programs can be found in Appendix 4.

BPS Staff Training. Massachusetts Department of Elementary and Secondary Education (DESE) Homeless Education State Coordinator provides training to BPS homeless liaisons several times per year on sensitivity, identification (particularly identification of doubled-up living situations), etc. Homeless liaisons then relay that information via informal contacts with other BPS teachers and staff. Region 3 may have more formal training opportunities between homeless liaisons and staff.

BPS Student Information System (SIS) facilitates the use of technology & data to improve instruction and allows staff to make referrals to the Department of Opportunity Youth for children experiencing homelessness. With this system, parents, educators, and school leaders can easily access and manage real-time information on student learning to help personalize instruction. There is a confidential space within SIS where key staff (OY, homeless liaisons, principals, and other select staff) can see students identified as experiencing homelessness, the services they've been referred to, and who referred them. The system is continuing to evolve to further break down information-sharing barriers, allowing for more coordinated intervention efforts while maintaining privacy for these students.

Graduation/Postsecondary Prep Programs

Each BPS middle and high school has at least one guidance counselor that supports students in planning for post-high school. Additionally, BPS schools may individually provide other postsecondary preparation and supports. For example, Margarita Muñiz Academy (MMA) shared they have two guidance counselors at the high school, one for grades 9-10 and one for grades 11-12 to dive deeper into plans for each student. MMA also has an alumni success coach that follows graduating students through college and may provide ongoing support (e.g., settling in dorms, going to intakes, helping secure housing, etc.); the coach also works to re-engage students who did not graduate.

Other programs include:

BPS STRIVE Program (Supporting Transitions to Reach Independence through Vocational Experiences) supports students district-wide in their transition from high school into college or

other postsecondary pathways. Eligibility includes students with a documented disability who are 14 to 22 years (until they exit the school system) of age and are identified by the IEP Team as a student in need.

Success Boston is the citywide college completion initiative. BPS, the City of Boston, the Boston Foundation, local nonprofits, and 37 higher education institutions collaborate to increase the number of BPS graduates who earn two- or four- year post-secondary credentials with a particular focus on low-income, first-generation students of color. Programming includes helping students apply to, select, enroll in, and transition through the first two years at higher education institutions, offering expanded campus-based and nonprofit-provided supports, and connecting students to employment opportunities (e.g., summer jobs, internships, career advising, etc.).

SuccessLink is a City of Boston initiative for 14–18-year-olds who are full-time residents of the City of Boston and legally permitted to work in the United States (Note: This topic was not covered in detail during the K-12 mapping. More information will be collected at the CHIME Postsecondary & Employment Pathways mapping).

Action for Boston Community Development (ABCD) **Youth Engaged in Action! (YEA!)** is a free, 2-week summer program for income-eligible children aged 13. YEA! participants learn about government and advocacy, civic engagement, financial wellness and budgeting, and other job readiness skills. Those who complete YEA! have priority admission to the sought-after ABCD SummerWorks, a paid internship and job readiness program (if legally able to work due to immigration status or otherwise). There is a \$100 stipend for YEA!.

Family Engagement

BPS Family Liaisons/Community Field Coordinators. Family liaison is a distinct full-time position whose responsibilities include developing family engagement systems and serving as a bridge between families in need of support and community resources within and outside the school. The role is separate from the homeless liaison designation, though it is common for a family liaison to volunteer to be a homeless liaison given the interconnectivity between the roles and the existing relationships they've fostered with families. Family liaisons may also be referred to as community field coordinator or another title (depending on the school).

BPS Office of Family & Community Advancement. The Office of Family & Community Advancement partners with families, students, staff, and the community to deliver programs, services, and initiatives for all BPS families, designed to build and support the capacity for authentic engagement including parent groups, reading clubs, and multi-session courses. The office is also responsible for overseeing the BPS Helpline, school choice and registration (students experiencing homelessness are prioritized for immediate enrollment without delay, as required by the McKinney-Vento Act, and are also prioritized for exam school admission and

summer programming enrollment), interpretation and translation services, and expanding learning opportunities for students and families.

Coordinated Family and Community Engagement (CFCE) Network. CFCE programs are locally-based programs that provide child development services and resources to families with young children including community playgroups. The CFCE network helps to promote and support: parent education and family engagement, early literacy and child development, collaboration between local early education and care partners, transitions between early education and care settings, home and school, and high-quality programs and service delivery. The Family Nurturing Center in Dorchester serves the Boston area and the community playgroup is held at the community center at Stonybrook Commons.

Across the K-12 Components:

Massachusetts Migrant Education Program identifies and recruits migratory students/youth residing throughout Massachusetts and provides high quality supplemental and support services to students/youth ages 3-22 if they have moved school districts in the preceding 36 months to obtain temporary or seasonal employment (<https://www.collaborative.org/youth-and-families/migrant-education-program/>). Services include: academic summer programs for preschool through 12th grades; assistance in preschool enrollment and family literacy programming; afterschool Tutoring for K-12, Family/Student Advocacy (Parent-Teacher conferences, IEP processes, McKinney Vento); English, Life Skills and Pre-HiSET classes for out of school youth; career and graduation exploration for High School and out of school youth, and referrals to community based organizations and school based programming through distributing program information and assisting in enrollment. The screening form should be included in school enrollment packets.

Massachusetts School on Wheels (<https://www.sowma.org/>) is designed to support the academic, social, and emotional growth of students impacted by homelessness and hardship. They train volunteers to serve as personal tutors for students who live in family shelters or transitional housing. Volunteer mentors help high school and college-age students prepare for post-secondary education and careers. Students also receive customized backpacks and "Tools for School," including grade-level books, school supplies and notes of inspiration.

Opportunities in K-12 Education

Kindergarten Ready/Universal Pre-K

- Some EI home visiting programs can give families housing verification needed to facilitate certain applications.

- BPS nursing department was open to using nurse specialists as an additional filter point to ask families about housing status.
- Families may feel more comfortable sharing housing status with community programs such as Countdown to Kindergarten and community playgroups, but those programs do not always know how to connect families to homeless supports.

District-Wide Boston Public Schools K-12

- Nurse specialists are creatively thinking about how to communicate the definition of homelessness per McKinney-Vento to families and would like to add pictures or video displays to facilitate communication for families that may not be literate in their primary language.
- BPS staff noted the importance of including the Office of Multilingual and Multicultural Education to understand how staff ask questions around housing, to ensure contact points (1) do not judge, (2) validate families, and (3) let them know there are additional resources if they are in these situations (i.e., doubled-up or otherwise homeless). Similar to the nurse specialists, they noted housing questions should be multimodal with cultural aspects embedded.
- BPS staff suggested adding a homeless or family liaison at each Welcome Center to help families experiencing homelessness with navigation supports.
- Special Education was implemented into Fifth Quarter (summer learning opportunities) for the first time this year. Depending on whether the student experiencing homelessness has an IEP, this will facilitate transportation options for students who participate in Fifth Quarter sites.
- Participants noted one previously successful example of a streamlined practice for information sharing: During COVID, BPS staff worked with MA League of Community Health Centers so that any time a school-aged child or someone under 18 was identified, the family had the chance to sign a consent form right away that would allow for information sharing. The consent form had been approved and accepted by several other organizations so that if one consent form was signed by one organization, the consent form then was accepted across the collaborating organizations to better support the family.
- BPS has experience with universal screening of substance use via the CRAFFT in 6th and 9th grades and presents an opportunity to expand screening for mental health.

Graduation and Postsecondary Prep

- BPS leadership noted, in the near future, the Division of Student Support will be prioritizing students experiencing homelessness for some programs specific to graduation and postsecondary preparation.

Gaps in K-12 Education

Identification

- All youth complete a physical health screening with pediatricians or community health centers, in which questions are asked about housing (e.g., “have you been struggling with housing in the last 12 months?”). However, there is no standard process for communication or navigation to supports post-health screening between child health providers (i.e., pediatricians).
- Each provider has their own medical record system but there is no way for families to opt-in to a shared data system that is accessible by all providers (e.g., Health Information Exchange: <https://www.healthit.gov/topic/health-it-and-health-information-exchange-basics/health-information-exchange>).
- Warm hand-offs from other providers and organizations to BPS may increase the likelihood of a family disclosing their living situation due to trust established, yet these transitional supports are uncommon and not a standard of any connected system. For example:
 - Most early childhood education providers do not have the capacity to help families navigate the transition into the BPS system, meaning some young students who are identified by the EEC as homeless may not be identified as homeless by BPS upon registration.
- Participants noted that while 311 can be used to find emergency supports, staff generally do not use it as a resource to learn more about programs a family may need or be eligible for to support their children. Additionally, 311 does not offer navigation support for children and families to determine their eligibility for these programs. Undocumented parents may avoid calling 311 out for fear of separation from their children or deportation.

Family Self-Identification

- Families may not be aware they are homeless under the McKinney-Vento definition (i.e., doubled-up) or, if they are aware, how, and when to share this information. Thus, they may not know they are eligible or how to be deemed eligible for additional supports and services provided by BPS or partners.
- BPS staff who attended the mapping did not know specific housing status questions that were currently being asked, or how it was being asked (i.e., if it is being done in culturally competent ways). Participants noted that they would like a deeper understanding of what is being asked, how often, by whom, and in what environment, and if these are asked consistently across all BPS welcome centers, to determine how to make appropriate changes.
- Families who are aware of their status of homelessness may not disclose this information out of fear or uncertainty, which can be attributed to various factors. Examples include:

- There may be misinformation/lack of awareness that school assignment will not automatically change if family discloses experiencing homelessness. Families who fear losing special education supports at a particular school may therefore not disclose their current housing situation.
- Parents that are undocumented fear being separated from their children or deported.
- Families in certain living situations common in their culture, such as living with grandparents, are fearful of being removed and displaced from this social capital.
- Participants raised the issue of residency fraud as a potential gap/barrier to changing the current procedures. BPS staff noted residency fraud is an ongoing issue where families report homelessness to get an affidavit. Therefore, BPS staff do not want to ask provoking questions that could incorrectly identify a family as homeless. Due to this concern, getting required documentation particularly for doubled-up families may impede the ability to efficiently get services to families who are experiencing homelessness.

Screening

- With only a few exceptions, including the Ages and Stages Questionnaire (ASQ) in some UPK programs and the CRAFFT with students in 6th and 8th grades, there are no standardized screening tools utilized to identify the needs of children experiencing homelessness.

Planning and Accessing Care

Kindergarten Ready/Universal Pre-K

- A participant with recent experience completing the Universal Pre-K application noted it did not include any questions about housing status. The participant also did not recall being asked about child development, behavioral health issues, etc. Further information is needed to clarify whether the application asks questions about housing status or child specific needs.

Early Intervention Transition to School

While Early Intervention (EI) is a specific component of Health & Well-Being in the 2Gen model, EI is a critical resource for children and discussions focused on children transitioning from EI to school were initiated in the K-12 Mapping. Further exploration on EI will be done at the future Health & Well-Being Mapping. Gaps identified at the K-12 Mapping include:

- EI services have less restrictive eligibility qualifications/determination than Special Education – so some children experiencing homelessness lose services as they enter K-12 realm.

- Participants raised the issue that although EI programs are supposed to coordinate handoffs with schools, there may be inconsistency in follow-through across programs and staff.
- For students with health needs transitioning from EI to school, the IEP process includes a screening with a nurse specialist. There were two potential gaps noted:
 - o Some students may be screened out by the MTSS process before meeting with the nurse specialist.
 - o The nurse specialist does not currently ask any questions about housing status. However, during the mapping, the nurse program director noted a willingness to add a question to the nurse screening process. Participants were supportive of this initiative because nurses are often trusted by families to share sensitive information.

Information was collected after the mapping regarding Family TIES (Together in Enhancing Support) of Massachusetts, A project of the Federation for Children with Special Needs, Family TIES is the primary source for information about EI and maintains the Central Directory of EI programs in MA. Family TIES is staffed by a full-time project director, a parent-to-parent coordinator and six regional parent coordinators. It provides a variety of supports to families whose children have special health needs as well as their providers including training, information about local and statewide resources and connection to other parents with similar life circumstances.

Inquiring families or other referral sources can call the toll-free, state-wide phone line 800-905-TIES (8437) or contact a Regional Coordinator directly at the Department of Public Health satellite offices.

Boston Public Schools

- Currently, not all SSTs throughout the district are fully functional, meaning there may be less supports available or accessible to students at those schools who are experiencing homelessness.
- When children experiencing homelessness are placed in shelters 1-2 hours away from their school, even though transportation is provided, multiple areas are impacted including: school choice, after school programming, behavioral health resources, ability to complete assignments, and attendance.
 - o One family with lived experience shared the following example: We were sent to shelter with 2 young daughters, both who were very depressed after the move. It was a traumatic experience for them and every day they were traveling 3+ hours by train to get to school and resources since we were placed in Springfield.
- Another student with lived experience illustrated with the following example: I had to wake up at 4:30 to be in school by 8:30 in Boston. I had to call out sometimes due to

timing; had problems with grades and other school things due to this. I told my mom that now I have panic attacks/anxiety because of having these problems.

- There are currently no forums for children with lived experience to share conversations and experiences to reduce stigma and learn about resources.
 - o A student with lived experience illustrated with the following example: I was sleeping in a closet. Tough when you're 14 from having your own room with family nearby to living like this, being judged on how I look, speak, and living situation, etc. I think there should be more conversations – you are not alone, you can overcome what is happening and change your life. There need to be more talks about this in general (i.e., reducing stigma requires conversations and awareness-spreading of programs).
- **Individualized Education Plans (IEP)**
 - o BPS staff noted that pediatricians/medical teams/social workers do not always share information with schools that may make children eligible for IEPs.
 - o For children not identified by EI services, parents must request an evaluation, but parents do not always have the knowledge of how to navigate the process.
 - o Some providers will not accept a BPS consent form and require their own, which further delays and complicates the process.
- **Fifth Quarter** (summer programming) offers opportunities for children in the summer months. Children experiencing homelessness may be prioritized for some programs but a barrier to accessing this programming can be the relationship a family has with the school to know about and apply for the programs.
- For many BPS and/or state/federally funded programs (e.g., SNAP), undocumented families are not eligible. Food drives and other related programs help fill in the gaps but are not sustainable long term.
- Similarly, undocumented teens may be fearful of disclosing their family's status and may seek employment 'under the table' instead of official Fifth Quarter or summer job programs (e.g., SuccessLink) which places the teens at greater risk for mistreatment.
 - o Additionally, undocumented teens must be paid under \$600 for the payment to not be reported to the IRS.
- An employment barrier for all children experiencing homelessness is that they cannot earn more than \$13,000 or it counts towards family income, impacting the family's eligibility for critical supports even if the payment is a stipend.
- **Summer Meals** programming during COVID allowed for families to take food with them but, due to quality control issues, families must now eat at the place they receive the food.

Kindergarten/Elementary/Middle School:

- Elementary schools do not have guidance counselors which means fewer supports for those students.

Managing, Coordinating, and Tracking Care

- BPS staff noted that once a HERN Referral Form is submitted within the SIS, they are unable to access or see the form. This also impacts families when there is staff turnover; newly-hired family liaisons and newly designated homeless liaisons cannot see referrals made by prior staff, making it difficult to catch up on information. Families do not always remember the agencies with whom they have worked.
- BPS staff also noted that previously a text box allowed them to include a note of what has been done to support the family thus far and what needs the family may still have. The text box has recently disappeared, impacting communication.
- When referrals are made to supporting organizations such as JRI, the contact information of the original referral source is not always included which impairs their ability to contact the referral source for more information.
- Similarly, for those specific initiatives when referrals are made outside of BPS, staff noted that they are unable to see their referral and do not always receive follow-up to know the outcome of their referral.
- The combination of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) impacts the ability to share information across programs. Some current protocols exist to meet the requirements of these two Acts and some protocols need to be revisited.

Priorities for Change

Identified Priorities for Change

The group identified 10 priority areas*. The chart below shows the rank order by the number of votes and priority area of work. During the action planning process, participants agreed that many of the Action Plans will fall under the district-wide cross-department collaboration group developed during Action Planning in Priority #1.

RANK	VOTES	PRIORITY
1	15	Create a district-wide cross-department collaboration to address systems and practices for accompanied children experiencing homelessness
2	13	Explore resources and support for undocumented families for accompanied children experiencing homelessness
2	13	Create a district-wide curriculum to empower and educate young people on financial literacy, wealth building, and home ownership for accompanied children experiencing homelessness
3	8	Identify ways to close the loop on coordinating care for accompanied children experiencing homelessness
4	7	Examine policies and practices through a racial equity lens in Boston Public School and outside for accompanied children experiencing homelessness
5	6	Define and communicate definition of homelessness through a culturally and linguistically sustaining practices lens for accompanied children experiencing homelessness
5	6	District-wide training and education for Boston Public School staff and faculty on mental health and homelessness for accompanied children experiencing homelessness
6	3	Create a visually and user-friendly resource hub
6	3	Explore preventative behavior health options for kids experiencing homelessness
7	1	Create a marketing campaign to increase awareness of child homelessness

***For each priority, the K-12 mapping participants felt each priority should be approached with an anti-racist and culturally and linguistically sustaining practice lens.**

After discussion, the group finalized the following three priorities:

- 1) Increase equitable access and opportunities across BPS departments so that students and families experiencing homelessness are fully supported in a cohesive and inclusive way (Previously: Create a district-wide cross-department collaboration to address systems and practices for accompanied children experiencing homelessness).
- 2) Explore resources and support for accompanied children in undocumented families experiencing homelessness using an anti-racist and culturally and linguistically sustaining practice lens.
- 3) Create a district-wide curriculum to empower and educate young people on financial literacy, wealth building, and home ownership for accompanied children experiencing homelessness and using an anti-racist and culturally and linguistically sustaining practice lens.

NUMERO	VOTOS	PRIORIDAD
1	15	Crear una colaboración interdepartamental, a nivel distrital, para abordar los sistemas y prácticas existentes para niños acompañados con falta de vivienda.
2	13	Explorar recursos y otros tipos de apoyo para familias indocumentadas con niños acompañados con falta de vivienda.
2	13	Crear un plan de estudios a nivel distrital para empoderar y educar a jóvenes sobre la adquisición de riqueza y la propiedad de vivienda para niños acompañados con falta de vivienda.
3	8	Identificar opciones para integrar una coordinación completa para el cuidado de niños acompañados con falta de vivienda.
4	7	Examinar a través de un lente de equidad racial las políticas y prácticas dentro y fuera de la Escuela Pública de Boston para niños acompañados con falta de vivienda.
5	6	Definir y comunicar el significado de la falta de hogar a través de un lente de práctica cultural y lingüística sostenible para niños acompañados con falta de vivienda.
5	6	Capacitación y educación a nivel distrital para el personal de la Escuela Pública de Boston sobre salud mental y carencia de hogar para niños acompañados con falta de vivienda.
6	3	Crear una página de recursos visualmente amigable y fácil de navegar.
6	3	Explorar opciones de salud preventiva para la conducta de niños con falta de vivienda.
7	1	Crear una campaña de mercadeo para aumentar el reconocimiento sobre la falta de hogar infantil.

*En este documento, “niños acompañados” se refiere a menores de edad que emigraron a Estados Unidos con familiares u otro adulto responsable de su cuida

PRIORITY #1:

Increase equitable access and opportunities across BPS departments so that students and families experiencing homelessness are fully supported in a cohesive and inclusive way.

[Previously: Create a district-wide cross-department collaboration to address systems and practices for accompanied children experiencing homelessness]

Objective	Action Steps	When?	Who?
<p>Identify each departments goals and how they support students experiencing homelessness and their unique needs</p>	<p>Identify the leads of each department (the lead on the ground and the change agent)</p> <p>Assess their goals and services</p> <p>Use department assessment tool -> develop department standards</p> <p>Consultancies across departments</p> <p>Provide professional development</p> <p>Focus groups -> include students and families</p> <p>Integration with Multi-tiered Systems of Support (MTSS)</p> <p>Prep intervention model (mobile)</p>	<p>10 – 12 months (ongoing)</p>	<p>- BPS CHIME Team (listed at bottom of this priority)</p>

Create a visual resource hub for students and families experiencing homelessness and staff			
Build a critical consciousness: <ul style="list-style-type: none"> - Departments - Students and families 	Arc of Learning (guided by CLSP)		
Enhance students and families' sense of belonging			
<p>Action Planning Participants: Mari Bell, BPS; Brendan Fogarty, Horizons for Homeless Children; Donna Lashus, BPS; Brian Marques, BPS; Lucinda Mills, BPS; Renée Omladé, BPS; Arianna Pacheco, Unite Massachusetts, Suzanne Salter-Bennett, BPS</p>			

PRIORITY #2: Explore resources and support for accompanied children in undocumented families experiencing homelessness using an anti-racist and culturally and linguistically sustaining practice lens.			
Objective	Action Steps	When?	Who?
Help families establish MA residency through BPS with documentation to qualify for social welfare (DTA, SNAP, etc.) and EA/vouchers	Establish a cohort/ needs assessment of all undocumented families to identify immediate and emerging needs (with the ability to change state and/or local laws) Identify politicians and policymakers who will champion/advocate this change	Prior to September 2023 (before Sept. Elections)	<ul style="list-style-type: none"> - BPS - State and municipal leaders who establish residency - Community leaders and family service providers
Develop bank of resources for (pro bono, if possible) legal experts to support families and staff to understand/help navigate immigrant processes *Checklist	Develop a hotline for families to call for legal assistance Develop resources for post-graduate students Establish program for BPS postgraduate students/alum to mentor and help guide other students to navigate this process	Within next 6 months Prior to SY '23-'24 Early 2024	<ul style="list-style-type: none"> - BPS (HERN liaisons) - City of Boston - Legal advocacy groups
Establish funding and equal access in each school for programs that provide school, clothing, and hygiene products (I.e., Catie's Closet)	Advocate for 1 contract for all schools to have access to these programs Look into commercial sponsorship programs (Whirlpool Cares, Samsung, Home Depot, etc. for appliances)	Early SY '24-'25	<ul style="list-style-type: none"> - BPS - BPS HERN office - Community providers

	Consider: can BPS use a phantom building to create a massive Catie's Closet, where all BPS families can access?		
Establish task force to ensure delivery/momentum of identified priorities for undocumented families	Identify who can carry the work (volunteers within BPS and other community providers)	Summer 2023	- BPS community
Action Planning Participants: Priscilla Aponte, BPS; Nina Gaeta-Coletta, Shay Handy, JRI Youth Harbors; Isatu Mansaray, BPS; Annie Marcklinger Gordon, FamilyAid; Kiana Mondesir, Mayor's Office of Housing; Andrea Munera, FamilyAid; Deidra Soto, FamilyAid			

PRIORITY #3:

Create a district-wide curriculum to empower and educate young people on financial literacy, wealth building, and home ownership for accompanied children experiencing homelessness and using an anti-racist and culturally and linguistically sustaining practice lens.

Objective	Action Steps	When?	Who?
Identify best practices and curriculums for FL and life skills for building wealth and home ownership	Identifying existing curricula Select 4 recommended curricula Establish implementation timeline Surveying parents for financial literacy, etc.	September 2023	<ul style="list-style-type: none"> - BPS Department of Opportunity Youth - External Partners - School Leaders - Popular Properties - BSAC - Dennisse Rorie - Mayor’s Youth Council - BPS Student Council - Mass. Affordable Housing Alliance - Popular Properties Reality Inc. - Other considerations: <ul style="list-style-type: none"> o 635 Homes o Neighborhood Assistance Corporation of America (NACA) o Boston Home Center
Consider schools that have flexible blocks to begin a pilot	Offering financial literacy workshops Identify which schools to pilot, targeting HS with high concentration of students experiencing homelessness	2023 – 2024 School Year	<ul style="list-style-type: none"> - Blackstone Elementary - School Leadership

Develop a marketing/promotion strategy	Post on school web page Incentives	September 2023	<ul style="list-style-type: none"> - BPS Department of Opportunity Youth - Boston City Hall
Expansion throughout K-12 grades and ages	Connecting and supporting school leaders	2025	<ul style="list-style-type: none"> - Boston SAVES (Kacy Hughes) - Cambridge Savings Bank - Bank of America - Other financial institutions
Collaborate with the resources for action group for priority #2 (focused on undocumented families experiencing homelessness)	Review selected curriculum for cultural competencies Readily available in multi-lingual resources	Ongoing	<ul style="list-style-type: none"> - Greater Boston Legal Services - MIRA, Ryan - CoB Office of Immigration Advancement
<p>Action Planning Participants: Gabriella Cruz, BPS; Kedan Harris, BPS; Laura Janvrin, Action for Boston Community Development; Bette O’Gara, KeySteps, Inc.; Jacqui Posley, BPS; Karla Rolon, BPS; Sarah Slutterback, MA Dept. Of Elementary and Secondary Education; Ivana Serret, Action for Boston Community Development</p>			

Área de prioridad #1:

Aumentar el acceso equitativo y las oportunidades a través de los departamentos de BPS para que los estudiantes y las familias sin hogar reciban pleno apoyo de manera cohesiva e inclusiva.

[Crear una colaboración interdepartamental, a nivel distrital, para abordar los sistemas y prácticas existentes para niños acompañados con falta de vivienda.]

Objetivo	Pasos de acción	¿Cuándo?	¿Quién?
<p>Identificar los objetivos de cada departamento y cómo apoyan a los estudiantes con falta de vivienda y a sus necesidades únicas.</p>	<p>Identificar las pistas de cada departamento (la pista y el agente de cambio)</p> <p>Evaluar sus objetivos y servicios.</p> <p>Utilizar la herramienta de evaluación del departamento -> desarrollar estándares departamentales</p> <p>Consultorías en todos los departamentos.</p> <p>Proporcionar desarrollo profesional</p> <p>Grupos de discusión -> incluir estudiantes y familias</p> <p>Integración con <i>Multi-tiered Systems of Support (MTSS)</i></p>	<p>10 – 12 meses (en curso)</p>	<p>- Equipo CHIME de BPS (enumerado al final de esta área de prioridad)</p>

	Preparar modelo de intervención (móvil)		
Crear una página de recursos visuales para el personal de la escuela y los estudiantes y sus familias con falta de vivienda			
Construir una conciencia crítica: - Departamentos - Estudiantes y familias	<i>Arc of Learning</i> (guiado por <i>CLSP</i>)		
Mejorar el sentido de pertenencia de los estudiantes y las familias.			
Participantes en la planificación de la acción: Mari Bell, BPS; Brendan Fogarty, Horizons for Homeless Children; Donna Lashus, BPS; Brian Marques, BPS; Lucinda Mills, BPS; Renée Omoladé, BPS; Arianna Pacheco, Unite Massachusetts, Suzanne Salter-Bennett, BPS			

Área de prioridad #2: Explorar recursos y apoyos para niños acompañados de familias indocumentadas con falta de vivienda, utilizando una lente de práctica antirracista al igual que cultural y lingüísticamente sostenible.			
Objetivo	Pasos de acción	¿Cuándo?	¿Quién?
Ayudar a las familias a establecer residencia en MA a través de BPS con documentación para calificar para servicios del bienestar social (DTA, SNAP, etc.) y EA/vales	<p>Establecer una evaluación de necesidades de todas las familias indocumentadas para identificar las necesidades inmediatas y emergentes (con la capacidad de cambiar leyes estatales y/o locales)</p> <p>Identificar a los políticos y legisladores que abogarán por este cambio</p>	Antes de septiembre 2023 (antes de las elecciones de septiembre)	<ul style="list-style-type: none"> - BPS - Líderes estatales y municipales que establecen la residencia - Líderes comunitarios y proveedores de servicios familiares
<p>Desarrollar un banco de recursos para (<i>pro bono</i>, si es posible) expertos legales para ayudar a las familias y a trabajadores comprender/ayudar a navegar los procesos de inmigración</p> <p>*Lista</p>	<p>Desarrollar una línea directa para que las familias soliciten asistencia legal</p> <p>Crear recursos para estudiantes de posgrado.</p> <p>Establecer un programa para estudiantes/exalumnos de posgrado de BPS para asesorar y ayudar a guiar a otros estudiantes a navegar este proceso</p>	<p>Dentro de los próximos 6 meses</p> <p>Antes del SY '23-'24</p> <p>Principios de 2024</p>	<ul style="list-style-type: none"> - BPS (enlaces <i>HERN</i>) - Ciudad de Boston - Grupos de defensa legal

<p>Establecer financiamiento e igualdad de acceso en cada escuela para programas que brindan productos escolares, de vestimenta y de higiene (p. ej., Catie's Closet)</p>	<p>Abogar por 1 contrato para que todas las escuelas tengan acceso a estos programas</p> <p>Buscar programas de patrocinio comercial (Whirlpool Cares, Samsung, Home Depot, etc. para electrodomésticos)</p> <p>Considerar: ¿Puede BPS usar un edificio para crear un enorme Catie's Closet, al que puedan acceder todas las familias de BPS?</p>	<p>Principios de SY '24-'25</p>	<ul style="list-style-type: none"> - BPS - Oficina BPS HERN - Proveedores comunitarios
<p>Establecer un grupo operativo para garantizar la entrega/impulso de las prioridades identificadas para las familias indocumentadas</p>	<p>Identificar quién puede realizar el trabajo (voluntarios dentro de BPS y otros proveedores de la comunidad)</p>	<p>Verano 2023</p>	<ul style="list-style-type: none"> - Comunidad BPS
<p>Participantes del Plan de Acción: Priscilla Aponte, BPS; Nina Gaeta-Coletta, Shay Handy, JRI Youth Harbors; Isatu Mansaray, BPS; Annie Marcklinger, FamilyAid; Kiana Mondesir, Mayor's Office of Housing; Andrea Munera, FamilyAid; Deidra Soto, FamilyAid</p>			

Área de prioridad #3:

Crear un plan de estudios a nivel distrital para empoderar y educar a jóvenes sobre educación financiera, adquisición de riqueza y la propiedad de vivienda para niños acompañados con falta de vivienda, una lente de práctica antirracista al igual que cultural y lingüísticamente sostenible.

Objetivo	Pasos de acción	¿Cuándo?	¿Quien?
Identificar las mejores prácticas y currículos para FL y habilidades básicas para generar riqueza y adquirir una propiedad de vivienda	<p>Identificar los currículos existentes</p> <p>Seleccionar 4 currículos recomendados</p> <p>Establecer un cronograma de implementación</p> <p>Encuestar a los padres sobre educación financiera, etc.</p>	Septiembre 2023	<ul style="list-style-type: none"> - BPS <i>Department of Opportunity Youth</i> - Socios externos - Líderes escolares - Propiedades populares - BSAC - Dennisse Rorie - <i>Mayor's Youth Council</i> - <i>BPS Student Council</i> - <i>Mass. Affordable Housing Alliance</i> - <i>Popular Properties Reality Inc.</i> - Otras consideraciones: <ul style="list-style-type: none"> o 635 Homes o Neighborhood Assistance Corporation of America (NACA) o Boston Home Center
Considerar las escuelas que tienen bloques flexibles para comenzar un programa piloto	<p>Ofreciendo talleres de educación financiera</p> <p>Identificar las escuelas para el programa, con énfasis en preparatorias con alta</p>	Año Escolar 2023 – 2024	<ul style="list-style-type: none"> - Blackstone Elementary - Liderazgo Escolar

	concentración de estudiantes con falta de vivienda		
Desarrollar una estrategia de promoción	Publicar en la página web de la escuela incentivos	Septiembre 2023	<ul style="list-style-type: none"> - <i>BPS Department of Opportunity Youth</i> - <i>Boston City Hall</i>
Expansión a grados y edades K-12	Conectando y apoyando a los líderes escolares	2025	<ul style="list-style-type: none"> - <i>Boston SAVES (Kacy Hughes)</i> - <i>Cambridge Savings Bank</i> - <i>Bank of America</i> - <i>Otras instituciones financieras</i>
Colaborar con los recursos del grupo de acción para la prioridad n.º 2 (centrada en familias indocumentadas que se encuentran sin vivienda)	Revisar el plan de estudios seleccionado para las competencias culturales Disponible en apoyos multilingües	En curso	<ul style="list-style-type: none"> - <i>Greater Boston Legal Services</i> - <i>MIRA, Ryan</i> - <i>CoB Office of Immigration Advancement</i>
<p>Participantes en la Planificación de la Acción: Gabriella Cruz, BPS; Kedan Harris, BPS; Laura Janvrin, Action for Boston Community Development; Bette O’Gara, KeySteps, Inc.; Jacqui Posley, BPS; Karla Rolon, BPS; Sarah Slutterback, MA Dept. Of Elementary and Secondary Education; Ivana Serret, Action for Boston Community Development</p>			

Parking Lot

While CHIME Mappings cannot address all problems facing accompanied children experiencing homelessness, the Parking Lot is used to record issues which are not specific to accompanied children experiencing homelessness or which issues are important but cannot be addressed within the limited time during the day and a half mapping. During the K-12 mapping, the following issues were placed in the Parking Lot:

- Continuity of educational status and grade level across school districts
- Additional funding for housing vouchers
- Housing for undocumented families experiencing homelessness
- Placement of families with children experiencing homelessness in shelters outside of the school district
- Advocacy with the Executive Office of Housing and Livable Communities (EOHLC)
- Additional shelter space for unaccompanied youth
- Information about the Youth Harbor Housing Navigation for young adults, ages 18-24, which includes assessment and support and funds through the city for rapid rehousing

Quick Wins

During the CHIME Mappings, there can also be issues raised that have a quick resolution, such as a connection between agencies or people unfamiliar with each other, but looking for a particular resource one or the other can offer. During the K-12 mapping, the following issues were offered as Quick Wins:

- When discussing the departments within the Boston Public Schools that ask questions to help identify when a student is experiencing homelessness, a participant noted that a question about housing status could be added to the nurse specialist intake process for new students.

Other Considerations

After each CHIME mapping, the project team captures additional considerations that are raised by people with lived experience of the CHIME Executive Committee when asked for feedback based on their experience and expertise which are included in the respective report. There were no other considerations raised following the K-12 Education mapping.

The CHIME project team also recognizes the importance of refining our own processes and incorporating feedback from people with lived experience into future CHIME events.

Based on feedback from family participants with lived experience and other stakeholders at this and past mapping sessions, the CHIME project team plans to add or otherwise maintain the following changes to better prepare and accommodate families:

- Translate relevant CHIME materials and provide day-of interpretation services for participating families who are non-English speaking or prefer Spanish as their written language.
- During the mapping, ensure facilitation approaches are conducted through an antiracist and culturally and linguistically sustaining practice (CLSP) lens.
- Incorporate cultural humility into the CHIME values.
- Provide an opportunity to meet with a social worker prior to and/or following mapping sessions.
- Coordinate a pre-mapping discussion between the project manager with existing participating families and new participating families to build peer support.
- Make explicit mention of the priorities that families who participated in the mapping voted on with the larger group before finalizing the top priorities, to elevate the voices of those currently experiencing homelessness.

Afterword

The Child Homelessness Intercept Mapping and Engagement (CHIME) initiative centers on a systems-change approach to uncover gaps and identify opportunities to improve services for accompanied students experiencing homelessness and their families. As the largest school district in the city, Boston Public Schools (BPS) served as the host for the K-12 Education Mapping Event in March of 2023. This event was well attended and drew on expertise in the fields of education and family homelessness to map systems and recommend action items to improve equity, access, and opportunity for housing-insecure students and families. Most importantly, the event was intentional about engaging student and family voice and agency, as integral members of the stakeholder groups in attendance. Through this process, the following themes were identified –

- Strength in the culture of collaboration, as 76% of K-12 participants reported that their organizations do currently collaborate with other stakeholders.
- A high degree of prioritization for accompanied children among programs represented by CHIME mapping participants.
- Importance of engaging with families having lived experience to better understand their perspectives, experiences, and recommendations for high-impact improvements.
- Strength of the McKinney-Vento identification process in BPS, with a “no wrong door” approach to connecting students and families with vital resources.
- Value of the network of school-based homeless liaisons.
- Gaps in interagency identification and referrals of children and families for need-specific resources, like healthcare services, housing programs, and early childhood education.
- Disparities in community awareness of the McKinney-Vento definition of homelessness, rights to available services, and fear of disclosing sensitive information to access needed resources. This is particularly true for immigrant and/or undocumented children and families.

- Priorities for Change: Action Planning –
 - Create a district-wide, cross-department collaboration to address systems and practices for accompanied children experiencing homelessness.
 - Explore resources and support for immigrant and undocumented families for accompanied children experiencing homelessness.
 - Create a district-wide curriculum to empower and educate young people on financial literacy, wealth building, and home ownership for accompanied children experiencing homelessness.

By elevating social justice issues and opportunity gaps faced by precariously housed students and families, the aim is to mobilize a range of stakeholders through the event participants. As a community-wide call to action, understanding the root causes that further burden our most vulnerable students and families helps to elucidate the opportunities to improve practices, collaborate across key departments and community providers, and increase awareness in areas

where decision-makers can leverage their influence to enable more inclusive environments. As we proceed with the collaborative work necessary to move from identification to action, in the form of coordinated implementation, it will be essential to maintain a systems-view as we consider how each of the access points and processes for critical services interact and present potential barriers for students and families. Our aim is to address these disparities by promoting social justice through access, opportunity, and inclusive practices.

Brian Marques

CHIME Executive Committee, Boston Public Schools

Appendices

Appendix 1 CHIME K-12 Education Mapping Participant List

Appendix 2 K-12 Acronym Glossary

Appendix 3 Day 1 and Day 2 Agendas

Appendix 4 Boston Public Schools School-Specific Initiatives

Appendix 5 Boston Public Schools Homeless Liaisons List

Appendix 6 CHIME Community Self-Assessment

Appendix 1

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Appendix 2

ABCD	Action for Boston Community Development
ACF	U.S. Administration for Children and Families
ASQ	Ages and Stages Questionnaire
BHA	Boston Housing Authority
BPHC	Boston Public Health Commission
BPS	Boston Public Schools
CCCB	Child Care Choices of Boston
CCR&R	Child Care Resource and Referral
CFCE	Coordinated Family and Community Engagement
CFV	City-Funded Voucher
CHA	Community Housing Authorities (i.e., Boston Housing Authority)
CHIME	Child Homelessness Intercept Mapping and Engagement
CSLP	Culturally and Linguistically Sustaining Practices
COC	Continuum of Care
CPT	Common Planning Time
CRAFFT	Clinical assessment tool designed to screen for substance-related risks and problems in adolescents
DCF	Mass. Department of Children and Families
DESE	Mass. Department of Elementary and Secondary Education
DHCD	Mass. Department of Housing and Community Development
DMH	Mass. Department of Mental Health
DPH	Mass. Department of Public Health
DTA	Mass. Department of Transitional Assistance

EA	Emergency Assistance; State-funded shelter resources for families experiencing homelessness
ECE	Early Childhood Education
EEC	Mass. Department of Early Education and Care
EHIP	Early Homelessness Intervention Program
EHS	Early Head Start
EHV	Emergency Housing Voucher
EI	Early Intervention
EOE	Mass. Executive Office of Education
EOHHS	Mass. Executive Office of Health and Human Services
ESE/DESE	Mass. Department of Early and Secondary Education
ESY	Extended School Year
FERPA	Family Educational Rights and Privacy Act
FMR	Fair Market Rent
FPL	Federal Poverty Line
HERN	Boston Public Schools Homeless Education Resource Network (within the Department of Opportunity Youth)
HIPAA	Health Insurance Portability and Accountability Act
Homeless Liaisons	Boston Public Schools staff that coordinate services at the school level to children/families experiencing homelessness
HS	Head Start
HUD	U.S. Department of Housing and Urban Development
IEP	Individualized Education Plan
IRS	Internal Revenue Service
JRI	Justice Resource Institute

MassHealth	Medicaid and other program administration; State’s health insurance program for low-income children, families, elders, and persons with disabilities
MOH	City of Boston Mayor’s Office of Housing (formerly Department of Neighborhood Development, DND)
MRVP	Mass. Rental Voucher Program
MTSS	Multi-Tiered Systems of Support
OHS	Office of Housing Stability (within the Mayor’s Office of Housing)
OY	Department of Opportunity Youth
PSE	Policy, Systems, and Environmental
RAFT	Residential Assistance for Families in Transition
SEL	Social-Emotional Learning
SIS	Boston Public Schools Student Information System
SMI	State Median Income
SNAP	Supplemental Nutrition Assistance Program
SSI	Supplemental Security Income
SST	Student Support Team
STRIVE	BPS Supporting Transitions to Reach Independence through Vocational Experiences
SY	School Year
TAFDC	Temporary Assistance for Families with Dependent Children
TANF	Temporary Assistance for Needy Families
TIC	Trauma-Informed Care
UDL	Universal Design for Learning
UPK	Universal Pre-K
WIC	Women, Infants, and Children Nutrition Program

YEA! ABCD Youth Engagement Action!

YRBS Youth Risk Behavior Survey

Appendix 3



K-12 EDUCATION MAPPING

March 30, 2023

Boston, MA

Day 1 Agenda

8:30

Registration, Breakfast, and Networking

9:00

Opening

- Welcome and Introductions
- Overview of the Workshop
- Workshop Focus, Goals, and Tasks

CHIME

- The Basis of Cross-Systems Mapping
- The Ascend Model
- Five Key Areas for Interception

Cross-Systems Mapping

- Creating a Local Map
- Examining the Gaps and Opportunities

Establishing Priorities

- Identify Potential, Promising Areas for Modification Within the Existing System
- Top Five List
- Collaborating for Progress

Wrap Up

- Review

4:30

Adjourn

There will be a 15-minute break mid-morning and mid-afternoon.

There will be break for lunch at approximately 12:30.



K-12 EDUCATION MAPPING

March 31, 2023
Boston, MA

Day 2 Agenda

- 8:30** **Registration, Breakfast, and Networking**
- 9:00** **Opening**
- Remarks
 - Preview of the Day
- Review**
- Day 1 Accomplishments
 - Boston's Priorities
 - Keys to Success in Community
- Action Planning**
- Finalizing the Action Plan**
- Next Steps**
- 1:00** **Summary and Closing**
- Adjourn**

There will be a 15-minute break mid-morning.

Appendix 4

Exemplar School	Programs & Supports	Description
<p style="text-align: center;">Mather Elementary School</p>	Catie's Closet	Transforms unused areas inside schools into safe spaces for students can access clothing, toiletries, and other necessities free of charge
	Extensive Partnership Network	Partners include: The Home for Little Wanderers, Boston Schoolyard Initiative, Boston Scores, and more.
	Excellent case management, referral, and outreach efforts with connections to BPS housing programs.	
<p style="text-align: center;">Mario Umana Academy (K-8)</p>	Catie's Closet	See above
	Extensive Partnership Network	Partners include: Waypoint Adventure, Boston University GEAR UP, Playworks, and more.
	Long-standing emphasis on meeting the needs of students and families experiencing homelessness.	
<p style="text-align: center;">East Boston High School</p>	Catie's Closet	See above
	Parent and Family Center	<p>Helps parents gain and apply the skills and knowledge to be actively involved in their student's education.</p> <p>Offers computer classes, workshops, leadership development training, and service navigation support.</p> <p>Access to food pantry (including fresh food), laundry services, and showers for students</p> <p>Open from 8 a.m. – 1:30 p.m. daily.</p>

	In-school Career Center	
	In-School Student Wellness Center	Provides comprehensive medical and behavioral health services as well as assistance with health insurance* *Must receive parental consent if student is under 18
	Long-standing emphasis on meeting the needs of students and families experiencing homelessness.	
Boston International Newcomers Academy (BINcA)	Catie's Closet	See above
	Family Food Pantry	Provides a safe and discreet place for food insecure families to get food and other necessities
	Extensive Family Services	Provides access to housing services, ESL, computer training, employment and legal services, and internet access
	Extensive student support services through intake process	
	Long-standing emphasis on meeting the needs of students and families experiencing homelessness	Two family liaisons and two attendance paraprofessionals make up the school's Family Team

Appendix 5

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Bates Elementary School	Adam Prisby	Homeless Liaison	aprisby2@bostonpublicschools.org
Beethoven Elementary School	Alexis St. James	School Psychologist	astjames@bostonpublicschools.org
Blackstone Innovation School	Sasha De La Cruz	Transformational Social Worker	sdelacruz@bostonpublicschools.org
	Kayla Santana	SLIFE Social Worker	ksantana3@bostonpublicschools.org
	Marcia Cruz	Transformational Social Worker	mcruz2@bostonpublicschools.org
Boston Adult Technical Academy	Elizabeth Beliard Cadet	Social Worker	ebeliard@bostonpublicschools.org
Boston Arts Academy	Kwame Dance	Dean of Health and Wellness	sdance2@bostonpublicschools.org
	Stacy Selman	Family Liaison	sselman@bostonpublicschools.org
Boston Collaborative High School	Natalia Rosa	Family Liaison	nrosa3@bostonpublicschools.org
ABCD University High School	Sherann Jackson-Alkins	School Leader	sjackson6@bostonpublicschools.org

School	Liaison	Title/Position	Email
Boston Community Leadership Academy/McCormack	F. Olinka Briceno	Community Leader and Leadership Coordinator	fbriceno@bostonpublicschools.org
	Justine Grace-McCarthy	Guidance Counselor	jgrace2@bostonpublicschools.org
	Amerilis Morales	Family Liaison	amorales@bostonpublicschools.org
Boston Day and Evening Academy	Irma Camacho	Director of Operations	icamacho@bostonpublicschools.org
Boston Green Academy	Brian Gonsalves	Director of Student Support Services	bgonsalves@bostonpublicschools.org
	Michael Cabrera	Family Liaison	mcabrera3@bostonpublicschools.org
Boston International Newcomers Academy	Lorenis Nova	School Counselor	lnova@bostonpublicschools.org
	Tony King	Headmaster	tking@bostonpublicschools.org
Boston Latin Academy	Katie Mandosa-Hayes	School Counselor	kmandosahayes@bostonpublicschools.org
<i>Alternate</i>	Natel Lewis-King	School Counselor, Grades 10-12	nlewisking@bostonpublicschools.org
	Christian Ekholm-Jacobson	Guidance Program Director	cekholmjacobson@bostonpublicschools.org
Boston Latin School	Ginnelle Vasquez	School Social Worker	gvasquez@bostonpublicschools.org
Boston Teachers Union K-8 School	Heidi Winston	School Nurse	hwinston@bostonpublicschools.org
	Ambar Guerra-Peralta	Community Field Coordinator	aguerroperalta@bostonpublicschools.org
Bradley Elementary School	Samuel Pichette	Family Liaison	spichette@bostonpublicschools.org
Brighton High School	Allana Neimann	Administrative Assistant	aneimann@bostonpublicschools.org
<i>Alternate</i>	Jacqueline Olivero-Fernandez		joliverofernandez@bostonpublicschools.org
<i>Alternate</i>	Patricia Valdez		pvaldez2@bostonpublicschools.org
<i>Alternate</i>	Christina Limon	Security Para/HERN Liaison	climon@bostonpublicschools.org
	Lauren O'Malley-Singh	Nurse	lomalley Singh@bostonpublicschools.org

School	Liaison	Title/Position	Email
Burke High School	Cesarina Dos Santos	Family Liaison	cdossantos3@bostonpublicschools.org
Carter School	Kathleen Ryan	Family Liaison	kryan@bostonpublicschools.org
Channing Elementary School	Carline Pignato	Principal	cpignato@bostonpublicschools.org
Charlestown High School	Samira Lopes	Family Liaison	slopes@bostonpublicschools.org
Chittick Elementary School	Florence Taylor	Community Field Coordinator	ftaylor@bostonpublicschools.org
	Stacy Gagne	School Social Worker	sgagne@bostonpublicschools.org
Clap Elementary School	Emma Fialka-Feldman	Principal	efialkafeldman@bostonpublicschools.org
	Diedre DeGraffenreid	Family Liaison	ddegraffenreid@bostonpublicschools.org
Community Academy	Lakeisha Williams	School Social Worker	lwilliams12@bostonpublicschools.org
Community Academy of Science and Health	Latarah Blount	School Social Worker	lblount@bostonpublicschools.org
Condon K-8 School	Andrea Nogueira	Family Liaison	anogueira@bostonpublicschools.org
Conley Elementary School	Jennifer Eddington	Interim Principal	jeddington@bostonpublicschools.org
<i>Alternate</i>	Sabrina Dely	Family Liaison	sdely@bostonpublicschools.org
Curley K-8 School	Suigely Santos	Guidance Counselor	ssantos2@bostonpublicschools.org
	Yamile Hernandez	Family Liaison	yhernandez@bostonpublicschools.org
Dearborn 6-12 STEM Academy	Mary Doyle	Clinical Coordinator	mdoyle@bostonpublicschools.org
	Rosevelt Centeio	Family Coordinator	rcenteio@bostonpublicschools.org
Dever Elementary School	Margaret Reardon	Principal	mreardon@bostonpublicschools.org
	Miraidis Munoz-Velez	Family Liaison	mmunozvelez@bostonpublicschools.org
	Gabrielle Antignano	Family Liaison	gantignano@bostonpublicschools.org
Dudley Street Neighborhood School	Deon Tribett	Family Liaison	dtribbett@bostonpublicschools.org
	Porter Houston	Social Worker	phouston@bostonpublicschools.org

School	Liaison	Title/Position	Email
East Boston Early Education Center			
East Boston High School	Nina Gaeta Coletta	Family Center Coordinator	ngaetacoletta@bostonpublicschools.org
<i>Alternate</i>	Christine Hanley	School Psychologist	chanley@bostonpublicschools.org
Edison K-8 School	Maria Centeio		mcenteio@bostonpublicschools.org
Eliot K-8 Elementary School	Holly McPartlin	Head of School Grades K-4	hmcpartlin@bostonpublicschools.org
Ellis Elementary School	Gabriela Chew	Family Liaison	gchew@bostonpublicschools.org
Ellison/Parks Early Education School	Laura Allen	School Social Worker	lallen@bostonpublicschools.org
<i>Alternate</i>	LaToya McGlothlin	Director of Student, Family and School Partnerships	lmcglothlin@bostonpublicschools.org
English High School	Esmirna Soto	Partnership Coordinator	esoto@bostonpublicschools.org
<i>Alternate</i>	Maria Gonzalez-Baugh	Student Services Coordinator	mgonzalezbaugh@bostonpublicschools.org
Everett Elementary	Sherri Yun Cheung	Family Liaison	ycheung@bostonpublicschools.org
Excel High School	Suzie Renz	School Nurse	srenz@bostonpublicschools.org
Fenway High School			
Frederick, Lila G Middle School	Yina Valderrama-Miranda		yvalderramamiranda@bostonpublicschools.org
	Catalina Ocampo		cocampo@bostonpublicschools.org
Gardner Pilot Academy	Erica Herman	Principal	eherman@bostonpublicschools.org
<i>Alternate</i>	Nicolasa López	Parent and Family Engagement Director	nlopez@bostonpublicschools.org
<i>Alternate</i>	Lauren Lafferty	Director of Extended Learning Time	lfogarty@bostonpublicschools.org
Greater Egleston High School	Dedra Lewis-Farmer	Dean of Students	dlewis5@bostonpublicschools.org
	Paulette Dispagna	Student Support/Social Work	pdispagna@bostonpublicschools.org

School	Liaison	Title/Position	Email
Greenwood, Sarah K-8 School	Grisselle Woodley	Family Liaison	gwoodley@bostonpublicschools.org
Grew Elementary School			
Guild Elementary School	Beatriz Contreras		bcontreras@bostonpublicschools.org
Hale Elementary School	Kedist Abrha	School Social Worker	kabrha@bostonpublicschools.org
Haley K-8 School	Lisa Cummings-Knight	Guidance Counselor	lcummingsknight@bostonpublicschools.org
<i>Alternate</i>	Maria Cabrera-Pajera	Social Worker	mcabrerapajera@bostonpublicschools.org
<i>Alternate</i>	Anthony Graham	Family Engagement Specialist	agraham@bostonpublicschools.org
Harvard/Kent Elementary School	Abigail Amico	School Social Worker	aamico@bostonpublicschools.org
Haynes Early Education Center	Jasmine Parham	Community Field Coordinator	jparham@bostonpublicschools.org
	Francisca Guevara	Family Liaison	fguevara@bostonpublicschools.org
Henderson K-12 Inclusion School	Phyllis Leslie	Manager of Social and Emotional Learning and Family Partnerships	pleslie@bostonpublicschools.org
Hennigan K-8 School	Janet Iraola	Community Field Coordinator	jiraola@bostonpublicschools.org
Hernandez K-8 School	Michelle Burgos		mburgos@bostonpublicschools.org
<i>Alternate</i>	Anita Torres	Family Liaison	atorres@bostonpublicschools.org
Higginson K0-2 School	Elsa Jimenez-Veras	Community Field Coordinator	ejimenezveras@bostonpublicschools.org
Higginson/Lewis School	John Sealey	Community Field Coordinator	jsealey@bostonpublicschools.org
Holmes Innovation School	Lexy Marsh	School Social Worker	amarsh@bostonpublicschools.org
Horace Mann School for the Deaf Hard of Hearing	Beth Ronan	School Counselor	eronan@bostonpublicschools.org

School	Liaison	Title/Position	Email
Hurley K-8 School	Luiza Puzzitiello	School Nurse	lpuzzitiello@bostonpublicschools.org
Kennedy, Edward M Academy for Health Careers (9-10)	Lucia Milla-DeAngelo	School Social Worker	lmilladeangelo@bostonpublicschools.org
Kennedy, Edward M Academy for Health Careers (11-12)	Christina Clemons	School Social Worker	cclemons@bostonpublicschools.org
Kennedy, John F Elementary School	Betzaida Sanchez	Family Liaison	bsanchez2@bostonpublicschools.org
Kennedy, Patrick J Elementary	Mayra Correa	Family Liaison	mcorrea@bostonpublicschools.org
Kenny Elementary School	Aaron Younge	School Social Worker	ayounge@bostonpublicschools.org
	Sharee Gittens	Family Liaison	sgittens@bostonpublicschools.org
Kilmer K-8 School (K-3 and 4-8)	Alison Weeks	School Counselor/Social Worker	aweeks@bostonpublicschools.org
	Vita Franjul	Family Liaison	vfranjul@bostonpublicschools.org
King Elementary School	Rakeem Pinckney	Family Liaison	rpinckney@bostonpublicschools.org
Lee Academy	Jasmin Torrejon	School Social Worker	jtorrejonchu@bostonpublicschools.org
Lee K-8 School	Angela Batista	Family Liaison	abatista@bostonpublicschools.org
Lyndon K-8 School			
Lyon High School	Dilva Timas	Family Liaison	dtimas@bostonpublicschools.org
Lyon K-8 School			
Madison Park Technical Vocational High	Ericka Rogers-Ross	Student Support Coordinator	erogers-ross@bostonpublicschools.org
	Luz Maldonado	Family Liaison	lmaldonado2@bostonpublicschools.org
Manning Elementary School	Manouska Almonord	Family Liaison	malmonord@bostonpublicschools.org

School	Liaison	Title/Position	Email
Mason Elementary School	Carrie Hogan	Administrative Assistant	chogan@bostonpublicschools.org
Mather Elementary School	Lori Thames	Community Field Coordinator	lthames@bostonpublicschools.org
<i>Alternate</i>	Anthony Marshall	Family Liaison	amarshall@bostonpublicschools.org
Mattahunt Elementary School	Valmeda Dickson	Community Field Coordinator	vdickson@bostonpublicschools.org
McKay K-8 School	David Ramos	Family Liaison	dramos@bostonpublicschools.org
Melvin King Elementary, Middle, South End Academy, Prep High	Cindie Neilson	Head of School	cneilson@bostonpublicschools.org
	Kareema Scott	Family & Community Engagement Coordinator	kscott@bostonpublicschools.org
	Myrlande Desroses	Family Liaison	mdesroses@bostonpublicschools.org
Mendell Elementary School			
Mildred Avenue K-8 School	Clarence Mines		cmines@bostonpublicschools.org
Mozart Elementary School	Michael Baulier	Principal	mozart@bostonpublicschools.org
Muniz, Margarita Academy	Ruth Senise	Family Coordinator	rsenise@bostonpublicschools.org
	Priscilla Aponte	Family Liaison	paponte2@bostonpublicschools.org
Murphy K-8 School	Truc Lai	Family Liaison	tlai2@bostonpublicschools.org
New Mission High School	Cynthia Victor	School Social Worker	cvictor@bostonpublicschools.org
O'Bryant School of Mathematics and Science	Dr. Tanya Freeman-Wisdom	Headmaster	twisdom@bostonpublicschools.org

School	Liaison	Title/Position	Email
	Maria Mosquera-Rivera	School Social Worker	mmosquerarivera@bostonpublicschools.org
O'Donnell Elementary School	Claudia Pulgarin	Family Liaison	cpulgarin@bostonpublicschools.org
Ohrenberger School	Kelly Welch	School Social Worker	kwelch@bostonpublicschools.org
Orchard Gardens K-8 School	Ines Catala	Family Liaison	icatala@bostonpublicschools.org
Otis Elementary School	Mara Dos Santos	Community Field Coordinator	mdossantos@bostonpublicschools.org
Perkins Elementary School	Beatrice Falcon	Family Engagement Coordinator	bfalcon@bostonpublicschools.org
Perry Elementary School	Bonnie Houlihan	School Secretary	bwalsh3@bostonpublicschools.org
<i>Alternate</i>	Sasha Canzater	Family Liaison	scanzater@bostonpublicschools.org
Philbrick Elementary School	Renel Jean	Family Liaison	rjean2@bostonpublicschools.org
<i>Alternate</i>	Charlotte Smalls	School Social Worker	csmalls@bostonpublicschools.org
Quincy Elementary School	Ashley Alvarez	Student Support/Partnership and School Operations Coordinator	aalvarez3@bostonpublicschools.org
	Quinn Beattie	City Connects Coordinator	qbeattie@bostonpublicschools.org
Quincy Upper School	Emily Tieu	Family Liaison	etieu2@bostonpublicschools.org
Roosevelt K-8	Bannet Steele	Principal	bsteele@bostonpublicschools.org
Russell Elementary School	Sharon Sodergren	Staff Administrative Assistance	ssodergren@bostonpublicschools.org
Shaw, Pauline A Elementary School	Nancy Joseph	Family Liaison	njoseph3@bostonpublicschools.org
Snowden International High School	Rebecca Davila	Family Liaison	rdavila@bostonpublicschools.org
Sumner Elementary School	Erin O'Brien	Family Liaison	eobrien3@bostonpublicschools.org

School	Liaison	Title/Position	Email
<i>Alternate</i>	Meghan Welch	Principal	mwelch2@bostonpublicschools.org
	Diana Fortin		dfortin@bostonpublicschools.org
Taylor Elementary School	Diandrea Moda-Davis	Family Liaison	dmoedadavis@bostonpublicschools.org
TechBoston Academy	Gisely Rivera	Family Liaison	grivera5@bostonpublicschools.org
	Jessica Descartes	Director of Student Services	jdescartes@bostonpublicschools.org
Tobin K-8 School	Dora Burton	School Social Worker	dburton@bostonpublicschools.org
	Maria Perez	Family Liaison	mperez2@bostonpublicschools.org
	Lichelle Bradshaw	School Social Worker	lbradshaw@bostonpublicschools.org
Trotter Elementary School	Noryarky Vasquez		nvazquez@bostonpublicschools.org
	Walter Apperwhite		wapperwhite@bostonpublicschools.org
<i>Alternate</i>	Sarita Thomas	Principal	sthomas@bostonpublicschools.org
Tynan Elementary School	Warren Keller-Brittle	Family Liaison	wkellerbrittle@bostonpublicschools.org
Umana, Mario Academy	O-yoshy Santos		osantos2@bostonpublicschools.org
	Reyna Alfaro	Family Liaison	ralfaro@bostonpublicschools.org
	Elvin Argueta	Director of Engagement	eargueta@bostonpublicschools.org
UP Academy Boston			
UP Academy Dorchester	Maytee Pena	Office Manager and High School Choice Coordinator	mpena@bostonpublicschools.org
<i>Alternate</i>	Theresa Johnson	Family Coordinator	tjohnson@bostonpublicschools.org
UP Academy Holland	Veronica Rosario	Coordinator of Family and Community	vrosario@upacademyholland.org
	Selina Ruiz	Director of Operations	sruiz@bostonpublicschools.org
Warren/Prescott K-8 School	Andreina Manana	Family Liaison	amanana@bostonpublicschools.org
West Zone Early Learning Center	Jinet Lopez	Family Liaison	jlopez7@bostonpublicschools.org
	Shahara Bobbitt	School Social Worker	sbobbitt@bostonpublicschools.org

School	Liaison	Title/Position	Email
Winship Elementary School	Milinda Andrade	Family Liaison	mandrade7@bostonpublicschools.org
Winthrop Elementary School			
Young Achievers Science and Math K-8 School	Abigail Rodriguez	Family Coordinator	arodriguez3@bostonpublicschools.org
District	Jonathan Mari	School Psychologist	jmari@bostonpublicschools.org

Appendix 6

CHIME Community Self-Assessment

(Pre-mapping)

This survey will help us learn about our community's collaboration, services, and activities for accompanied children experiencing homelessness (i.e., children 0-18 experiencing homelessness with a parent or legal guardian). We ask that you please complete this survey before the CHIME (Child Homelessness Intercept Mapping and Engagement) workshop. We will send this survey out again 3 months and 12 months after each CHIME mapping.

By completing this survey, you will share your thoughts on the state of Boston's resources for accompanied children experiencing homelessness. This survey will take less than 10 minutes to complete.

This survey will help guide our efforts to improve services for accompanied children experiencing homelessness. For this survey, homelessness is defined as those accompanied children who "lack a fixed, regular and adequate nighttime residence," including those:

- sharing housing due to loss of housing or economic hardship;
- living in motels, trailer parks or campgrounds;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children who qualify as homeless because they are living in circumstances described above

We hope the questions will inform our group discussion to improve services for accompanied children experiencing homelessness.

Your participation is voluntary and confidential. No one person's answers will be shared. Your responses will only be reported in a combined format so as not to identify any one person or program.

We appreciate your participation. Please click submit to continue.

Demographics

We would like to gather responses from leaders, staff, and people with lived experience to inform the CHIME Mappings. The questions below ask about your lived experience. Your participation is voluntary. Your responses will be kept confidential.

1. Have you ever had lived experience with housing instability or homelessness as parent /caregiver or child?

Yes/No

1.1: (If Yes) Are you currently experiencing housing instability or homelessness as a parent/caregiver?

Yes/No (if Yes, skip to Parents/Caregivers with Lived Experience section)

2. What field or group best represents your current role? (select one)

Shelter, Housing, and Homelessness Services

Childcare partnerships, pre-K, Early Head Start or Head Start

K-12 Schools, GED, or Education

Behavioral Health and/or Medical Services

Post-secondary education, employment, or training program

Mentoring, Coaching, Sports, Arts, & Camps

Child Welfare System

Court System

Other State or Local Government Agency

Other: Describe _____

3. How many years of experience do you have in your field? (numeric open ended)

4. If you are representing an organization/state or city government entity/ what is your role within it?

A. Elected official

B. Administrator/Manager

C. Case manager/social worker (if yes, also complete CM-specific questions)

D. Teacher

E. Healthcare provider (behavioral health or medical)

F. Other: Describe _____

2. Collaboration and Coordination

Please indicate your level of agreement with the statements below as they relate to services for children in families experiencing homelessness. (Strongly Disagree to Strongly Agree)

A	There is cross-system recognition that children of families experiencing homelessness would benefit from services that promote positive experiences.
B	Agencies share resources and staff to support initiatives focused on children of families experiencing homelessness.
C	Stakeholders engage in frequent communication on issues facing children of families experiencing homelessness, including opportunities, challenges, and oversight of existing initiatives.
D	Parents/caregivers with lived experience of homelessness are engaged as stakeholders on collaborations, such as committees, task forces, and advisory boards.
E	Agencies working with children of families experiencing homelessness engage in cross-system education and training to improve collaboration and coordination and understanding of different organization priorities, philosophies, and mandates.
F	Agencies working with children of families experiencing homelessness share data on a routine basis for the purposes of program planning, program evaluation, and performance measurement.
G	Agencies working with children experiencing homelessness engage in cross system training on understanding trauma and adverse childhood experiences as well as its impact on children.
H	Agencies working with children experiencing homelessness engage in cross system training on understanding child development and mental health in order to best target service needs of children.

I. Current collaborations:

I.1. My organization currently collaborates with other stakeholders (agencies/programs/services) to meet the needs of accompanied children experiencing homelessness. (Yes/No; if no, skip I.2)

I.2. What other groups of stakeholders do you collaborate with to meet the needs of accompanied children experiencing homelessness? (check all that apply)

- Shelter, Housing and Homelessness Services
- Childcare partnerships, pre-K, Early Head Start or Head Start
- K-12 Schools, GED, or Education
- Behavioral Health and/or Medical Services
- Post-secondary education, employment, or training program
- Mentoring, Coaching, Sports, Arts, & Camps
- Child Welfare System

Court System

Other State or Local Government Agency

Other: Describe

I.3. Do you as an individual participate in any coordinating groups, committees, or task forces to meet the needs of accompanied children experiencing homelessness? (Yes/No)

I.31. (If yes) please list:

3. Identification

Please indicate your level of agreement with the statements below as they relate to your organization. (Strongly Disagree to Strongly Agree)

A	Beginning at the earliest points of contact with our organization, children are being screened for homelessness or being at risk for homelessness.
B	Beginning at the earliest points of contact with our organization, children experiencing homelessness are being screened for educational needs.
C	Beginning at the earliest points of contact with our organization, children experiencing homelessness are being screened for mental/behavioral health needs.
D	Beginning at the earliest points of contact with our organization, children experiencing homelessness are being screened for medical needs.
E	Beginning at the earliest points of contact with our organization, children experiencing homelessness are being screened for engagement in afterschool, mentoring, sports, or arts activities.
F	Beginning at the earliest points of contact with our organization, children experiencing homelessness are being screened for exposure to traumatic events (including adverse childhood experiences) and the potential impact on functioning.
G	Beginning at the earliest points of contact with our organization, children experiencing homelessness are being screened for developmental delays.

H. Does your organization use any validated screening tools with children under the age of 18? (Yes/no; if no, skip H.1.)

H.1. (if yes) Please select the tools your organization currently uses from the following list.

ASQ

Pediatric Symptom Checklist

CRAFFT

Other: Describe _____

4. Services

Please indicate your level of agreement with the statements below as they relate to your organization. (Strongly Disagree to Strongly Agree)

A	Our organization prioritizes slots for our programs/services/supports for accompanied children experiencing homelessness.
B	Our organization has specific programs designed to meet the needs of accompanied children experiencing homelessness.

C	Our organization has programs with adequate capacity for accompanied children experiencing homelessness
D	Access to housing, early education, positive experiences, services, transportation, and/or other supports for accompanied children experiencing homelessness are significant priorities for my organization.
E	There is easy and consistent access to services for accompanied homeless children in our organization.
F	The services and programs provided accompanied children experiencing homelessness by my organization are culturally sensitive and designed to meet the needs of children of color and various sexual orientations.
G	Our organization offers programs for accompanied children experiencing homelessness in our clients' primary language.
H	Our organization offers gender-neutral services and programs for accompanied children experiencing homelessness who may identify as LGBTQ or transgender.
I	Our organization offers gender-specific services and programs for accompanied children experiencing homelessness who identify as girls.
J	Our organization offers gender-specific services and programs for accompanied children experiencing homelessness who identify as boys.
K	Emergency assistance, shelter, housing, educational, medical, mental/behavioral health, and other providers share information on accompanied children experiencing homelessness, to the extent permitted by law, to assist effective delivery of services and programs to children facing homelessness.

J. Does your organization prioritize any services for accompanied children experiencing homelessness? (Yes/No; if no, skip K)

J.1. (If yes) In which of the following categories does your organization prioritize services:

- Shelter, Housing, and Homelessness Services
- Childcare partnerships, pre-K, Early Head Start or Head Start
- K-12 Schools, GED, or Education
- Mental/Behavioral Health and/or Medical Services
- Post-secondary education, employment, or training program
- Mentoring, Coaching, Sports, Arts, & Camps
- Child Welfare System
- Court System
- Other State or Local Government Agency
- Other: Describe

K. Are those services specifically designed for accompanied children experiencing homelessness? (Yes/No; if no, skip K.1 and K.2)

K.1. (If yes) In which of the following categories does your organization provide services under:

- Shelter, Housing and Homelessness Services
- Childcare partnerships, pre-K, Early Head Start or Head Start
- K-12 Schools, GED, or Education
- Mental/Behavioral Health and/or Medical Services
- Post-secondary education, employment, or training program
- Mentoring, Coaching, Sports, Arts, & Camps
- Child Welfare System
- Court System
- Other State or Local Government Agency
- Other: Describe

K.2. (for each checked off) Please describe the services

If yes to question 3.C. (CM/SW) in Demographics also ask:

L.1: I am aware of and connected to an adequate number of shelter, housing, and financial support services to effectively support homeless children and their families outside of what my organization offers. (Yes/No)

L.2: I am aware of and connected to an adequate number of childcare, Pre-K, Head Start/Early Head Start services to effectively support the early education of homeless children outside of what my organization offers. (Yes/No)

L.3: I am aware of and connected to an adequate number of K-12 schools, GED, or other education services to effectively support the grade school education of homeless children outside of what my organization offers. (Yes/No)

L.4: I am aware of and connected to an adequate number of mental/behavioral and physical health and other medical services to effectively support the health and well-being of homeless children outside of what my organization offers. (Yes/No)

L.5: I am aware of and connected to an adequate number of enrichment services (i.e., mentoring, coaching, sports, arts, and camps) to support the social capital of homeless children outside of what my organization offers. (Yes/No)

L.6: I am aware of and connected to an adequate number of post-secondary education, employment, and training program services to support the employment pathways of homeless children (aged 16+) outside of what my organization offers. (Yes/No)

M: Are there any services for homeless children you are aware of but do not utilize? (Yes/no; if no, skip M.1).

M.1. If Yes, please select all that apply.

Often little to no capacity

Outcomes for past families referred are less than ideal

Other (fill-in text box)

Parents/Caregivers with Lived Experience

Your participation is voluntary and confidential. No one person's answers will be shared.

1. Identification

Please indicate your level of agreement with the statements below as they relate to your children. (Strongly Disagree to Strongly Agree)

A	Beginning at the first points of being homeless, your child(ren) was screened for school needs.
	Beginning at the first points of being homeless, your child(ren) aged 0-5 was screened for issues related to development.
B	Beginning at the first points of being homeless, your school age or teen child(ren) was screened for mental health needs.
C	Beginning at the first points of being homeless, your child(ren) or teen was screened for interest in afterschool, mentoring, sports, or arts activities.
D	Beginning at the first points of being homeless, your teen child(ren) was screened for employment, training, or college prep needs.
E	Beginning at the first points of being homeless, your child(ren) was screened for medical needs.
F	Beginning at the first points of being homeless, your school age or teen child(ren) was screened for exposure to traumatic events and its impact.

2. Services

Please indicate your level of agreement with the statements below as they relate to your children.

A	My child(ren) has been prioritized for services because they were homeless.
B	I was told about specific programs to meet the needs of my child(ren) because they were homeless.
C	Access to services and other supports for my child(ren) are priorities for me right now.
D	The services provided to my child(ren) were culturally sensitive and designed to meet the needs of people of color.
E	Services for my child(ren) were designed for children identifying as girls.
F	Services for my child(ren) were designed for children identifying as boys.
G	Services for my child(ren) were designed for children identifying as transgender or non-binary.
H	Providers asked good questions to aid in the referral and delivery of services for my child(ren).
I	I am connected to shelter, housing, and financial support services to help support my child(ren).

J	I am connected to childcare, Pre-K, and Head Start/Early Head Start services to help support the early education of my child(ren).
K	My child(ren) is connected to K-12 schools, GED or other education services.
L	My child(ren) is connected to mental and physical health and other medical services to help support their health and well-being.
M	My child(ren) is connected to and receives enrichment services (i.e., mentoring, coaching, sports, arts, and camps).
N	My child(ren) is connected to college prep or post-secondary education, employment, and/or training program services.
O	The services my child(ren) receive are offered in their primary language.

Instrucciones

Esta encuesta nos ayuda a aprender sobre la colaboración, servicios y actividades de nuestra comunidad para *niños acompañados con falta de vivienda* (es decir, niños de 0 a 18 años con falta de vivienda que tengan un padre o tutor legal). Le pedimos que, por favor, complete esta encuesta antes del taller CHIME (Child Homelessness Intercept Mapping and Engagement) sobre mapeo de procesos. Puede que usted también reciba esta encuesta de 6 y 12 meses después de asistir al taller de CHIME. ¡Le agradecemos su participación!

Durante la encuesta, le pediremos que comparta sus pensamientos sobre el estatus de los recursos en Boston para niños acompañados con falta de vivienda. Esta encuesta tomará aproximadamente 10-15 minutos en completarse.

Esta encuesta ayudará a guiar nuestros esfuerzos y mejorar los servicios para niños acompañados con falta de vivienda. En esta encuesta, la falta de vivienda se entiende como la “carencia de una residencia fija, regular, nocturna y adecuada”, incluyendo niños en la siguiente situación:

- compartiendo hogar debido a la pérdida de vivienda o dificultades económicas;
- viviendo en moteles, parques de casas móviles o campamentos;
- viviendo en refugios de emergencia o asistencia de alojamiento transitorio;
- abandonados en hospitales;
- residencia nocturna en un lugar público o privado no diseñado para, o utilizado habitualmente como, un alojamiento regular para seres humanos;
- viviendo en carros, parques, espacios públicos, edificios abandonados, vivienda inadecuada, estaciones de autobuses o trenes, o lugares similares;
- niños migrantes que califican como personas con falta de vivienda porque viven en circunstancias como las descritas anteriormente

Esperamos que las preguntas informen nuestro trabajo para mejorar los servicios para niños acompañados con falta de vivienda.

Su participación es voluntaria y confidencial. Las respuestas no se compartirán. Sus respuestas solo se reportarán de forma discreta para no identificar a ninguna persona o programa.

Agradecemos su participación. Por favor, haga clic en enviar para continuar.

Padres/Guardianes con Experiencia de Falta de Vivienda

Preguntas Demográficas

Su participación es voluntaria y confidencial. Las respuestas no se compartirán.

1. ¿Alguna vez ha tenido inestabilidad o falta de vivienda como padre/guardián o niño?

Si No

2. Actualmente, ¿tiene inestabilidad o falta de vivienda como padre/guardián?

Si No

Por favor complete las preguntas a continuación.

3. ¿Qué área o grupo mejor representa su posición actual? (seleccione uno)

- Servicios de refugio, vivienda, y falta de hogar
- Asociaciones de cuidado infantil, preescolar, *Early Head Start* o *Head Start*
- Escuelas de K-12, *GED*, orientación vocacional, o recibiendo servicios de trabajo social
- Servicios de salud conductual y/o medica
- Educación superior, empleo, o programa de capacitación
- Tutoría, entrenamiento, deportes, artes, y campamentos
- Sistema de bienestar infantil
- Sistema judicial
- Otra agencia gubernamental estatal o local
- Otro:

4. ¿Cuántos años de experiencia tiene en su área o posición actual?

5. Si está representando una organización de estado o gobierno/entidad municipal, ¿cuál es su función dentro de ella?

- Funcionario electo
- Administrador/gerente
- Administrador de casos/trabajador social
- Maestro
- Proveedor de cuidado médico/conductual (mental)
- Otro
- No aplica

6. Su género es:

- Hombre
- Mujer

- Transgénero: hombre a mujer
- Transgénero: mujer a hombre
- Transgénero: sin identificarse como hombre o mujer
- No binario
- Género fluido
- No estoy seguro/Cuestionando
- Prefiero no contestar
- Otro

Padres/Guardianes con Experiencia de Falta de Vivienda

Su participación es voluntaria y confidencial. Las respuestas no se compartirán.

1. Identificación

Por favor indique su nivel de acuerdo con las siguientes declaraciones en relación con sus hijos

	Totalmente en Desacuerdo	En Desacuerdo	Ni de Acuerdo ni en Desacuerdo	De Acuerdo	Totalmente de Acuerdo	No sé	No aplica
Desde el momento que se quedaron sin vivienda, su(s) hijo(s) fue(ron) evaluado(s) para determinar sus necesidades escolares.							
Desde el momento que se quedaron sin vivienda, su(s) hijo(s) de 0 a 5 años fue(ron) evaluado(s) para detectar problemas relacionados con el desarrollo.							
Desde el momento que se quedaron sin vivienda, su(s) hijo(s) fue(ron) evaluado(s) para determinar sus necesidades de salud mental.							
Desde el momento que se quedaron sin							

vivienda, su(s) hijo(s) fue(ron) evaluado(s) para determinar su interés en actividades extracurriculares, tutoría, deportes o artes.							
Desde el momento que se quedaron sin vivienda, su(s) hijo(s) fue(ron) evaluado(s) para determinar sus necesidades de empleo, capacitación o preparación universitaria.							
Desde el momento que se quedaron sin vivienda, su(s) hijo(s) fue(ron) evaluado(s) para determinar sus necesidades médicas.							
Desde el momento que se quedaron sin vivienda, su(s) hijo(s) fue(ron) evaluado(s) para determinar exposición e impacto de eventos traumáticos.							

2. Servicios

Por favor indique su nivel de acuerdo con las siguientes declaraciones en relación con sus hijos

	Totalmente en Desacuerdo	En Desacuerdo	Ni de Acuerdo ni en Desacuerdo	De Acuerdo	Totalmente de Acuerdo	No sé	No aplica
Mi(s) hijo(s) ha(n) sido priorizado(s) para servicios por falta de vivienda.							

Me informaron sobre programas específicos para satisfacer las necesidades de mi(s) hijo(s) porque no tenían vivienda.							
El acceso a servicios y otros apoyos para mi(s) hijo(s) son mis prioridades en este momento.							
Los servicios proporcionados a mi(s) hijo(s) fueron culturalmente adaptados y diseñados para satisfacer las necesidades de la gente de color.							
Los servicios para los menores de edad fueron diseñados para las que se identifican como niñas							
Los servicios para los menores de edad fueron diseñados para los que se identifican como niños							
Los servicios para los menores de edad fueron diseñados para los que se identifican como niños transgénero o de género diverso							
Los proveedores hicieron buenas preguntas para							

ayudar en la remisión y entrega de servicios para mi(s) hijo(s).							
Estoy conectado con servicios de refugio, alojamiento, y financieros para apoyar a mi(s) hijo(s).							
Estoy conectado/a con servicios de cuidado infantil, Pre-K y Head Start/ Early Head Start para apoyar la educación temprana de mi(s) hijo(s).							
Mi(s) hijo(s) está(n) conectado(s) con escuelas K-12, GED u otros servicios educativos.							
Mi(s) hijo(s) está(n) conectado(s) con servicios de salud mental y física, y otros servicios médicos para apoyar su salud y bienestar.							
Mi(s) hijo(s) recibe(n) servicios de enriquecimiento (por ejemplo, tutoría, entrenamiento, deportes, artes y campamentos).							
Mi(s) hijo(s) está(n) conectado(s) a servicios de preparación universitaria o educación de postsecundaria, empleo y/o							

programas de capacitación.							
Los servicios que recibe(n) mi(s) hijo(s) se ofrecen en su lengua materna.							

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