



# CHIME

Child Homelessness  
Intercept Mapping  
& Engagement

## **Post-Secondary & Employment Pathways Report**

September 18<sup>th</sup> and 19<sup>th</sup> 2024

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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).

CHIME, funded by Dana-Farber Cancer Institute, 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 Postsecondary & Employment Pathways Gear Executive Summary represents the final of six planned CHIME mappings.



### *Critical Gaps*

- Overall, tension exists between the workforce development and family shelter systems. Given the lack of control sheltered families and their providers have on where families are geographically placed in shelter (including when transitions to another shelter takes place), there is a large impact on workforce development processes and outcomes. Funding for Post-Secondary & Employment Pathways programs is frequently tied to completion rates. Coordination is needed so that the Post-Secondary & Employment Pathways landscape is not penalized for trying to serve accompanied family members under age 22 who must move around.
- Within Post-Secondary & Employment Pathways, a no-wrong door approach does not exist to meet children where they are and welcome them into (or back into) education opportunities and/or the workforce. This also means there are no standard or consistent connections to resources in other systems that may be needed.
- Based on current data trends, older children and young adults are not seeking Post-Secondary & Employment Pathways services in the same way they used to, which has been a challenge to the system at large. For example, enrollment and summer job numbers are down from previous years. These downward trends may be driven in part by less trust between programs and participants as those seeking PS&EP services are less forward about sharing what they need for additional support (and why) or offering private information that is required to access programs (e.g. social security number, tax information, etc.).

### *Opportunities*

- The Post-Secondary & Employment sectors have strong organizational bodies at the municipal and state levels that help providers strategically plan for and address gaps at the system-level

and coordinate care at the individual-level for the general population. This foundation can be built upon to intentionally address the unique barriers to access children experiencing homelessness face.

- Within Boston and the surrounding area, there are many Post-Secondary & Employment Pathways programs that provide a range of training and employment opportunities based on evolving youth interest areas and skill sets. A number of these are available for free or at low-cost to underserved children and youth between the ages of 14 – 24 and the only limitation in accepting requests or applications is program capacity.

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

1. Create a no wrong door system referral network (adapt systems to align with no wrong door & share data).
2. Identify gaps and solutions in transition points between secondary & post-secondary.

***Balancing Child-Focused Service Needs with parents own need for Post-Secondary & Employment Pathways.*** While the focus of CHIME is on services for children experiencing homelessness, participants also acknowledged broader issues around supporting parents of accompanied children, including the often-complex need for their older children to provide childcare when no other support can be accessed and concerns that their children's income may impact the family's own asset-based benefits.

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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 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. Since the CHIME kick-off, more than 304 unique individuals have participated in at least one mapping.

The purpose of this report is to provide a summary of the final of six CHIME Mappings held in Boston, MA, at City Year Boston Building on September 18<sup>th</sup> and 19<sup>th</sup>, 2024. Opened by CHIME Executive Committee member Monica Roberts, City Year Executive Director and Kathy Hamilton, Boston Private Industry Council Youth Services Director, and championed by Executive Office of Health and Human Services Undersecretary for Health Dr. Kiame Mahaniah, the convening is part of an innovative exploration to develop collaborative systems of support for children 0-18 and expanded for transition-age youth up to age 22 experiencing homelessness with a parent or legal guardian. Sixty key state, municipal, and community leaders as well as 3 caregivers and 1 youth who recently experienced or are actively experiencing 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)<sup>1</sup> mapping workshops and the Aspen Institute's Two-Generation (2Gen) framework (Aspen Institute, 2021)<sup>2</sup>. More than 20 years ago, Dr. Patty Griffin, as part of her work with the national Substance Abuse and Mental Health Services Administration's GAINS Center for Behavioral Health and Justice Transformation<sup>3</sup>, 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 workshops<sup>4</sup>.

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 support 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.

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<sup>1</sup> 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.

<sup>2</sup> <https://ascend-resources.aspeninstitute.org/resources/state-of-the-field-two-generation-approaches-to-family-well-being/>

<sup>3</sup> <https://www.samhsa.gov/criminal-juvenile-justice/sim-overview>

<sup>4</sup> <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?

At the time of the Social Capital mapping in September 2024, 20% of children were living in poverty and an estimated 7,600 children were experiencing homelessness. The Federal McKinney-Vento Act<sup>5</sup> by the U.S. Department of Education defines homeless children 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

<sup>5</sup><https://nche.ed.gov/mckinney-vento-definition/>

in cars, parks, public spaces, abandoned buildings, substandard housing, bus, or train stations; and migratory children who qualify as homeless because they are living in circumstances described above.

In fact, Boston ranked 4<sup>th</sup> in the country (currently ranked 2<sup>nd</sup>) for the rate of family homelessness at the time of the mapping, having experienced a 46% increase in family homelessness between 2007 and 2022.<sup>67</sup> Yet, this staggering increase in family homelessness does not account for the full scope of Bostonians falling into homelessness over the last two years due to the growing cost of living and worsening housing affordability crisis nor the growing number of migrant, immigrant, refugee, and asylum-seeking (MIRA) families entering the state who are also experiencing homelessness.

Multiple systems are impacted by the increase in family homelessness. After Massachusetts changed its emergency shelter eligibility policy for homeless families 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 kids 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 Driver of Health that has a wide impact on children’s physical, mental, social, and academic health and well-being. Children who experience homelessness are also 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 two times more likely to not get enough food to eat (Burt, 1999).
- 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)<sup>8</sup> 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.

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

<sup>7</sup> <https://www.huduser.gov/portal/sites/default/files/pdf/2024-AHAR-Part-1.pdf>

<sup>8</sup> 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.

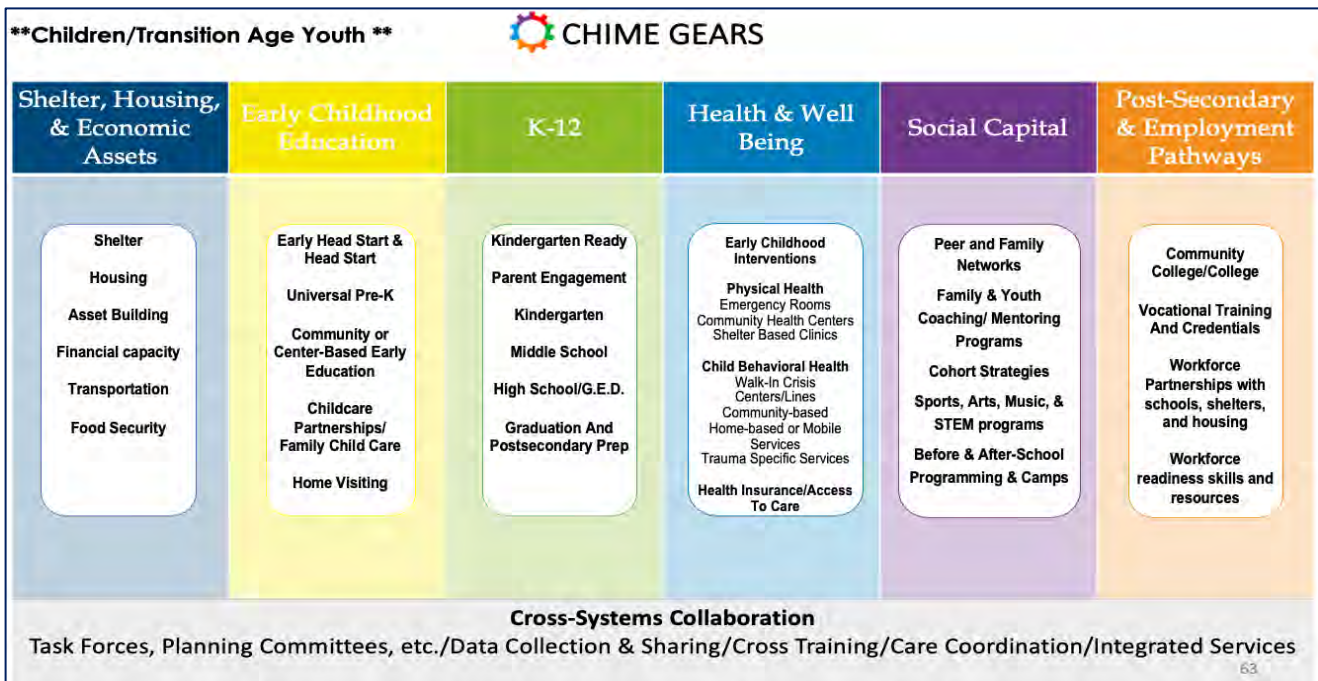
# CHIME Goals

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 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 4 & 5, 2024)
- Post-Secondary & Teen Employment Pathways (September 18 & 19, 2024)

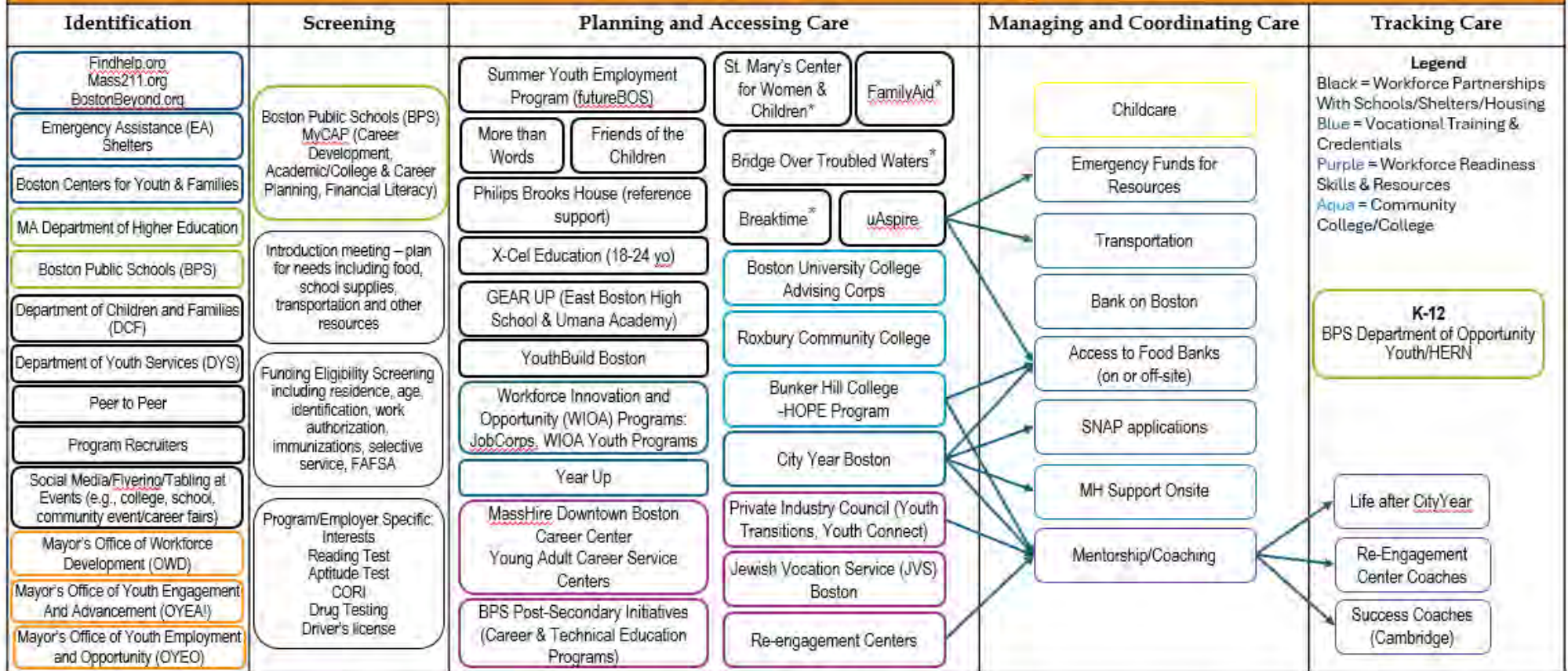
The centerpiece of CHIME is the development of a systems map. As part of the mapping activity, the facilitators work with the CHIME participants to identify resources and gaps. This process is important since the landscape of services are ever changing, and the resources and gaps provide contextual information 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 the priorities forward. As part of the mapping activity, the facilitators work with the CHIME participants to identify and subsequently vote on potential priorities for change to start action planning. The final priorities receiving the most votes are then worked on by smaller groups of participants determined on a volunteer basis.



# CHIME

## Post-Secondary & Employment Pathways



\*Children experiencing homelessness prioritized

### Cross-Systems Collaboration

Boston Youth Service Network (BYSN), Boston Workforce Development Board Opportunity Youth Collaborative (OYC) Steering Committee (including Youth Voice Leaders), Office of Youth Engagement and Advancement (OYEA) Partner Network, Success Boston, Boston Opportunity Agenda, New Skills Boston, Job Training Alliance (JTA), Adult Literacy Initiative

**Family Coalitions:** Citywide Parent Council (BPS), Family Advisory Council (City of Boston)

**Business Coalitions:** Boston Chamber of Commerce, Boston Foundation, MA Business Roundtable, Society of Human Resource Professionals

# CHIME Mapping Narrative

The following was information learned during the CHIME Mapping of the **Post-Secondary & Employment Pathways 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 Post-Secondary & Employment Pathways Gear including community college/college, vocational training and credentials, workforce partnerships with schools, shelters, and housing, and workforce readiness skills and resources. This narrative may be used as a reference in reviewing the Post-Secondary & Employment Pathways Map.

The Gaps and Opportunities identified in this report are the result of input from both interview and 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 results of votes from each of the participants, and plans developed by the participants.

## **General Description of CHIME Post-Secondary & Employment Pathways Mapping**

On September 18<sup>th</sup> and 19<sup>th</sup>, 2024, the final of six CHIME Mappings was held in Boston, MA. Dr. Kiame Mahaniah, Executive Office of Health and Human Services Undersecretary of Health, Monica Roberts, City Year Executive Director, and Kathy Hamilton, Boston Providers Industry Council Youth Transitions Director opened the mapping. The convening is part of an innovative exploration to develop collaborative systems of support for children 0-18 and expanded for transition-age youth up to age 22 experiencing homelessness with a parent or legal guardian. A total of 60 individuals attended, including 51 participants and 9 observers. Of the 51 participants, 42 were invited to complete the CHIME Community Self-Assessment Survey (see Appendix 5) and 29<sup>9</sup> individuals did so prior to the mapping to share information about themselves and their organizations. People with lived experience were well represented in the Post-Secondary & Employment Pathways mapping, which was like most of the previous CHIME Mappings. In the

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<sup>9</sup> CHIME participants who attended a prior convening were not asked to repeat the survey. A total of 42 individuals who RSVP'd to the Post-Secondary & Employment Pathways event were invited to complete the CHIME Community Self-Assessment Survey.

Post-Secondary & Employment Pathways mapping, 7 (22%) participating respondents reported having ever experienced homelessness as a caregiver or child and 3 (10%) of the respondents reported having current lived experience as parents. Participants who completed the survey self-identified in the following current roles:

Post-Secondary & Employment Pathways	7
K-12, GED, or Post-Secondary Education	8
Other State or Local Government Agency	8
Shelter, Housing, and Homelessness Services	5
Social Capital	1
Child Welfare	0
Behavioral Health and/or Medical Services	0

### 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, 69% of Post-Secondary & Employment Pathways mapping 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, 78% of Early Childhood Education, 71% of K-12, 91% of Health & Well-being, and 61% of Social Capital mapping participants.
- Regarding screening of accompanied children experiencing homelessness, 16% of Post-Secondary & Employment Pathways participants stated their organizations did use validated screening tools compared with 30% of Shelter, Housing, and Economic, 34% of Early Childhood Education, 33% of K-12, 62% of Health & Well-being, and 26% of Social Capital mapping participants.
- Finally, 41% of Post-Secondary & Employment Pathways mapping participants agreed that their organizations prioritized accompanied children experiencing homelessness for service(s) within their agencies compared to 60% of Shelter, Housing, and Economic, 68% of Early Childhood Education, 75% of K-12, 52% of Health & Well-being participants, and 39% of Social Capital. All Post-Secondary & Employment Pathways participants who prioritized their services endorsed that those services were specifically designed for children experiencing homelessness. It is important to re-iterate, as indicated above, the pre-mapping survey represents agencies from across multiple systems including K-12, Social Capital, Economic, Housing and Economic Assets, and local/state government agencies.

## 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 in a day and a half event 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. Across CHIME mappings, 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 more 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

## Cross-Systems Collaboration

Although there were no cross-system collaboration efforts specifically focused on supporting accompanied children experiencing homelessness, there were several existing coalitions within Post-Secondary & Employment Pathways that may be leveraged to advance work identified by the CHIME mapping workshop. Current Post-Secondary & Employment Pathways coalitions and working groups include:

- [The Boston Opportunity Agenda](#): Public/private partnership that works to increase dramatically the pace and scale of change in education for all children in Boston, with a focus on students who experience the least access to successful pathways.
- [Boston Workforce Development Board Opportunity Youth Collaborative \(OYC\) Steering Committee](#): Cross-sector convenings focused on building pathways to education, employment, and economic independence for opportunity youth. Co-convened by Boston Provider's Industry Council (Boston PIC) and the Boston Opportunity Agenda.
- [Boston Youth Service Network \(BYSN\) within the Office of Workforce Development \(OWD\)](#): Group of community-based organizations working collaboratively to provide education, training, and employment pathways for at-risk youth.
- [Job Training Alliance \(JTA\)](#): Network of Greater Boston community-based workforce development organizations that maximize and advocate for employment opportunities for low-income residents through sustained funding for workforce development.
- [Mayor's Office of Youth Engagement and Advancement \(OYEA\) Partner Network](#): Group of community partners and city agencies focused on advancing the lives of youth in Boston.
- [New Skills Boston](#): Cross-sector partnership making quality career pathways accessible to more Black, Latinx, multilingual learners, and students with disabilities. Led by investors and in partnership with Massachusetts Executive Office of Education, the Boston Public Schools (BPS), Boston PIC, and others.
- [Success Boston](#): Citywide college completion initiative focused particularly on first generation, low-income students of color to help students apply to, select, enroll in, and transition through the first two years at 2- and 4-year institutions of higher education. Led by the Boston Opportunity Agenda, BPS, the City of Boston, and others.
- **Family-led Coalitions:**
  - [Boston Family Advisory Council \(FAC\)](#): A council of up to 12 parents/caregivers with lived experience of family homelessness that advise the Boston Continuum of Care on initiatives related to housing and homeless services for families with children. A council member was present during the mapping.
  - [Citywide Parent Council for Boston Public Schools](#): A network for parents to share resources, voice concerns, and advocate for their children. Consists of current BPS

parent/caregiver volunteers representing all BPS schools, and includes sub-committees or steering committees on health, wellness, transportation, and more. A council co-chair was present during the mapping.

- **Adult-Specific**
  - [Adult Literacy Initiative](#) within the **Office of Workforce Development (OWD)**: A collection of adult literacy providers offering city- and state-funded education services to adults in need including basic literacy skills, distance learning, ESOL, GED, the adult diploma program, job skills, and transition to college.
- **Business Coalitions:**
  - Boston Chamber of Commerce
  - Boston Foundation
  - MA Business Roundtable
  - Society of Human Resource Professionals

## Opportunities in Post-Secondary & Employment Pathways

### Identification

During the mapping, several pathways were identified as potential resources to facilitate referrals to Post-Secondary & Employment Pathways programs. These referral sources included:

- [Boston Center for Youth and Families](#)
- Boston Public Schools and specifically the [Department of Opportunity Youth \(OY\)](#)
- [Department of Children and Families](#) (DCF)
- [Department of Youth Services](#) (DYS)
- Publicly available directories:
  - [Mass211.org](#)
  - [Findhelp.org](#)
  - [BostonBeyond.org](#)
- [Emergency Assistance \(EA\) Shelters](#)
- [MA Department of Higher Education](#) (DHE)
- [Mayor's Office of Workforce Development](#) (OWD)
- Mayor's Office of Youth Engagement and Advancement (OYEA!) [YouthLine](#)
- [Mayor's Office of Youth Employment and Opportunity](#) (YEO)
- Paid advertising on Indeed and similar platforms
- Peer-to-Peer
- Recruiters from Post-Secondary & Employment Pathways programs
- Re-Engagement Centers
- Social media, flyers, and tabling events to increase awareness of programs directly to the public

## Screening

During the mapping, Post-Secondary & Employment Pathways programs noted they largely engaged youth in screening measures to determine eligibility based on funding and employer requirements.

- Funding eligibility screening may include residence, age, identification, work authorization, immunizations, selective service, and FAFSA depending on the program.
- Employer specific requirements may include an interest inventory, reading test, aptitude test, Massachusetts Criminal Offender Record Information (CORI), drug testing, and/or driver's license.

Additionally, participants noted it was common to screen youth and families through relationship-based informal screening, providing recurring opportunities for families to self-disclose social drivers of health needs, including food, school supplies, transportation, and other resource needs as relationships with staff are built throughout a program.

Finally, participants noted that BPS [MyCAP](#) helps identify needs and areas of interest for career development, academic/college and career planning, and financial literacy for students beginning as early as sixth grade. MyCAP assists with goal setting and the process is iterative and flexible. A series of practitioner student videos will be coming out next year (2025) to demonstrate examples of what MyCAP is and looks like to encourage a higher utilization rate. While MyCAP plans cannot be accessed by students after graduation on the platform, they can be downloaded into a personal folder (e.g., Google Drive) or printed before graduation. BPS is exploring how to share this data with 2- and 4-year institutions that have high enrollment of underserved students.

## Planning and Accessing Care

Many Post-Secondary & Employment Pathways programs and services are available to the Massachusetts community as a whole and in the City of Boston, in particular. Of those many programs discussed during the mapping, **accompanied children experiencing homelessness** were often not served with intentionality or prioritization. Additionally, accompanied children experiencing homelessness were only served intentionally through **three** Post-Secondary & Employment Pathways programs associated with shelters:

- [Bridge Over Troubled Waters](#)
- [FamilyAid](#)
- [St. Mary's Center for Women and Children](#)

The following Post-Secondary & Employment Pathways programs were discussed during the mapping and often serve youth and families from low-income households. Therefore, they may be helpful in thinking about the landscape of services and how accompanied children, youth, and families experiencing homelessness may be supported or prioritized through these programs.

## Workforce Partnerships with Schools/Shelters/Housing

- [FutureBOS](#), administered by OYEO, is designed to be a central hub for all youth aged 14 – 24 looking for a summer job and helps them obtain resources for onboarding and related needs. This program works closely with a variety of employers across various industries.
- [GEAR UP](#) works with BPS East Boston High School, Umana Academy, and other middle school students for career exploration and high school students for support with financial aid applications, guidance counselor collaborations, college field trips, attendance and academic support, and family engagement opportunities.
- [Friends of the Children](#) provides professional mentors for youth ages 12 years and older and services students in over 60 schools throughout Boston.
- [More than Words](#) provides paid jobs to build skills and self-efficacy for system-involved youth aged 16 - 24. Youth development and life skills curriculums as well as career services are also offered.
- [Phillips Brooks House Association](#) provides reference support for individuals seeking job opportunities but lack adequate references to be qualified. They also run the Leaders! Program, which offers one-on-one and group mentoring, college preparation, and leadership development, along with a part-time service placement.
- [uAspire](#) supports underrepresented high school and college students to improve economic mobility by increasing access to financial aid and postsecondary pathways.
- [Worker Empowerment Cabinet](#) (WE) is a joint effort by Boston city agencies including the Center for Working Families, OWD, and OYEO. Resources include worker education opportunities such as workshops (e.g., rights on the job, wage theft, unsafe working conditions). WE also provides direct services such as the:
  - [Tuition Free Community College Plan](#) (in the process of being replaced by the state's tuition-free community college initiatives [MassEducate](#) and [MASSGrant](#));
  - The [City Academy Program](#) for residents ages 18 and older who want to work with City; and
  - [Youth Options Unlimited \(YOUTH\) Boston](#), a subsidized employment program for youth aged 14 - 24 who are justice involved, or been gang involved/at risk of being so.
- [X-Cel Education](#) provides free classes to youth aged 18 - 24 who are in pursuit of obtaining their high school equivalency credentials. The curriculum is individualized to meet educational needs with rolling admissions and in person classes.
- [YouthBuild Boston](#) is a vocational training programming for construction and architectural engineering. It is designed for youth aged 16 - 24 as a gateway to union placements. YouthBuild can also assist youth with drivers' education and have a separate summer program to help youth explore architecture.
- **Workforce Innovation and Opportunity (WIOA) Programs:**
  - [JobCorps](#)
  - WIOA Youth Programs

- **Boston Public Schools** is utilizing the state’s new Individualized Success Plan system. It has three domains: Personal/Social – identify development, Career Development, and Academic and College Career Planning.
- Additionally, DHE has a Housing Scholarship Program with 65 spots available. Information about the program is shared exclusively via word-of-mouth due to high demand and limited availability, and is often only available for unaccompanied youth.

### Vocational Training & Credentials

- [City Year Boston](#) is a year of service program (stipend provided) where engaged youth aged 17 – 25 help support students' social, emotional and academic development and provide schools with additional capacity to enhance learning and belonging. Participants receive training to develop their skills in the classroom, including instructor-led sessions, e-learning, practical exercises, on the job experience and continual coaching and feedback.
- [Year Up](#) works with young adults aged 18 - 29, who already have a GED or graduated high school. Year Up has a 6-month intensive training on the track of their choice related to IT or business. Participants then engage in a 6-month matched internship with an employer. Supportive services and resources such as internship preparation, clothing, writing emails, etc. are available. There is a stipend for education and a larger stipend for learning and development/internship. Year Up also has hardship funds for any unexpected barriers.

### Workforce Readiness Skills & Resources

- **Boston Public Schools**
  - [Career & Technical Education Programs](#) offers a wide array of career and technical education opportunities including traditional CH 74 vocational-technical education provided at Madison Park Technical Vocational High School, The English High School, Boston Green Academy, Edward Kennedy Health Careers Academy, and Boston Arts Academy as well as career pathways provided within 14 high schools. There is no pre-requisite for BPS Career & Technical Education Programs. The goal is for every BPS school to get access to college and career pathways.
  - [Re-Engagement Center](#) is designed for youth who have dropped out of school or for chronically absent students to reintegrate into school. The REC re-enrolls more than 300 dropouts annually, connecting them with appropriate school placements while providing returnees the personal support to succeed.
- [Jewish Vocation Service \(JVS\) Boston](#) is a workforce development agency with programs open to individuals 18+.
  - JVS administers the [MASSHIRE Downtown Boston Career Center](#), a free resource hub for Boston residents aged 18 - 24 that supports youth with career coaching, job training programs, and more.

- [Boston Private Industry Council](#) is the city's workforce development board and partners with Boston Public Schools, vocational programs, and employers to connect youth to career pathways. PIC has several direct service programs for youth including Youth Transitions and Youth Connect.

### Community College/College

- [College Advising Corps - Boston University \(CAC-BU\)](#) seeks to increase the number of low-income, first generation, and underrepresented students entering and completing college. CAC-BU employs recent college graduates to serve as near-peer AmeriCorps college advisers and serves every Boston Public high school.
- [Bunker Hill Community College Halting Oppressive Pathways in Education Initiative \(HOPE\)](#) is a collaboration between the Boston Opportunity Youth Collaborative and Boston PIC. Funded by the Aspen Institute, the collaboration builds on the Success Boston framework and focuses on outreach, coaching, and community for Black and Latino men.
- Notably, almost all students are automatically eligible for free community college, and all public higher education students are eligible for SNAP.
- Starting next year, the FAFSA form will undergo further simplification, making it even easier for students to apply for financial aid. This is part of ongoing efforts to streamline the application process and make higher education more accessible.
- There is also a \$2.5M basic needs fund for emergency housing, transportation, childcare, and food security. Colleges and campuses serve as single points of contact where folks can get all information and connect to resources.

This is not an exhaustive list of the efforts in Boston and throughout the Commonwealth and only reflects what was shared during the mapping. Readers are encouraged to view Appendix 4, which includes a more comprehensive list of 70 programs providing job training or other opportunities within the Post-Secondary & Employment Pathways landscape, created by the Boston Private Industry Council and CHIME.

### Managing, Coordinating, and Tracking Care

Managing and coordinating care for needs outside of the Post-Secondary and Employment Pathways gear was program-specific. The following were identified during the mapping:

- Social Capital (specifically Mentorship/Coaching)
  - City Year offers a mentorship program called Life after CityYear which provides mentorship, networking opportunities, and professional workshops for graduate participants.

- The Boston Public Schools Re-Engagement Center offers coaches to help follow-up after students are placed in an appropriate program and provide connection support services in the community as well as life and career workshops.
- Success Boston's Success Coaches help students apply for higher education, receive supports to earn their degree, enter the workforce, and create opportunities for internships, summer jobs, career advising, etc.
- Shelter, Housing, & Economic Assets
  - Bunker Hill Community College offers access to food banks on campus.
  - City Year Boston offers access to food banks and support completing SNAP applications.
  - Mayor's Office of Housing's (MOH) work centers on homelessness prevention. MOH collaborates with utility assistance, legal services, and has a pilot initiative underway with Boston Public Schools (BPS). The partnership provides legal counsel for families facing eviction, with a legal clinic every Tuesday in partnership with Legal Aid and Greater Boston Legal Services (GBLS).
  - uAspire provides emergency funds for resources, transportation, and access to food banks.
  - Participants encouraged agencies to partner with programs like Bank on Boston to provide bank accounts to youth, especially those as young as age 14, to simplify access to financial services and essential resources.
- Health & Well-Being
  - City Year provides onsite mental health support.
- Cross-Gears
  - Breaktime offers a safe place for families to store documents, so they have access to those documents in the future.

## Gaps in Post-Secondary & Employment Pathways

### Cross-System

- Overall, tension exists between the workforce development and shelter systems. Given the lack of control sheltered families and their providers have on where families are placed initially or where and when they are transitioned to another shelter, there is a large impact on workforce development processes and outcomes. Consistent childcare is another common barrier for unstably housed teen parents. Participants highlighted the need for transparent conversations with PS&EP funding sources and agency leaders focused on developing a different set of outcomes for homeless families and youth, so the PS&EP landscape is not penalized for trying to serve them. The conversation should also include determining effective braided funding strategies (i.e., marrying public and private resources).

- For example, many PS&EP programs' funding from the government is tied to completion rates, and completion rates are lower amongst families who must move and cannot continue a program or do not have childcare. This incentivizes programs to serve families who have more secure housing situations and fewer barriers to accessing programs.
- Based on current data trends, young people aged 14 and up are not seeking Post-Secondary & Employment Pathways services in the same way as they used to, which has been a challenge to the system. The system has seen a decrease in enrollment, summer jobs secured, and more in the last few years.
- There appears to be less trust between programs and participants than in previous years, and those seeking PS&EP services are less forward about discussing what they need for additional support (and why) or sharing private information. For example, parents frequently do not want to share tax information or social security numbers.
- There is a lot of misinformation on how being in college affects access to low-income housing and other benefits and supports. For example, families are fearful that children obtaining employment will impact their asset-based subsidies and services (e.g., SNAP, section 8 vouchers, etc.).
- While community college is accessible to most MA residents now regardless of housing status, PS&EP providers are concerned that the increasingly high rate of need for other services across other systems will be an ongoing barrier.
- Participants noted they have not seen enough employers come forward in consistent, meaningful ways to address pathways for accompanied youth and young adults experiencing homelessness.
  - Several organizations were identified that should be invited to more conversations including Greater Boston Chamber of Commerce, MA Business Roundtable, Society of Human Resources Professionals, and The Boston Foundation.

## Identification

- There is a lack of universal questions asked by PE&EP programs regarding housing status. However, 22,000 (roughly 17%) postsecondary public college students were experiencing homelessness at the time of the mapping in MA.
- The lack of targeted outreach and specialized support for families in shelters results in limited enrollment in workforce services.
- Current service models and expectations are not adapted to the unique needs of these families, creating barriers to participation.
- At BPS, there is a lack of knowledge about which students in career and technical education programs are experiencing homelessness, making it difficult to provide

increased support. Participants noted providing targeted resources and support could significantly impact these students' success.

- BPS MyCAP access stops after graduation, so students no longer have access to their plans.
- BPS guidance counselors have high caseloads making it difficult to establish relationships with students and their families to help guide them through the career and technical education process and opportunities.

## Screening

- Many programs and employers require extensive documentation that can be difficult for mobile families to locate and/or complete such as:
  - Work authorization, residence, age, SNAP eligibility, and selective service registration are required, which can be overwhelming for those in unstable situations.
  - Selective Service Registration: Males aged 18+ must register for the draft to be eligible for WIOA funding. Many youth do not want to register.
  - Background Checks & Drug Testing: CORI checks and drug testing can disqualify individuals with criminal records or substance use issues.
  - Documentation and applications for FAFSA require parental documentation, complicating access to financial aid.
- Available and accessible pathways (e.g., EMT, truck driving, etc.) require rigorous testing for reading and other skills which can be a challenge. Similarly, many IT programs are designed for adult learners rather than youth, and aptitude tests can create additional barriers.
- Trade programs also follow traditional, inflexible timelines with limited application windows, which don't always align with when providers who are connecting interested individuals can notify them.
- Many students experiencing housing instability face compounded challenges, such as not having a Microsoft 265 license, which creates further barriers in career readiness, applying for and participating in internships, and more.
- Some programs require a driver's license and there are few opportunities for unstably housed children and youth to receive driver's education and practice.
- Stricter post-COVID requirements make it difficult for those without up-to-date immunizations, which costs money, or the related documentation to participate.

## Planning and Accessing Care

- Youth applying to available PS&EP programs may be required to provide a positive reference (not from a family or close friend), which is often a barrier due to their limited work experience.

- Unstable housing situations (i.e., involvement in EA shelter, being doubled/tripled up, or otherwise on the verge of eviction) make it difficult for family members to meet requirements and remain engaged in PS&EP services.
  - Synchronizing classes with training schedules is challenging for families experiencing housing instability.
- For community college students experiencing homelessness, there is a lack of resources to support participation, retention, and success, which is reflected in the different graduation rates. Homeless students have a graduation rate of 28%, compared to their stably housed peers of 42%.
- Transportation for residents in Boston to and from PS&EP programs outside of Boston is frequently challenging because participants (especially children/youth) cannot afford to drive or park downtown.
- Staff turnover within programs limits the ability of youth to connect to one person who can follow them over time, potentially damaging an established trust between provider and participant. Additionally, many of the staff are paid low wages and may also struggle with housing instability, reinforcing high turnover.
- Participants noted that there was a lack of representation and opportunities for bridge jobs, which are the jobs youth obtain on the path to their goal job. Similarly, stipends for job training programs including bridge programs often do not prioritize children/youth and young adults experiencing homelessness.
- Within the BPS district, vocational training and employment opportunities and resources vary among schools with some schools having limited resources, funding, and attention in this area.
- Additional support is needed to help mentor black and brown youth on how to handle expectations within the context of systemic racism. HOPE at Bunker Hill provides intentional supports for young men of color but more programming is needed, and programming must reach children aged 14 - 18.

### Managing, Coordinating, And Tracking Care

- Participants with lived experience shared there are challenges navigating across systems due to the lack of universal language and qualifications. For example, the applications and processes to access programming look different across agencies, and providers within the PS&EP system and across other systems generally do not share information with each other. This also leaves little space for warm hand offs which were noted as particularly important.
- Providers shared that when someone becomes homeless during a program, there are limited resources to support them as staff are not trained or well-versed in identifying or supporting homeless participants. It was noted that up to 30% of program participants may experience housing instability or homelessness once they are in program at some point during their engagement.

- Many programs and services communicate electronically. Yet, families in poverty (especially newly arrived families who do not speak English) may not have the technical abilities or access to technology they need to engage.
- Many youth from immigrant families leave school early to care for siblings disrupting their education, and undocumented children face barriers to employment after free college due to lacking Social Security numbers. Families lack access to essential resources, which are often available only during working hours.

## Priorities for Change

### Identified Priorities for Change

The group identified 16 priority areas. The chart below shows the rank order by the number of votes and priority area of work.

RANK	VOTES	PRIORITY
1	17	Create a no wrong door system referral network (adapt systems to align with no wrong door & share data).
2	15	Identify gaps and solutions in transition points between secondary & post-secondary.
3	12	Increase access points to apply for homeless services around Boston including expanded hours, A.I. use, and housing clinics.
4	9	Increase housing opportunities for community college students and those in trades and other vocations.
5	6	Improve BPS communication to parents & families about services.
5	6	Braid and blend funds for multi-year funding opportunities to sustain navigation services.
6	5	Engage employers to develop advisory council & best practices for hiring youth.
7	4	Develop onboarding & ongoing opportunities for understanding resources and services.
7	4	Expand and sustain resources for stipends for workforce development programs.
8	3	Increase access to driver's training and licensure.
8	3	Incorporate MyCAP as engagement strategy across BPS.
9	2	Enhance training & support opportunities for staff.
9	2	Increase access to mental health services.
10	1	Develop shared vocabulary among workforce & housing partners.
10	1	Include housing & stabilization stipend with workforce training grants (or actual housing).
10	1	Increase opportunities for adult education.
11	0	Increase cross-training for post-secondary & homeless services.

During the review of priority voting, participants agreed to draft action plans focused on the two top-rated priorities:

RANK	VOTES	PRIORITY
1	17	Create a no wrong door system referral network (adapt systems to align with no wrong door & share data).
2	15	Identify gaps and solutions in transition points between secondary & post-secondary.

Priority Area #1:

Create a “no wrong door” entry and referral system for youth services in Boston (adapt systems to align with no wrong door & share data).

Objective	Action Steps	When?	Who?
<p>Create multiple ways for youth and young adults to reach the same goal/needed resource</p>	<p>Create multiple entry/intake pathways: phone, in-person, email, form, etc. (with interpretation)</p> <p>Crate a consistent resource directory as a goal-mapping tool for youth.</p> <ul style="list-style-type: none"> <li>- Goal of this is to eliminate / limit the “run-around” process</li> </ul> <p>Advertise available resources and means of entry to youth using social media and physical advertising (after it is built)</p>	<p>Demo from OYEA by CHIME Summit (projected late Spring 2025)</p>	<ul style="list-style-type: none"> <li>- Helping Create: OYEA (create form), OYEO, partners, other stakeholders including youth and families                             <ul style="list-style-type: none"> <li>o Must involve youth/families with lived experience of homelessness in the process</li> <li>o BPS to promote form</li> <li>o Include feedback from trauma-informed care experts</li> </ul> </li> <li>- Visioning/Closing Gaps                             <ul style="list-style-type: none"> <li>o Committees/Councils</li> <li>o BPS MyCAP Team</li> </ul> </li> </ul>
<p>Identify youth-serving organizations, what they do well/are working on, and common/key gaps.</p>	<p>Identify/learn from what is working well</p> <p>Identify gaps to inform solutions</p>	<p>ASAP</p>	<ul style="list-style-type: none"> <li>- Youth-serving organizations</li> <li>- Youth and families who have experience navigating systems</li> <li>- OYEO/OYEA</li> </ul>

	<p>Create a follow up system for when people are re-referred because something didn't work out</p> <p>Adapting systems and sharing data and referrals when possible</p>		
Offer training for central and branch staff on customer service, available resources, and case management best practices including restorative justice	<p>Include anti-bias, restorative justice, and trauma-informed care trainings (including self-care and compassion fatigue) in staff onboarding with regular re-training.</p> <ul style="list-style-type: none"> <li>- Goal of this is to eliminate "shutting the door" when a program doesn't directly offer the service the individual/family needs.</li> </ul>	ASAP	<ul style="list-style-type: none"> <li>- OYEA facilitating matching people/agencies with trainings</li> <li>- Partnerships in Education and Resilience (PEAR) for trainings and data on youth self-assessment</li> <li>- Bounce – motivating people to re-enter the workforce and offer a re-motivating training for burnt out staff</li> </ul>
<p><b>Action Planning Participants:</b> Daniel Bryan, Office of Youth Engagement and Advancement; Danné Burnett, FamilyAid; Kedan Harris, Boston Public Schools; Natalie Johnson, FamilyAid; Lisha Omoroghomwan, Boston PIC; Fiona Simpson, Boston PIC; Daisy Stanley, Family Advisory Council (family partner); Emily Suher, Boston After School &amp; Beyond; Lucy Wickings, Phillips Brooks House Association</p>			

Priority Area #2:

Identify gaps and solutions in transition points between secondary and post-secondary.

Objective	Action Steps	When?	Who?
<p>Citywide Parent Council (CPC) members in access points across the city (access to resources for homelessness)</p> <ul style="list-style-type: none"> <li>- Shelters?</li> <li>- Parent-to-Parent workshops and meetings</li> </ul>	<p>Find agency/money for provisions (food, childcare, gift cards/compensation)</p> <p>Coordinate with access points for space</p> <p>Develop phone tree/check-in to get feedback on time</p>	<p>Take to CPC by end of 2024.</p>	<ul style="list-style-type: none"> <li>- CPC Subcommittees</li> <li>- Parent liaisons / BPS</li> <li>- Hub Schools</li> </ul>
<p>Reduce artificial barriers to post-secondary programs</p>	<p>Improve knowledge of self-attestation for training programs</p> <p>Interconnectedness and transparency between programs – compassionate sharing and exploration</p> <p>Transparency from programs</p>	<p>March 2025</p>	<ul style="list-style-type: none"> <li>- OWD: review of eligibility w/federal and state guidelines and self-attestation</li> <li>- Non-profit review of marketing materials</li> </ul>
<p>Agencies/programs in shelters/access points often</p> <ul style="list-style-type: none"> <li>- Teach how to find help and resources for non-Boston staff (i.e., Greater Boston)</li> </ul>	<p>Life skill development (“teach, not tell”)</p> <p>Identify programs and <u>how</u> to connect</p> <ul style="list-style-type: none"> <li>- Homelessness/shelters</li> </ul> <p>Match programs including summer jobs to shelters and staff (thoughtfulness)</p>	<p>Early 2025-ish</p>	<ul style="list-style-type: none"> <li>- BYSN</li> <li>- CoC?</li> <li>- YEO</li> <li>- Community Meetings (collaborating with above list; shelters existing meetings?)</li> </ul>

Cheat sheet by YA need and neighborhood for distribution in shelters	Create service calendar and sheet Add online resources Find existing resources to build on	Spring 2025	<ul style="list-style-type: none"> <li>- YEO</li> <li>- FamilyAid</li> <li>- OYEA</li> <li>- Mayor’s Youth Council</li> </ul>
<p><b>Action Planning Participants:</b> Franny Cano, Friends of the Children Boston; Carina Gold, Office of Workforce Development; Kathy Hamilton, Boston PIC; Kelly Folsom, X-Cel Education; Joanne Freeman-FanFan, BPS Citywide Parent Council; Nicolasa Lopez, Family Advisory Council (Family Partner); Laurie Jaynes, FamilyAid (Family Partner); Mengee Khasu, St. Mary’s Center for Women and Children; Emily MacMillan, FamilyAid; Anthony Marte, FamilyAid; Verena Niederhoefer, Youthbuild Boston, Inc.; Monica Roberts, City Year; Anna Sherr, Office of Workforce Development; Marie Smith, Friends of the Children Boston</p>			

## Parking Lot

The 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 a reasonable timeframe. Additional topics were raised that were either covered in previous CHIME mappings or could be covered in future CHIME mappings. During the Post-Secondary & Employment Pathways mapping, the following issues were placed in the Parking Lot:

- Participants noted there is a difference between ‘access’ and ‘accessing’. Higher education and other programs are great at access, which implies the box is checked. But how do people access these programs and make the process active conversation?
- Data gaps and lag means there is little to no live data for workforce outcomes, creating program and funding difficulties. There was a desire for shared data systems among the funders, employers, educators, and programs/services.
- Policy solutions must be considered.

## 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 Post-Secondary & Employment Pathways mapping, the following issues were offered as Quick Wins:

- Boston Public Schools and United Way are currently working together to increase identification of homeless families, especially doubled-up families.

## Other Considerations

After each CHIME mapping, the project team captures additional considerations that are raised by family participants with lived experience or 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 Post-Secondary & Employment Pathways 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 CHIME's 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

Children and youth experiencing homelessness face complex journeys and there is a profound impact on older youth as they navigate moving from secondary schooling to post-secondary education and employment. The systems, services and supports that buffer them against the challenges they face in their younger years, often disappear as they are working towards greater independence and self-sufficiency. Enabling their success can lead to a cascade of positive impact for the entire family including increased economic mobility, improved health outcomes, and strong family bonds.

Throughout the Post-Secondary and Employment Pathways mapping one message was consistently clear: addressing the critical junctures from secondary education into the workforce requires far more than programmatic adjustments. It demands the intentional weaving of services, resources, and relationships so that no young person is left navigating a maze of disconnected supports.

Our work revealed both persistent inequities and remarkable strengths. While gaps at key transition points—such as from high school to college or work—remain, we were encouraged by the innovation and dedication within the network of service providers and community organizations. The convening surfaced a number of themes:

- An integrated supports and “no wrong door” approach is required where systems are streamlined, coordinate, and easily navigated through a network across education, housing, workforce, and other services. Building true pathways means ensuring that every door opened leads to meaningful help, rather than another dead end.
- Programs and funders must address artificial barriers to post-secondary entry such as success metrics and acceptance criteria that do not consider the unique conditions youth experiencing homelessness face.
- Efforts must be expansive to ensure cultural responsiveness, linguistic access, mental health support, and opportunities for enrichment—not just education or job training alone.
- Sustained funding for navigation services is needed to ensure continuity of support and must include investment in the staff working with older youth, as well as support to incubate and innovate and scale strategies that can strengthen outcomes.

Though our recommendations are specific, the vision is broad: long-term sustainability of navigation services, deeper cross-sector partnerships, and breaking down artificial barriers that stand between young people and their aspirations. These goals are ambitious, but achievable if agencies, government, and communities remain committed to collaboration and inclusion. This is not just about improving access to educational or employment opportunities, but about creating environments where hope and possibility are tangible at every crossroad.

Ultimately, this report should be seen not as a conclusion but as a catalyst for continued action and accountability. The next phase will require persistence and creativity, listening and learning, and an unwavering commitment to our young people's futures. Let's move forward together, knowing that every small improvement in our system can be a turning point in a young person's life.

*Monica Roberts,  
CHIME Executive Committee, Girl Scouts of Eastern Massachusetts*

## Appendices

**Appendix 1** CHIME Post-Secondary & Employment Pathways Mapping Participant List

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**Appendix 2** Post-Secondary & Employment Pathways Acronym Glossary

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**Appendix 3** Day 1 and Day 2 Agendas

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**Appendix 4** CHIME Post-Secondary & Employment Pathways Providers List

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**Appendix 5** CHIME Community Self-Assessment

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## 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
COC	Continuum of Care
CPT	Common Planning Time
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
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 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
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
SEL	Social-Emotional Learning
SMI	State Median Income
SNAP	Supplemental Nutrition Assistance Program
SSI	Supplemental Security Income
SST	Student Support Teams
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



## POSTSECONDARY & EMPLOYMENT PATHWAYS MAPPING

September 18, 2024

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
- 10:30**      **Cross-Systems Mapping**
- Creating a Local Map
  - Examining the Gaps and Opportunities
- 1:00**      **Cross-Systems Mapping Continued**
- 3:00**      **Establishing Priorities**
- Identify Potential, Promising Areas for Modification Within the Existing System
  - Top Five List
  - Collaborating for Progress
- 4:45**      **Wrap Up**
- Review
- 5:00**      **Adjourn**

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

*There will be break for lunch at approximately 12:00.*



## POSTSECONDARY & EMPLOYMENT PATHWAYS MAPPING

September 19, 2024

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

#### Summary and Closing

**1:00**      **Adjourn**

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

### Appendix 4

Organization	Age	Location
AACA: Asian American Civic Association	14-22	Boston
Abode Energy Management (Mayor's Summer Job Program)	16-20	Boston
Action for Boston Community Development*	14-21	Boston; 6 neighborhood service centers
Beat the Odds*	High School (14-18)	Boston - Dorchester
Behavioral Health Workforce Initiative: Massachusetts Behavioral Health Partnership, MassLeague, Mass General Brigham	Primarily Adults, some older youth (18 +)	Boston
Beth Israel Deaconess Medical Center (Mayor's Summer Job Program)	High School (14-18)	Boston; part of Beth Israel Lahey Health network with multiple locations
Beth Israel Lahey Health (Mayor's Summer Job Program)	High School (14-18)	Boston; part of Beth Israel Lahey Health network - multiple locations
BHCC: Bunker Hill Community College (HOPE)*	14-22	Boston – BHCC Campus
Boston Afterschool and Beyond*	14-22	Boston - BPS Schools
Boston Centers for Youth & Families*	14-22	Boston
Boston Children's Hospital (Mayor's Summer Job Program)	High School (14-18)	Boston; part of the larger Boston Children's Hospital network which serves a broader region
Boston Green Academy*	High School (14-18)	Boston
Boston Mayor's Office for Youth Engagement and Advancement*	14-22	Boston
Boston Mayor's Office of Workforce Development*	14-22	Boston
Boston Public Health Commission*	14-22	Boston
Boston Public Schools*	K-12 (14-18)	Greater Boston
Bottom Line*	High School, College (14-22)	Boston
Boys & Girls Clubs of Boston*	14-18	Boston, 11 clubs in Boston
Boys & Girls Clubs of Dorchester	14-18	Boston - Dorchester
Breaktime*	18-24	Boston

\*Indicates organization was invited to CHIME Post-Secondary & Employment Pathways Mapping

Organization	Age	Location
Bridge Over Troubled Waters	14-24	Boston
City Academy: City of Boston	14-22	Boston
City Year Greater Boston*	17-24	Boston (HQ)
College Advising Corps: Boston University*	High School	Boston
Community Work Services	14-22	Boston
Digital Ready: IT	High School (14-18)	Boston
El Centro: IT Support: Catholic Charities Boston	14-22	Boston
EMPath: Economic Mobility Pathways*	14-22	Boston
FamilyAid*	14-22	Boston
Franklin Cummings Tech*	14-22	Boston
Friends of the Children Boston*	14-22	Boston
Future Chefs*	High School (14-18)	Boston
G Code House: Intro to Data Analytics, Intro to Web Development	18-25	Boston
Hyde Square Task Force	14-22	Boston
Ignite Career Forge	14-22	Boston
Industry Corps	14-22	Boston
John Hancock (MLK Scholars)*	High School (14-18)	Boston
Massachusetts Biotechnology Education Foundation	14-22	Boston
Massachusetts Department of Elementary and Secondary Education*	K-12 (14-18)	Boston
Massachusetts Department of Higher Education*	14-22	Boston
MassHire: Central Region Workforce Board	14-22	Boston
Mujeres Unidas Avanzando	14-22	Boston
New England Center for Arts & Technology	14-22	Boston

Organization	Age	Location
Phillips Brooks House Association*	14-22	Boston
Pi-TaP: Partners in Training and Apprenticeship Programs	14-22	Boston
Power Corps	14-22	Boston
Resilient Coders	18-30	Boston
St. Mary's Center: Education & Workforce Development Programs*	14-22	Boston
Stack Education	14-22	Boston
SUCCESS Program: Mass General Brigham*	14-22	Boston, several locations
Suffolk County Family Resource Center	14-22	Boston - Roxbury
The Loop Lab	14-22	Boston, Cambridge
Training Resources of America, Inc.	14-22	Boston, multiple other locations
Transitional Scholars Program: Mass Bay Community College	14-22	Boston
uAspire*	High School (14-18)	Boston
Urban College of Boston*	14-22	Boston
Urban League of Eastern Massachusetts*	14-22	Boston
X-Cel Education*	14-22	Boston
Year Up*	18-24	Boston
YouthBuild Boston*	16-24	Boston
Jewish Vocational Service*	14-22	Greater Boston, Newton, Lawrence, and Lynn.
United Way of Massachusetts Bay*	14-22	Greater Boston, Eastern Mass.
YMCA of Greater Boston*	14-22	Greater Boston, 13 Branches
Early College High School Pathways: Quincy College	High School (14-18)	State
Middlesex Community College	14-22	State
University of Massachusetts*	14-22	State

## Appendix 5

### 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.							
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## 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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