

**Kansas Homeless Liaisons' Perceptions of the Challenges Related to
the Education of Homeless Students**

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Abstract

The primary purpose of this study was to determine if Kansas homeless liaisons shared similar perceptions regarding challenges to the education of youth experiencing homelessness. Additionally, perceptions of Kansas liaisons were compared by district type and homeless student count. Quantitative data were collected via an online survey tool; surveys were sent to Kansas homeless liaisons serving during the 2018-2019 school year. There was a minimal difference in perception among Kansas homeless liaisons on surveyed items. Kansas liaisons perceived the following to be challenges to the education of homeless students: family mobility, funding, ease of obtaining records from previous districts, regular and consistent attendance, parental involvement, academic achievement, availability of curriculum sensitive to the needs of homeless students, and before or after school childcare. There were minor differences in the strengths of liaisons' responses about perceived challenges based on district type and based on homeless count. The results of this study could be used to improve educational practices to reduce barriers in educating youth experiencing homelessness in Kansas and other states.

Dedication

The time spent committed to this work is dedicated to my friends and family; you are my guiding lights, the loves of my life, my why. I am so blessed by your love. To all of my family, particularly all four of my parents and my siblings; my extended family, including my in-laws; and my diverse, unwavering supportive network of friends (i.e., my “family”), thank you for never questioning the time I had to sacrifice in order to meet this goal. Thank you for enduring the extended, exhausting journey and never giving up on me when I wanted to (and had) given up on myself.

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Chapter 1

Introduction

The number of homeless students in the United States continues to grow and “the U.S. public school system is struggling to meet the educational needs of their homeless students” (Rahman, Turner, & Elbedour, 2015, p. 687). In 1987, the first legislation addressing the educational needs of students experiencing homelessness was signed into law; the Stewart B. McKinney Homeless Assistance Act (the McKinney Act) required states to ensure homeless children and youth were enrolled in school without delay (U.S. Department of Education [ED], 2018). As part of the McKinney Act, Congress established the Education of Homeless Children and Youth (EHCY) Program-Subtitle VII-B of the McKinney Act to address the 43% of homeless students who were not enrolled in school (National Coalition for the Homeless [NCH], 2009). An amendment to the McKinney Act in 1990 added requirements for states to eliminate enrollment barriers and provide support for academic success to the homeless student population in their districts. The Improving America’s Schools Act (IASA), a significant update to the original 1965 Elementary and Secondary Education Act (ESEA), was introduced in 1994, thereby reauthorizing the education portion of the McKinney Act. The 1994 reauthorization added requirements for preschool services, more significant parental input, and a focus on interagency collaboration (ED, 2018). According to the EHCY Program Profile, “the EHCY Program collaborates with other [Department of Education] programs and offices, including the Title I, Part A Program; the Office of Special Education Programs; [and] the Migrant Education Program” (ED, 2018, p. 2) to name a few. Partnerships with other federal agencies through the U.S. Interagency Council on

Homelessness were formed as an outcome of the 1994 updates to the McKinney Act. Changes in 2001 to ESEA, which became better known as the No Child Left Behind (NCLB) Act, gave way to further additions to the education sections of the McKinney Act. In 2002, the Act was reauthorized as the McKinney-Vento Act (McKinney-Vento) under Title X, Part C of NCLB; this update introduced the requirement of a local homeless liaison in every school district, whether or not the district served students experiencing homelessness (ED, 2018; NCH, 2009).

The primary role of the district homeless liaison is to ensure the rights of children and youth experiencing homelessness are being upheld and that the law is effectively implemented at the local level (Kansas Department of Education [KSDE], 2012). The most recent provisions to McKinney-Vento came with the passage of the Every Student Succeeds Act (ESSA) of 2015 (ED, 2016). Changes made to McKinney-Vento by the ESSA went into effect in 2016; updates included a greater focus on services for homeless pre-school aged children, expansion of school of origin rights, and access to college and career readiness skills training for secondary students experiencing homelessness (ED, 2016). In summary, “the intent of the McKinney-Vento Act is to remove barriers to educational access and success for students and youth experiencing homelessness” (National Center for Homeless Education [NCHE], 2017b, p. 3). Regardless of reauthorizations and continued efforts to meet the needs of children and youth experiencing homelessness, “the problem that remains to be addressed is why homeless students still endure such barriers to education” (Aviles de Bradley, 2011, p. 156).

Background

Districts in Kansas are not exempt from the struggle of encountering barriers to the education of students experiencing homelessness. During the 2017-2018 school year, Kansas schools served nearly a half million students enrolled in pre-kindergarten through twelfth grades; of these children and youth, 8,471 were reported as homeless (KSDE, 2018). As shown in Table 1, this figure was the lowest total number reported in five years. However, in that same time period significantly more districts reported students experiencing homelessness, an indication the epidemic had become more widespread. Students considered to be doubled-up (living with another family) because of economic hardship or loss of housing continued to be the predominant category of homelessness. Consistently, the second-most-common subgroup was children and youth who were either living in homeless shelters, transitional housing, or waiting for foster care placement. A particularly alarming trend to note was the increase in the number of students in unsheltered situations, which means they were living in cars, parks, campgrounds, temporary trailers, or abandoned buildings. The final category of homelessness by living arrangement considered those students temporarily living in a hotel or motel due to lack of housing.

Table 1

Kansas Homeless Student Count by Living Arrangement (2013-2019)

Categories	2013-2014 ^a	2014-2015 ^b	2015-2016 ^c	2016-2017 ^d	2017-2018 ^e	2018-2019 ^f
Districts	155	143	156	167	178	185
Doubled-Up	8,838	8,173	7,647	7,023	6,875	7,434
S, TH, AFC	903	942	851	914	852	894
Unsheltered	99	95	133	166	166	139
Hotel/Motel	538	505	634	537	578	544
Total	10,378	9,715	9,265	8,640	8,471	9,014

Note. S = Shelter, TH = Transitional Housing; AFC = Awaiting Foster Care. Adapted from *Education for Homeless Children and Youth 2013-2019 Homeless Data*, by Kansas State Department of Education, 2019. Retrieved from <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Educating-Homeless-Children-and-Youth>

^aKSDE (2014, p. 2). ^bKSDE (2015, p. 2). ^cKSDE (2016, p. 2). ^dKSDE (2017, p. 2). ^eKSDE (2018, p. 2).

^fKSDE (2019, p. 2).

During the 2018-2019 school year, there were 286 public unified school districts in Kansas; 89 districts reported 10 or more homeless students, 96 districts reported 1-9 homeless students, and 101 districts reported no homeless students. Kansas public school district sizes span a vast range: 134 districts have student populations at 500 or less, while only seven districts serve over 10,000 students, the highest being over 50,000. Only ten Kansas districts received McKinney-Vento grants during the 2018-2019 school year (KSDE, 2019).

Regardless of the total student population or number of students reported as experiencing homelessness, every district has an appointed district homeless liaison (KSDE, 2017). KSDE appoints a state coordinator to ensure districts fulfill the federal

law requirement identifying a local homeless liaison. District homeless liaisons are required to identify homeless children and include the count on the district's End of Year Accountability report (ED, 2017). Any district receiving a McKinney-Vento grant must provide a supplemental evaluation report. In addition to submitting reports, the homeless liaison is responsible for dispute resolution, staff training, and, most importantly, ensuring student access to services (ED, 2017; KSDE, 2017). In general, serving as the district homeless liaison is not the primary job responsibility of the appointed individual. For example, many of the homeless contacts provided on the KSDE EHCY page are superintendents, principals, or counselors (KSDE, 2012; KSDE, 2018).

Statement of the Problem

The 2002 reauthorization of McKinney-Vento required every school district to have a local liaison to support the unique educational needs of their homeless population (ED, 2018). The KSDE (2017) indicated one responsibility of a homeless liaison is to “ensure that students enroll in, and have full and equal opportunity to succeed in school” (p. 2). The problem has been, while the McKinney-Vento Act was intended to make educational access and success attainable for students experiencing homelessness (NCHE, 2017b), barriers such as transportation, proof of residency, and irregular attendance continue to make the implementation of the Act's provision of “full and equal opportunity” a challenge for district homeless liaisons. The unintended consequence is that thousands of children and youth are left with unmet educational needs each year (NCH, 2009). By identifying barriers as perceived by those who work most directly with students experiencing homelessness, the homeless liaison, implementation procedures and processes could be revised to better meet the needs of identified children and youth.

Purpose of the Study

The first purpose of this study was to determine the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district. The second purpose of this study was to determine the degree there is a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district type (city, suburban, town, rural). The third purpose of the study was to determine the degree there is a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district homeless count.

Significance of the Study

In 2019, little national research existed regarding the challenges associated with educating homeless youth, and even more limited information existed for Kansas. Data from this current study could be used to improve the education of homeless children and youth in Kansas and serve as a model for other local, state, and national education agencies. Findings could be used to help minimize or even eliminate barriers currently preventing students experiencing homelessness full access to education; at the very least, the results of the study can aid in targeting which barriers are most significant in Kansas, as perceived by district homeless liaisons. The results of this study might be used to bring general awareness to the educational needs of homeless children and youth, target professional development as needed, and improve the implementation of the McKinney-Vento Act in Kansas school districts.

Delimitations

Lunenburg and Irby (2008) describe delimitations as “self-imposed boundaries set by the researcher on the purpose and scope of the study” (p. 134). The current study was bound by the following:

1. Participants in this study were limited to district homeless liaisons serving during the 2018-2019 school year who had valid email addresses available on the KSDE website.
2. Participants in this study were limited to liaisons in Kansas; findings may not generalize to school districts in other states.
3. The study was conducted among all district homeless liaisons regardless of the number of students reported as homeless (i.e., even if no students were reported for the district, the liaison was included in the sample).

Assumptions

“Assumptions are postulates, premises, and propositions that are accepted as operational for purposes of the research” (Lunenburg & Irby, 2008, p. 135). While conducting this study, the researcher made the following assumptions:

1. Homeless liaisons who participated in the study understood the survey items.
2. Homeless liaisons who participated in the study answered each item honestly.
3. Survey data were accurately downloaded from the survey software.

Research Questions

According to Lunenburg and Irby (2008), “research questions...become a directional beam for the study” (p. 126). Three research questions guided this study.

RQ1. To what extent do Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district?

RQ2. To what degree is there a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district type (city, suburban, town, rural)?

RQ3. To what degree is there a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district homeless count?

Definition of Terms

The following key terms are used in the study. Definitions are provided for clarification and to prevent misinterpretation or misunderstanding.

Barriers to education. The McKinney-Vento Act (ED, 2001) outlines barriers to education as that which prevents a child experiencing homelessness from fully accessing education; examples of barriers include lack of transportation, missing records, and health services.

City. Adapted from definitions used by the United States Census Bureau (2010) and the National Center for Education Statistics (NCES, 2006), for this study, city refers to territory inside an urbanized area (50,000 or more people) and inside a principal city.

Homeless student. Section 725 of the McKinney-Vento Act (ED, 2001) identifies a homeless student as a child or youth who lacks a fixed, regular, and adequate nighttime residence.

Homeless liaison. According to KSDE (2012), a homeless liaison is a district-appointed employee charged with ensuring the rights of children and youth experiencing

homelessness are being upheld and the laws outlined in McKinney-Vento are effectively implemented at the local level.

Rural. The United States Census Bureau (2010) defined rural as territory not included within an urban area or urban cluster.

School of origin. According to KSDE (2017), the school of origin is the school the child last attended prior to experiencing homelessness.

Suburban. Adapted from definitions used by the United States Census Bureau (2010) and the NCES (2006), for the purpose of this study, suburban refers to territory inside an urbanized area (50,000 or more people) and outside a principal city.

Town. Adapted from definitions used by the United States Census Bureau (2010) and the NCES (2006), for the purpose of this study, town refers to territory inside an urbanized cluster (2,500-49,999 people).

Organization of the Study

This study is presented in five chapters. Chapter 1 included the background, statement of the problem, purpose, and significance of the study, delimitations, assumptions, research questions, and definitions of key terms. Chapter 2 presents a review of literature pertinent to the study, including homeless students and causes, federal regulations for educating homeless youth and children, and perceptions of barriers to the education of students experiencing homelessness. Chapter 3 details the methodology, which includes including research design, selection of participants, measurement, data collection procedures, data analysis and hypothesis testing, and limitations of the study. Chapter 4 includes the descriptive statistics and results of the study. Chapter 5 provides a study summary, findings related to the literature, and the conclusions.

Chapter 2

Review of the Literature

Limited research regarding homeless students existed prior to 1987, the year McKinney-Vento was signed into law. “It has taken many years for society to recognize the importance of educating homeless children and the different problems that educating homeless children presents” (Berkowitz, 2002, p. 516). Now, more than three decades later, homelessness among children and youth persists. “For children, homelessness not only threatens their stability and security, it also poses a tremendous barrier to the one thing which may give them hope for a better life- an education” (Thompson, 1998, p. 1211). This literature review provides a history of homelessness among students as well as the causes and the educational risks associated with homelessness. Additionally, the review of literature includes the perceived challenges to the education of homeless children.

History, Causes, and Risk Factors for Homelessness among Children and Youth

In the mid-1980s, amid a housing crisis, the number of Americans experiencing homelessness began to increase, and the fastest-growing subgroup of the homeless population was families headed by women. Many of these women, according to Bassuk, Rubin, and Lauriat (1986), “[had] difficulty establishing themselves as autonomous adults . . . they [were] unable to hold jobs, and generally lacked . . . relationships with other adults or institutions” (p. 1100) in their community. Bassuk and Rosenberg (1988) conducted a case-control study to identify unique correlates of family homelessness. Homeless female-headed families were compared with housed female-headed families; in both groups, the women were poor, single, had worked little, and experienced long

periods on welfare. The mean age of the children was approximately six and a half, and a little more than half were preschoolers. Bassuk and Rosenburg (1988) concluded that

although luck may contribute to a poor family's ability to find secure housing, the nature and extent of a family's support network play an important role in determining whether it will need emergency shelter . . . With the housing crisis it [was] difficult to imagine how poor families could survive [without supports].
(pp. 786-787)

According to Duffield (2001), "prior to the 1980s, homelessness was generally confined to 'skid row' areas of major urban centers" (p. 324) and the predominant representation of the homeless population in cities was older, single White men who were alcoholic (Duffield, 2001; Wright, 1989). However, during the last twenty years of the 20th century, the face of homelessness saw a shift from mostly men to an increased number of families and, in particular, single mothers with their children (Wright, Rubin, & Devine, 1998). "Although single adult men [had made] up the majority of the homeless population, growing numbers of children, youths, single mothers, and poor or working poor families [began] experiencing homelessness" (Hernandez Jozefowicz-Simbeni & Israel, 2006, p. 37). Additionally, Ringwalt, Greene, Robertson, and McPheeters (1998) found older children also experienced homelessness in large numbers. Ringwalt et al. (1998) found that boys were more likely to experience homelessness than girls; however, neither race, poverty status, family structure, nor region contributed to differences in prevalence. Findings from the Ringwalt et al. (1998) study suggested that the issue of youth homelessness transcended concern beyond only urban, poor youth. Whether the students were urban poor or not, the broader scope was to ensure all children

and youth experiencing homelessness received an education commensurate with their peers in stable housing (Ringwalt et al., 1998)

Webb, Culhane, Metraux, Robbins, and Culhane (2003) found less-educated African-American single mothers with multiple children (particularly in urban areas) had a higher likelihood of experiencing homelessness than other groups. Over the seven years of the study, Webb et al. (2003) found that over half of the participating African-American mothers with four or more children, who had also not completed high school, reported experiencing homelessness. “The results bode poorly for the risk of homelessness of young urban children, particularly African American children” (Webb et al., 2003, p. 38).

“Adopting the broad definition of homelessness [as defined in the McKinney-Vento Act], it becomes evident that the face of homelessness has evolved over time” (Mawhinney-Rhoads & Stahler, 2006, p. 290). Following the Great Depression, it was estimated 25% of Americans faced unemployment. The mobilization of industry during World War II and President Roosevelt’s New Deal provided relief through welfare reform and jobs, which gave way to a stable economy through the 1970s and 1980s (Mawhinney-Rhoads & Stahler, 2006). As the value of public assistance such as food stamps declined, a greater representation of families among homeless emerged through the 1970s and 1980s; into the 1990s and is still seen today, single-mothers with multiple children make up a disproportionate segment of the homeless population (Mawhinney-Rhoads & Stahler, 2006). Continuing into 2010, “homeless families with children [represented] a significant and growing number of the homeless population” (Cunningham, Harwood, & Hall, 2010, p. 2). Given these trends, any growth of the

homeless population means more children and youth are living without stable housing; these children face challenges to education.

Ingram, Bridgeland, Reed, and Atwell (2017) produced a report summarizing the qualitative and quantitative research conducted by Hart Research Associates (HRA) between October 2015 and February 2016 regarding homelessness. Ingram et al. focused on gaining experiential information from state homeless liaison coordinators, local and district homeless liaisons, youth in diverse locations around the country who were experiencing homelessness at the time, and 18-24-year-olds who had previously experienced homelessness at some point in middle or high school. To establish context for the report, Ingram et al. provided background information and historical context of student homelessness.

Ingram et al. (2017) confirmed the 2015 passage of ESSA added provisions to the McKinney-Vento Homeless Assistance Act to recognize the critical role schools play when addressing student homelessness. “Schools can offer [homeless] students a safe and consistent place to study and access to adults who can help them navigate some of the challenges they face . . . Schools can be pillars of stability” (Ingram et al., 2017, p. 4). Despite improvements in federal legislation to help families experiencing homelessness, the number of homeless students in the United States continues to grow; “regardless of background or family situation, the percentage of homeless students is rising in communities all across the United States” (Ingram et al., 2017, p. 12). Youth of color (African American in urban areas and Native American in rural areas) and youth who identify as being part of the Lesbian Gay Bisexual Transgender and Queer community are disproportionately overrepresented in homeless counts (Ingram et al., 2017).

Children and youth experiencing homelessness in rural areas have different challenges than urban homeless due to the scarcity of resources, such as transportation or greater difficulty in accessing available resources; for example, “homeless children that are granted school enrollment, are often denied key services such as transportation, that are necessary in facilitating full access to their right to an education” (Aviles de Bradley, 2008, p. 264). The causes of homelessness are just as diverse as the experiences.

According to Ingram et al. (2017), there are many causes of homelessness among youth including loss of home due to lack of affordable housing, escaping violence or danger within the home, family rejection/forced to leave (e.g., due to sexual orientation), and inability to maintain adequate employment to maintain own household.

Educational Risks Associated with Homelessness

According to Buckner (2008), “more often than not, children’s exposure to homelessness increases their risk of adverse outcomes” (p. 728). Rafferty and Shinn (1991) examined general problems faced by children and youth experiencing homelessness, which are now understood to contribute to educational risks; at the time, “little research [had] focused on the educational achievement of homeless children . . . [beyond indications] that homeless children score poorly on standardized reading and mathematics tests and . . . often repeat a grade” (p. 1175). Educational risks among children and youth experiencing homelessness summarized by Rafferty and Shinn (1991) were “health problems, hunger and poor nutrition, developmental delays, psychological problems, and educational underachievement” (p. 1170).

Rafferty and Shinn (1991) included a variety of studies regarding health concerns among homeless children, which consistently found that homeless children experience

health problems such as “upper respiratory infections, minor skin ailments, ear disorders, chronic physical disorders, and gastrointestinal disorders” (p. 1170) at a much higher rate than housed children. Hunger and poor nutrition were a consistent challenge for families experiencing homelessness; those staying in hotels lacked tools such as a refrigerator or stove, and those staying in shelters did not have enough to eat (Rafferty & Shinn, 1991). “Although children [in the shelter] were reported to have eaten three times per day, suggesting that adults gave up food for them, it appears unlikely that the children’s food intake was adequate” (Rafferty & Shinn, 1991, p. 1172). In addition to health issues and poor nutrition, developmental delays were also found to be a concern for children experiencing homelessness. Poor performance on screeners such as the Denver Developmental Screening Test suggested that poverty and other factors such as instability in schooling, instability or lack of access to quality child care, poor shelter conditions, and the general stressful effects parents experience when facing homelessness were influential factors of developmental delays among homeless children. Subsequently, poverty, as well as the specific condition of experiencing homelessness, could be implicated in the development of psychological problems, which most often include depression, anxiety, and behavioral challenges.

Homeless children’s psychological problems are often compounded by their parent’s inability to balance physical, social, personal, and mental health needs of their own, in addition to that of their children (Rafferty & Shinn, 1991). Finally, the risk that homelessness has in relationship to educational achievement was discussed by Rafferty and Shinn (1991). The authors concluded inadequate shelter conditions and shelter instability, as well as poor school attendance and lack of adequate educational services,

mediate the underachievement of children and youth experiencing homelessness. “Many homeless children experience difficulty obtaining and maintaining access to a free public education” (Rafferty & Shinn, 1991, p. 1175) and face barriers such as requirements of residency and guardianship, transportation and health care needs, and lack of clothing or supplies. The health challenges, social-emotional concerns, and educational problems identified by Rafferty and Shinn (1991) associated with homelessness among children highlight the educational risks of experiencing homelessness as a child.

“The educational success of homeless children has been a central focus of [Ann S. Masten’s] research program for more than 20 years in collaboration with regional school districts and shelter providers” (Masten, Fiat, Labella, & Strack, 2015, p. 316). The earliest research in the field focused on the higher rates of health, social-emotional, and academic issues demonstrated among youth experiencing homelessness. Findings were comparative to risk factors of extreme poverty such as a single-parent household, young mother, one or both parents without a job, child abuse or neglect, domestic violence, and separation from a parent such as divorce, incarceration, or foster care. However, the children experiencing homelessness had the additional challenges of residential instability and, with that instability, frequent changes in schools (Masten et al., 2015). As indicated in the commentary of Masten et al. (2015), early studies conducted by Masten compared risk levels of homeless or highly mobile students to that of students with permanent housing and similar socio-economic background. Findings revealed similar adversities but suggested homeless children had experienced higher cumulative risk. According to Masten et al. (2015),

[Evidence] on risks associated with homelessness in children raised concerns about education...[In] addition to many risk factors . . . shared by other impoverished children, homeless students had additional challenges related to repeated school changes, frequent absences and other barriers to school access. (p. 317)

Masten et al. (2015) summarized data collection, data analysis, and the results from a study conducted by the Minneapolis Public Schools' (MPS) Research, Evaluation, and Assessment Department (REA) in collaboration with faculty and graduate students from the University of Minnesota. "To track educational progress of individuals and the school population as a whole, REA adopted tests designed for growth analyses to document year-to-year growth" (Masten et al., 2015, p. 318); these tests were ready for implementation during the 2003-2004 school year. "A collaborative team...began to analyze the data...to understand the big picture of risk and resilience and to inform practices and policies designed to meet the needs of [homeless and highly mobile] HHM students" (Masten et al., 2015, p. 318). Overall, findings revealed notable gaps in achievement between low-income and HHM youth. Masten et al. (2015) conducted a second analysis of achievement growth across different levels of risk by reviewing third through eighth-grade testing data from fall 2005 to fall 2009. Growth modeling was utilized to study individual learning; an accelerated longitudinal design was used to combine and display data as growth curves in the areas of reading and mathematics from third to eighth grades. The model readily showed the HHM group at a remarkably lower achievement rate beginning in third grade and widening significantly by eighth grade. Another notable finding from the second analysis was evidence of critical risk,

“suggesting academic problems may increase around the time of homeless episodes” (Masten et al., 2015, p. 320); in other words, the analysis indicated risks linked to homelessness were chronic and persistent.

Homelessness poses substantial risks to many aspects of a young person’s life. Significant numbers of the youth who participated in the HRA research, as reported by Ingram et al. (2017), responded homelessness negatively impacted their lives in a variety of ways, including “their ability to feel safe; their mental and emotional health; self-confidence; ability to maintain relationships with family and friends; and their physical health and well-being” (p. 16). Response rates for specific areas are represented in Figure 1.

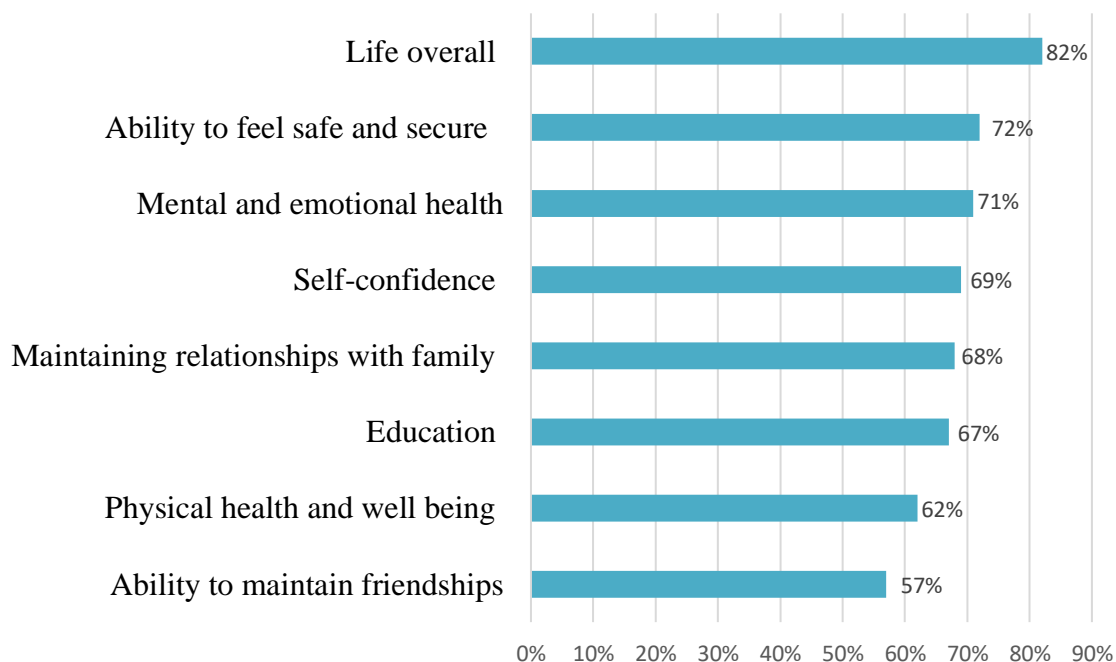


Figure 1. Impact of homelessness on the lives of youth. Proportions of youth saying that being homeless or in very unstable housing situations had a big impact in the listed areas of their life. Adapted from *Hidden in Plain Sight: Homeless Students in America's Public Schools* by E.S. Ingram, J. M. Bridgeland, B. Reed, & M. Atwell, 2017, p. 13. Retrieved from ERIC database. (ED572753)

As reported by Ingram et al. (2017), of the respondents who participated in the HRA study, 67% indicated that homelessness had a major impact on their education. Formerly-homeless youth reported it was a challenge to stay in school during their homelessness, with nearly 70% stating that it was hard to do well and be successful during their homelessness. Of the youth surveyed, 4 in 10 shared they had dropped out of school at least once (some more) during their homelessness. Ingram et al. (2017) noted students experiencing homelessness for any length of time were more likely than housing-stable peers to be held back a grade, experience chronic absenteeism, fail

courses, encounter more significant disciplinary issues, or to drop out of high school without earning a diploma. Furthermore, these outcomes became worse the longer a student remained homeless (Ingram et al., 2017). “Homelessness can have highly negative impacts on a young person’s life, with dramatic effects on early development and learning, performance in middle and high school, and entry into the juvenile justice system” (Ingram et al., 2017, p. 5). Homelessness during middle and high school can set students on a path to graduate later than peers, if at all, and impacts their ability to complete rigorous courses for college and career readiness. Ingram et al. (2017) noted the rate for homeless students who graduated from high school was only reported by authorities in five states – one of which was Kansas. In 2014, the 68.4% graduation rate for homeless Kansas students was far behind the graduation rate for all students (85.8%) and also less than the 77.2% graduation rate for students considered economically disadvantaged (Ingram et al., 2017). Similar gaps, some as high as 25 to 30 percentage points, in graduation rates between homeless students and all students were observed in the other four reporting states (Colorado, Virginia, Wyoming, and Washington) in 2014 (Ingram et al., 2017). In addition to instability with their housing situation, students who discontinued school noted conditions related to their homeless situation such as “difficulties getting to school, no place to study, inability to shower and wash their clothes, or turmoil in their personal lives” (Ingram et al., 2017, p. 14) as reasons for not finishing their education.

Perceptions of Challenges to the Education of Homeless Children

In a qualitative study, Miller (2009) presented the perspectives of administrators and staff members from three homeless shelters in a large Mid-Atlantic city. The results

of the study indicated significant obstacles to the facilitation of education for homeless youth based on differences among shelter and school structures and cultures. Miller (2009) wrote that shelter leaders “were able to see that the students’ struggles in school were directly or indirectly related to serious family problems like domestic violence, poverty, and ultimately, homelessness” (p. 234) and, compared to school personnel, could more readily contextualize the reasons a child experiencing homelessness was not in school. Shelter staff purported they “have deeper understanding than school [staff] as to why kids from homeless facilities underachieve and/or act out in school...They tended to depict homeless children as...talented, capable, and “good” kids who happen to be living in extremely difficult conditions” (Miller, 2009, p. 235). One specific example of insight shared by a shelter staff member was the scenario that children who have seen a mother abused feel an obligation to stay with the mother to serve as the protector instead of attending school; upon return to school, the students frequently faced unexcused absences. Another concern raised by shelter staff was how often they encounter schools that do not want to cooperate with the McKinney-Vento school of origin mandate, possibly due to the extra cost districts might incur, such as having to pay for transportation. Miller (2009) noted lack of knowledge and vague expectations as common characteristics at federal and organizational levels regarding a policy that influences homeless education leadership practice.

Gaenzle (2012) conducted a study to explore the extent to which school counselors are involved with interventions and partnership practices in order to address the needs of children and youth who are experiencing homelessness. Additionally, Gaenzle (2012) examined how prepared school counselors were to work with homeless

children and youth, including their perceptions of understanding the McKinney-Vento Homeless Assistance Act. Gaenzle used the American School Counselor directory to identify K-12th grade school counselors in the United States to identify participants in the study. Surveys were used to address two research questions; the first research question explored how the needs of students experiencing homelessness were met by counselors, and the second research question addressed factors that impacted how counselors were involved in interventions and partnerships in order to serve students experiencing homelessness.

Findings suggested, “in general, participants in the study reported feeling that they were unprepared during graduate school to work with students who are homeless” (Gaenzle, 2012, p. 95) and lacked sufficient training to implement partnerships between school, family, and community. When asked to rate how frequently they utilized recommended interventions, school counselors reported infrequent involvement. With regard to participating in partnerships to support students experiencing homelessness, particularly situations that extended beyond school, school counselors reported low engagement. Despite inconsistent use of recommended interventions and low engagement in partnerships beyond school walls, “school counselors can advocate for students’ needs, educate stakeholders to promote awareness of the issues faced by students who are homeless, and partner with all stakeholders to provide them with systemic services” (Gaenzle, 2012, p. 7). According to Gaenzle (2012), focus on implementing collaborative and systemic services in conjunction with the school-based practices is necessary to eliminate barriers to the education of students experiencing homelessness.

Miller and Schreiber (2012) conducted a mixed-methods investigation of homeless education in a major urban region. The purpose of the study was to learn more about the components of educating homeless youth in one city. Miller and Schreiber (2012) “sought to identify trends relating to the scope and scale of homelessness in Liberty, a larger city in the eastern United States, and to deepen understandings of how homeless students and families experience school” (p. 148). Data were gathered through the administration of surveys to 32 residential homeless-serving agency leaders and 152 homeless mothers. Liberty County records on homeless agency services and qualitative focus groups were used in conjunction with the survey data. The researchers sought to determine the backgrounds of sheltered homeless families in Liberty, gain insight into how the shelter leaders and parents describe the educational experiences of families during their time of homelessness, and establish factors regarding how homeless parents advocate for their children regarding school matters. Miller and Schreiber (2012) found an expanding and diverse number of homeless families in Liberty County, an array of challenges in the educational process experienced by homeless families, and limitations to homeless mothers’ ability to help their children, despite active interests to do so, due to lack of information and resources. Their findings revealed a shift in community demographics of homelessness, resulting in more homeless families; the families in the study reported experiencing wide-ranging problems that they perceived as challenges to advancement in the educational domain.

Specific challenges in the schooling process most commonly cited as barriers to education by families experiencing homelessness were issues of student health and attendance, student mobility, misdiagnosis of students (e.g., academic or behavioral

disability), and student and parent harassment or stigmatization (Miller & Schreiber, 2012). The researchers noted that people who are experiencing homelessness become ill three to six times more frequently than housed people. The mental and physical health issues impacted student attendance; in turn, attendance issues impacted student grades. Mothers who participated in the study “described this as being especially concerning because they perceived schools to be oblivious or nonresponsive to their conditions of homelessness” (Miller & Schreiber, 2012, p. 164). Student mobility was also noted in the study as a common challenge because when students experiencing homelessness have to change schools, they have a hard time adjusting to new teachers, new rules, and new classmates. Another challenge to education perceived by mothers was academic and behavioral misdiagnoses of their children; for example, schools were too quick to label a student as a struggling learner or a trouble-maker. Finally, problems with stigmatization and harassment were perceived to be a challenge to children’s progress in the education system. According to Miller and Schreiber (2012), mothers in the study reported, “such treatment emanates from other students and school staff members and that it is directed at homeless parents and children alike” (p. 167).

Holzman (2013) conducted a study to understand how the McKinney-Vento Act was implemented in districts throughout Wisconsin. Holzman examined the duties performed by district homeless liaisons and whether additional staff was available to them for program implementation. Additionally, Holzman sought to understand the challenges related to educating homeless children and youth. Holzman used a descriptive survey to obtain information from district homeless liaisons across the state of Wisconsin. Survey questions pertained to the number of homeless students and trends

regarding homelessness rates in Wisconsin districts, liaison perception of district progress in serving children and youth experiencing homelessness, and liaison perception of obstacles related to providing educational and related services to homeless youth. Large urban districts, small rural, and suburban districts were represented in the study. District homeless liaisons from all 453 Wisconsin school districts were the target population; data from the 72 responses received were analyzed by question rather than by individual respondents. The survey utilized by Holzman (2013) measured the degree of implementation of the McKinney-Vento Act by examining the approximate number of homeless youth in each district, trends contributing to homelessness in each district, the extent to which students experiencing homelessness are enrolled in school, district liaison duties and responsibilities, and the ability to collaborate with outside agencies.

Findings from the Holzman (2013) study revealed the following about the duties of district liaisons and information about the population they served: (a) most liaisons (70%) were only able to work 0-5 hours per week on mandated duties; (b) most of their time was spent coordinating programs, interacting with youth, and interacting with parents; (c) the largest group of students identified as experiencing homelessness was at the elementary level; (d) the trend of the number of homeless students being served in Wisconsin districts was either increasing or remaining the same; (e) economic downturn (job loss, high cost of living) and the foreclosure crisis (including rentals) contributed to homelessness; and (f) staff support for district liaisons came primarily from general education and special education teachers, counselors, and administrators while access to and support from social workers, psychologists, nurses, and volunteers was lacking. Specific to barriers and challenges to educating homeless students in Wisconsin,

Holzman (2013) found district liaisons agreed the following issues were barriers: (a) family mobility, (b) health care, (c) low parental involvement, (d) inadequate funding, (e), lack of mentoring programs, (f) transportation, (g) lack of tutoring programs, and (h) lack of psychological counseling.

Robson (2016) conducted a study to understand what district liaisons in Ohio perceive to be the needs of the students and the families they serve and the factors they perceive to facilitate or hinder their ability to provide services. Robson (2016) sought to determine the main needs of homeless students and families as well as identify constraints in supporting homeless students and families as perceived by the Local Education Agency (LEA) homeless liaisons. The researcher collected data through semi-structured interviews with 20 Ohio district liaisons representing a variety of contexts, including the poverty level and geography of the district. Robson used a list of questions and topics to guide the interviews to obtain specific information regarding the participants' experiences as district homeless liaisons; however, exact wording and order of questions were not rigid, allowing for follow-up and clarifying questions. For example, liaisons were asked to describe what they do to support students experiencing homelessness and what factors determine their priorities.

The findings of the study were “consistent with existing literature: students lack access to basic necessities like food, clothing, and shelter” (Robson, 2016, p. 69). In addition to making meeting students' basic needs a priority, findings included identifying students and academic support as priorities for the liaisons. The lacking basic necessities reported by the liaisons included food and clothing, shelter, social services, and transportation. Liaisons identified tutoring and other academic supports as well as

understanding the impact of transience on academic outcomes as priorities as far as academic supports. The third priority noted was identification; liaisons reported they prioritized identification of homeless students and families, attendance and consistency, the need for staff training, and raising community awareness, so families know how to access help.

Additionally, two interview questions sought to address the second research question; liaisons were asked to identify what helped support them in their role and the challenges they faced in meeting the needs of students experiencing homelessness. Robson's (2016) findings included the identification of resources, competing demands, characteristics of homeless families, availability of community resources, and district characteristics as factors that influenced (supported or challenged) how liaisons meet the needs of homeless students and families. "The lack of financial resources to support homeless students was explicitly cited by 13 liaisons" (Robson, 2016, p. 88), while fewer identified personnel resources (like social workers or community-based workers) and leadership resources as challenges. Most participants identified the other roles they held as a challenge due to competing demands. Approximately half of the liaisons indicated characteristics of homeless families such as lack of disclosure, secrecy, and fear influenced their ability to provide service to homeless students and families in their district. In the context of availability of community resources, all participants identified lack of housing and lack of social services such as food banks, mental health agencies, adult education programs, and adult assistance programs as challenging factors; 15 of 20 liaisons reported faith-based institutions as supportive community influences.

Wilkins, Mullins, Mahan, and Canfield (2016) conducted a study to establish the perceptions of homeless liaisons regarding the McKinney-Vento Assistance Act (MVA) implementation in the area they served. The researchers surveyed 369 homeless liaisons from Virginia, Tennessee, and North Carolina; a 32% response rate was achieved. The results revealed a significant perception of implementation differences due to a variety of variables. “Findings [indicated] that collaboration and awareness are major factors that affect perceptions of implementation” (Wilkins et al., 2016, p. 57).

Wilkins et al. (2016) utilized the MVA Implementation Scale (MVAIS), an instrument with 26 items used to measure liaison perceptions of how well McKinney-Vento was being implemented in their district. MVAIS measures the preparation of resources to implement MVA, accessibility of resources that eliminate barriers to education, and collaboration of community organizations to maximize resources available to families experiencing homelessness. Although MVAIS subscale means were favorable (preparation, 4.5; accessibility, 4.41; and collaboration, 4.32 with a maximum mean score of 5), significant implementation differences were observed across the following variables: “collaboration with teachers, collaboration with school administrators, job title, EHCY grant, interaction with homeless children and youths, homelessness as an issue in the service area, policy awareness, and needs awareness” (Wilkins et al., 2016, p. 61). Overall, Wilkins et al. (2016) revealed homeless liaison perceptions of MVA implementation in Virginia, Tennessee, and North Carolina were above average compared to previous studies.

“One of the most significant challenges in addressing the needs of homeless youth is simply identifying them” (Ingram et al., 2017, p. 20). Liaisons in the aforementioned

HRA study worried they were not identifying all students experiencing homelessness in their districts for a variety of reasons. According to Ingram et al. (2017), many students did not feel comfortable reporting their homelessness and worried they might have been embarrassed, stigmatized, or bullied. Parents hesitated in reporting homelessness for fear of losing custody of their children. Unaccompanied youth often did not report in order to avoid being reported to child protective services, getting placed in foster care, or being forced to return to a home where they did not feel safe. Many formerly homeless youth who participated in the study reported, “no one at their school was ever aware of their situation” (Ingram et al., 2017, p. 20). Aside from individuals experiencing homelessness being reserved to self-identify, often they did not even perceive themselves to be experiencing homelessness particularly in instances of “couch surfing” (moving around often, staying with different friends or family) or “doubling up” (living with other family members for extended periods of time). Furthermore, Ingram et al. (2017) concluded that identification issues were further exacerbated because of a lack of training among educators and administrators; one-third of liaisons in the study reported that they were the only person in their school district to receive training related to working with students dealing with housing instability.

Also, the challenge of needing increased training for identification, training for providing services, and supports to students experiencing homelessness is critical to keeping these students in school and on track. “At high rates, both [youth and liaisons] identified supports that provide basic human needs such as food, shelter, emotional support and mental health care, as well as additional services such as transportation, clothing, school supplies, and academic assistance” (Ingram et al., 2017, p. 24).

Homeless students were asked how important different factors were in helping them stay in school and succeed in school; the ratings were based on a zero-to-10 scale (0 [much less important] to 10 [very important]). The level of importance to each group is illustrated in Table 2. “Youth identify both the concrete supports... as well as more emotional factors as important to their ability to stay in school and do well in school” (Ingram et al., 2017, p. 24).

Table 2

Percentage Rating the Critical Supports Needed to Stay in and Succeed in School as Very Important

	Youth	Liaison
Enough food to eat	78	85
Transportation to and from school	76	87
Safe, stable housing	73	83
Emotional/motivational support or mentorship	72	80
Clothing and school supplies	68	80
Mental health or counseling	68	74
Help with college prep, applications/financial aid	68	62
Academic tutoring and support	66	78
After- or before-school programs and activities	62	58
Medical and/or dental care	57	62
Legal services	49	27

Note: Adapted from “*Hidden in Plain Sight: Homeless Students in America’s Public Schools*” by E.S.

Ingram, J. M. Bridgeland, B. Reed, and M. Atwell, 2017, p. 24. Retrieved from ERIC database.

(ED572753)

Ingram et al. (2017) noted in their report, “this research also helps to shine a light on a number of barriers that make it more difficult for homeless students to be able to fully participate and succeed in school” (p. 27). With the implementation of more efficient and comprehensive identification procedures, improved outreach to families experiencing homelessness, and critical supports provided by schools, Ingram et al. (2017) purported that children and youth experiencing homelessness can stay in school and succeed. Figure 2 illustrates homeless students’ perceptions of factors that make changing schools or enrolling in a new school challenging.

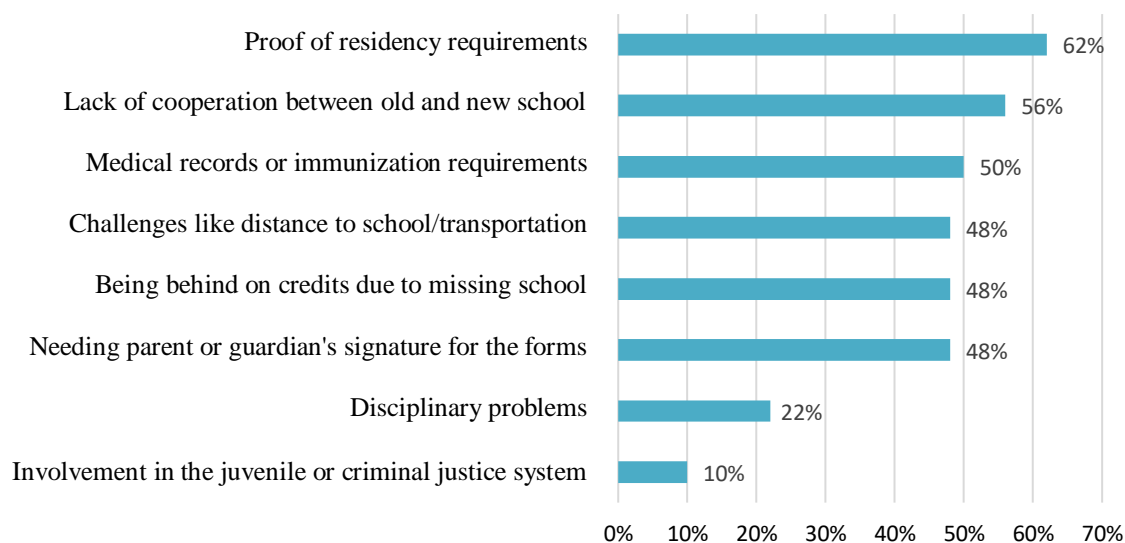


Figure 2. Percentage of homeless students who perceived challenges to changing schools and enrolling in a new school. Adapted from *Hidden in Plain Sight: Homeless Students in America’s Public Schools* by E.S. Ingram, J. M. Bridgeland, B. Reed, and M. Atwell, 2017, p. 27. Retrieved from ERIC database. (ED572753)

In 2017, University of Missouri-Kansas City’s (UMKC) L. P. Cookingham Institute of Urban Affairs (the Institute) published a special report addressing challenges and best practices for serving homeless students in the Kansas City Region. The Institute

conducted focus groups with local homeless liaisons in the Greater Kansas City area to identify specific barriers and needs they face when addressing student homelessness. First, the Institute reviewed the Missouri Department of Elementary and Secondary Education (DESE) and KSDE data on public school students experiencing homelessness in 55 school districts in nine counties in and around Greater Kansas City. Counties included were Cass, Clay, Jackson, Johnson, Leavenworth, Miami, Platte, Ray, and Wyandotte. Liaisons from 22 Missouri school districts and 15 Kansas districts were invited to participate in focus groups; however, only nine Missouri liaisons (or a representative) and two Kansas liaisons took part. The participants represented 64% of the total homeless student population in the Kansas City metropolitan area during the 2015-2016 school year (Williamson & Guinn, 2017). Key findings of the report included five primary challenges that impeded progress in serving homeless students:

(1) Lack of resources (money, staffing, time) to help students obtain essential wraparound services, (2) Limited engagement, coordination, and support from community partners and service providers, (3) Insufficient stock of decent, affordable housing and appropriate shelter space, (4) Inadequate and complex transportation arrangements, and (5) Lack of knowledge among school staff and policies and procedures related to student homelessness. (Williamson & Guinn, 2017, p. 2)

Liaisons also highlighted secondary challenges, which were indicated to be experienced with less frequency. Secondary challenges included inconsistent and insufficient communication between families and liaisons, as well as within the district, challenges in obtaining legal documentation, and a lack of affordable childcare to meet

the needs of a parent's work schedule (Williamson & Guinn, 2017). Another notable consensus was the feeling of being overwhelmed by the obligations of serving as a homeless liaison while meeting expectations of their primary position (Williamson & Guinn, 2017); many homeless liaisons have a job assignment which precedes the responsibility of meeting the needs of the district's homeless population. In their concluding recommendations, Williamson and Guinn (2017) summarized the need for community stakeholders to raise awareness of homelessness and "work together to build and strengthen collaborative networks between school districts, public agencies, nonprofit providers, and private foundations to provide timely, innovative, and effective support to homeless students and their families" (p. 37). The authors emphasized that the demand for affordable housing, as well as the demand for shelter space and transitional units, increased due to the continued rise of housing costs to lower-income households. Subsequently, this trend increased the rate of risk of homelessness among students and families. "Greater awareness, stronger collaboration, improved navigation, and low-barrier, supportive housing [were] four key practices recommended by liaisons in the Kansas City area and backed by national research" (Williamson & Guinn, 2017, p. 39).

NCHE recognized the existence of challenges to educating homeless students and youth in chapter one, section one of the 2017 Homeless Liaison Toolkit. The Toolkit was published to ensure liaisons know the information necessary to carry out mandates outlined in the McKinney-Vento Act, part of which is understanding potential challenges and barriers. NCHE (2017a) posed the following questions to liaisons, "Do you know what potential barriers to identification, enrollment, attendance, and success in school may exist in local policies and procedures? Do you know how those barriers may be

alleviated?” (p. 1-1). In the Toolkit, NCHE (2017a) went on to identify the specific challenges faced by students experiencing homelessness:

Not being identified for services; difficulty enrolling without records or, in the case of an unaccompanied youth, without a parent or guardian present; difficulty regularly attending school; lack of stable transportation; frequent school changes; falling behind in school; not accruing credits on time; lack of basic needs including food, clothing, and adequate housing; stress, depression, trauma; and embarrassment and stigma related to their housing condition. (p. 1-2)

Additionally, in the Toolkit, NCHE (2017a) emphasized the school as having the potential to be the one stable, safe, and supportive place for students experiencing homelessness, particularly for unaccompanied children navigating a world “where they are vulnerable to a myriad of potentially life-threatening dangers” (p. 1-2) despite identified challenges. The homeless liaison is key to ensuring the needs of homeless students regardless of the challenges or barriers. Additionally, NCHE (2017a) offered support to helping liaisons navigate barriers, or at the very least, stay focused on the goal of serving homeless children and youth undeterred by barriers. “All services and decisions should be child-centered and in the best interest of the student. . . the goal is the success of homeless children and youth in school” (NCHE, 2017a, p. 15-3). The reality of the challenges to the education of homeless children and youth is so prevalent that NCHE (2017a) included keeping barrier tracking logs as a task necessary for homeless liaisons to complete regularly. “Barrier tracking logs are an important tool to assist...with prioritizing activities and targeting time and resources where they are most needed” (NCHE, 2017a, p. 15-9).

Wood (2017) conducted a qualitative descriptive case study to determine how Virginia homeless liaisons used training and resources to support the academic success of students experiencing homelessness. The researcher sought to investigate how training and resources received by Virginia homeless liaisons to support the academic success of homeless students, to gain insight to liaison perspectives and applications of their training, and to identify challenges they encountered in using their training when addressing the academic success of homeless students (Wood, 2017). Semi-structured interviews were conducted with 15 homeless liaisons and the Virginia Homeless Liaison Coordinator. The research revealed four themes. Participating liaisons:

- (a) address the needs of students experiencing homelessness, using training and community resources, (b) have challenges because of the influence of other roles or a lack of training in specific areas upon their ability to most effectively serve homeless students, (c) seek additional training regarding networking with other liaisons as well as addressing changes to the McKinney-Vento Homeless Act, based on [ESSA], and (d) reflect upon what they wish they had known as new liaisons. (Wood, 2017, p. 112)

The themes and findings confirmed the author's theoretical framework for the study, indicating "local homeless education liaisons provide essential academic needs as well as basic resources for students experiencing homelessness" (Wood, 2017, p. 152). To address the needs of homeless students by using their training, the participants reported they often reference the *Homeless Liaison Toolkit* (NCHE, 2017a), particularly for issues such as school of origin, student placement, and service eligibility questionnaires. To address the needs of homeless students by using community resources, liaisons created

and ran programs such as “food banks; backpack programs, which send non-perishable food items home with students over weekends . . . and tutoring programs” (Wood, 2017, p. 155). Findings confirmed that homeless liaisons in Virginia experience challenges such as having to adjust to law changes and needing ongoing training while trying to encourage the academic success of homeless students. Additionally, participant responses revealed homeless liaisons wanted the opportunity to network with other homeless liaison colleagues and to also receive differentiated training that met federal and state requirements in conjunction with addressing local needs. Finally, the results of the study indicated much of what homeless liaisons learned about the position occurred on the job; “participants believed they learned a great deal about the position through trial and error as well as through communications with the state coordinator and interactions with previous liaisons” (Wood, 2017, p. 159).

Summary

Chapter 2 provided a review of the literature relevant to the research questions in this study. First, research regarding the history, causes, and risk factors of homelessness among children and youth was presented. Next, an overview of the educational risks associated with homelessness was included. Finally, research related to the perception of challenges to the education of homeless children was discussed. Chapter 3 provides a description of the methodology utilized in this study.

Chapter 3

Methods

The first purpose of this study was to determine the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district. The second purpose of this study was to determine the degree to which there is a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district type (city, suburban, town, rural). The third purpose of the study was to determine the degree of difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district homeless count. This chapter includes the research design and the selection of the participants. Following these descriptions, information is included regarding the measurement and data collection procedures. Finally, the data analysis and hypothesis testing, as well as the limitations of the study, conclude this chapter.

Research Design

According to Creswell (2009), “A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (p. 145). This study was completed using a quantitative descriptive research design using survey research methods. The dependent variables defined in this study were the perceptions of Kansas homeless liaisons regarding barriers to the education of children and youth experiencing homelessness. The independent variables

defined in this study were district type (city, suburban, town, rural) and district homeless count.

Selection of Participants

Purposive sampling, which Lunenburg and Irby (2008) established as “selecting a sample based on the researcher’s experience or knowledge of the group to be sampled” (p. 175), was used in this study. The specific group identified was the 2018-2019 Kansas district homeless liaisons. The list of homeless liaisons was located on the KSDE website. Serving in the role of a homeless liaison is what made the respondents eligible to participate; they further self-selected by choosing to participate in the study and completing the anonymous survey.

Measurement

The researcher used components of a previously established survey by Holzman (2013); permission to use and modify the survey was requested and granted from the author on April 4, 2018 (see Appendix A). The author of the current study, with the guidance of an expert in the area of homeless education, focused on item 24 from the original survey to identify specific barriers to educating children and youth experiencing homelessness. The Kansas homeless liaisons’ perceptions of the 20 identified factors associated with educating homeless youth became the dependent variables in the study. Two survey items were added to the original items to establish independent variables: district type (city, suburban, town, rural) and district homeless count (liaisons were asked to provide their district’s homeless student count that was reported to KSDE for the 2018-2019 school year). Items from the original survey regarding homeless liaison experience

and background, time spent on specific tasks in the homeless liaison role, as well as those items focused on funding, were omitted.

Due to the fact the original survey was modified, two experts provided support with content and language; one expert was a special education director in a large Kansas school district, and the second was a special education director and district homeless liaison in a medium Kansas school district. The assistance of these experts helped to establish the content validity of the survey. Reliability was not an issue because the researcher utilized single-item measurement; items used in the research were sufficiently narrow and unambiguous self-reported facts. According to Sackett and Larson (1990), “if the construct being measured is sufficiently narrow or is unambiguous to the respondent, a single item [measurement] may suffice” (p. 631).

Modification of the original survey, with the guidance provided by the two experts, resulted in the creation of an online survey consisting of 22 items to establish and quantify the perceptions of Kansas Homeless Liaisons regarding potential challenges associated with the education of homeless children. A five-point Likert-type scale was utilized to quantitatively report homeless liaisons’ perceptions of potential challenges to the education of students experiencing homelessness. Kansas homeless liaisons were asked to provide their level of agreement on the following scale: 1-*Strongly Disagree*, 2-*Disagree*, 3-*Neutral*, 4-*Agree*, 5-*Strongly Agree*. A copy of the Challenges Related to Education of Homeless Students survey can be found in Appendix B. The alignment of survey items and hypotheses is represented in Table 3.

Table 3

Alignment of Survey Item and Hypotheses

Survey Item	Hypotheses
Funding for the education of homeless students is adequate.	H1, H21, H41
The district has an adequate process for identifying homeless students.	H2, H22, H42
Homeless student case management is easy to facilitate.	H3, H23, H43
Transportation to the school of origin is readily available for homeless students.	H4, H24, H44
Enrollment of students experiencing homelessness is delayed due to district requirements.	H5, H25, H45
Enrollment of students experiencing homelessness is delayed due to immunization requirements.	H6, H26, H46
Homeless students' academic records from the previous school/district are easy to obtain.	H7, H27, H47
Attendance of homeless students is regular and consistent.	H8, H28, H48
Family mobility of homeless students is a barrier to student success.	H9, H29, H49
Homeless students' parental involvement is high.	H10, H30, H50
Homeless students' academic achievement is high.	H11, H31, H51
Tutoring is available to homeless students.	H12, H32, H52
Teacher and staff professional development is adequate in raising awareness of student homelessness.	H13, H33, H53
Curriculum sensitive to students experiencing homelessness is available.	H14, H34, H54
Mentoring is available for students experiencing homelessness.	H15, H35, H55
Before/after school childcare is available to students experiencing homelessness.	H16, H36, H56
Clothing supplies are available to students experiencing homelessness.	H17, H37, H57
Healthcare is available to students experiencing homelessness.	H18, H38, H58
School supplies are available to students experiencing homelessness.	H19, H39, H59
Psychological counseling is available to students experiencing homelessness.	H20, H40, H60
Considering the definitions of district type, which best describes the type of school district you serve (city, suburban, town, rural)?	H21-H40
Provide your district's homeless student count that will be reported to KSDE for the 2018-2019 school year.	H41-H60

Data Collection Procedures

Prior to data collection, a proposal to conduct research was submitted to the Baker University Institutional Review Board (IRB) on April 22, 2019. The IRB formally granted permission to conduct the research study on April 24, 2019 (see Appendix C). The email addresses for the 2018-2019 Kansas Homeless Liaisons were downloaded from the KSDE website. An email was sent to the homeless liaisons on May 15, 2019 (see Appendix D). The email outlined the study and explained that completing the survey indicated voluntary consent to participate in the study. The email also included a link to the survey via Google Forms, as well as the researcher's contact information. The same email was sent as a reminder on May 22, 2019 and June 14, 2019. After the survey was closed on June 15, 2019, the data were downloaded into an Excel spreadsheet.

Data Analysis and Hypothesis Testing

Data were downloaded from Google Forms to an Excel spreadsheet and then imported into IBM SPSS Statistics Faculty Pack 25 for Windows to complete the statistical analysis addressing the three research questions. The research questions, corresponding hypotheses, and statistical analysis used to test the hypotheses are presented below.

RQ1. To what extent do Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district?

H1. Kansas homeless liaisons disagree or strongly disagree funding for the education of homeless youth is adequate.

H2. Kansas homeless liaisons disagree or strongly disagree the district has an adequate process for identifying homeless students.

H3. Kansas homeless liaisons disagree or strongly disagree homeless student case management is easy to facilitate.

H4. Kansas homeless liaisons disagree or strongly disagree transportation to the school of origin is readily available for homeless students.

H5. Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to district requirements.

H6. Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to immunization requirements.

H7. Kansas homeless liaisons disagree or strongly disagree homeless students' academic records from previous school/district are easy to obtain.

H8. Kansas homeless liaisons disagree or strongly disagree attendance of homeless students is regular and consistent.

H9. Kansas homeless liaisons agree or strongly agree family mobility of homeless students is a challenge to student success.

H10. Kansas homeless liaisons disagree or strongly disagree homeless students' parental involvement is high.

H11. Kansas homeless liaisons disagree or strongly disagree homeless students' academic achievement is high.

H12. Kansas homeless liaisons disagree or strongly disagree tutoring is available to homeless students.

H13. Kansas homeless liaisons disagree or strongly disagree teacher and staff professional development is adequate in raising awareness of student homelessness.

H14. Kansas homeless liaisons disagree or strongly disagree curriculum sensitive to students experiencing homelessness is available.

H15. Kansas homeless liaisons disagree or strongly disagree mentoring is available for students experiencing homelessness.

H16. Kansas homeless liaisons disagree or strongly disagree before or after school childcare is available to students experiencing homelessness.

H17. Kansas homeless liaisons disagree or strongly disagree clothing supplies are available to students experiencing homelessness.

H18. Kansas homeless liaisons disagree or strongly disagree healthcare is available to students experiencing homelessness.

H19. Kansas homeless liaisons disagree or strongly disagree school supplies are available to students experiencing homelessness.

H20. Kansas homeless liaisons disagree or strongly disagree psychological counseling is available to students experiencing homelessness.

To test H1-H20, 20 one-sample *t*-tests were conducted. For each of the tests, the sample mean was compared to a test value (3). The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's *d*, is reported.

RQ2. To what degree is there a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district type (city, suburban, town, rural)?

H21. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree funding for the education of homeless youth is adequate based on district type.

H22. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree the district has an adequate process for identifying homeless students based on district type.

H23. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless student case management is easy to facilitate based on district type.

H24. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree transportation to the school of origin is readily available for homeless students based on district type.

H25. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to district requirements based on district type.

H26. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to immunization requirements based on district type.

H27. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic records from previous school/district are easy to obtain based on district type.

H28. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree attendance of homeless students is regular and consistent based on district type.

H29. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree family mobility of homeless students is a challenge to student success based on district type.

H30. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' parental involvement is high based on district type.

H31. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic achievement is high based on district type.

H32. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree tutoring is available to homeless students based on district type.

H33. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree teacher and staff professional development is adequate in raising awareness of student homelessness based on district type.

H34. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree curriculum sensitive to students experiencing homelessness is available based on district type.

H35. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree mentoring is available for students experiencing homelessness based on district type.

H36. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree before or after school childcare is available to students experiencing homelessness based on district type.

H37. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree clothing supplies are available to students experiencing homelessness based on district type.

H38. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree healthcare is available to students experiencing homelessness based on district type.

H39. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree school supplies are available to students experiencing homelessness based on district type.

H40. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree psychological counseling is available to students experiencing homelessness based on district type.

To test H21-H40, 20 one-factor analyses of variance (ANOVAs) were conducted. For each ANOVA, the categorical variable used to group Kansas Homeless Liaisons' agreement about barriers to the education of homeless students was the district type (city, suburban, town, rural). The level of significance was set at .05. When appropriate, the effect size, as indexed by eta squared, is reported.

RQ3. To what degree is there a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district homeless count?

H41. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree funding for the education of homeless youth is adequate based on district homeless count.

H42. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree the district has an adequate process for identifying homeless students based on district homeless count.

H43. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless student case management is easy to facilitate based on district homeless count.

H44. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree transportation to the school of origin is readily available for homeless students based on district homeless count.

H45. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to district requirements based on district homeless count.

H46. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to immunization requirements based on district homeless count.

H47. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic records from previous school/district are easy to obtain based on district homeless count.

H48. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree attendance of homeless students is regular and consistent based on district homeless count.

H49. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree family mobility of homeless students is a challenge to student success based on district homeless count.

H50. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' parental involvement is high based on district homeless count.

H51. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic achievement is high based on district homeless count.

H52. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree tutoring is available to homeless students based on district homeless count.

H53. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree teacher and staff professional development is adequate in raising awareness of student homelessness based on district homeless count.

H54. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree curriculum sensitive to students experiencing homelessness is available based on district homeless count.

H55. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree mentoring is available for students experiencing homelessness based on district homeless count.

H56. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree before or after school childcare is available to students experiencing homelessness based on district homeless count.

H57. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree clothing supplies are available to students experiencing homelessness based on district homeless count.

H58. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree healthcare is available to students experiencing homelessness based on district homeless count.

H59. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree school supplies are available to students experiencing homelessness based on district homeless count.

H60. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree psychological counseling is available to students experiencing homelessness based on district homeless count.

To test H41-H60, 20 one-factor ANOVAs were conducted. The categorical variable used to group Kansas homeless liaisons' agreement about barriers to the education of homeless students was the homeless count. The level of significance was set at .05. When appropriate, the effect size, as indexed by eta squared, is reported.

Limitations

According to Lunenburg & Irby (2008), “limitations of a study are not under the control of the researcher, [but] may have an effect on the interpretation of the findings or on the generalizability of the results” (p. 133). The results of the study were limited because not all Kansas homeless liaisons completed the survey. Completion of the survey might have been a challenge to some school districts in Kansas that reported too few or no students experiencing homelessness. Another limitation was those new to the position may not have a full understanding of barriers and therefore, could not accurately report their level of agreement.

Summary

Chapter 3 included a restatement of the purposes of the study and discussed methodology utilized, including research design and selection of participants. Additionally, this chapter reviewed measurement, data collection procedures, data analysis and hypothesis testing, and limitations of the study. Chapter 4 includes descriptive statistics and the results of the hypothesis testing.

Chapter 4

Results

In this study, homeless liaisons' perceptions of challenges related to the education of homeless students were examined. This chapter reports statistical analyses from the study and examines results related to the research questions. The chapter includes an analysis of descriptive statistics and hypothesis testing results.

Descriptive Statistics

The descriptive statistics provided information about the Kansas homeless liaisons who participated in the study. A total of 89 liaisons chose to participate in the study; however, only 79 responses were valid for use in the hypothesis testing that involved the reported counts of the number of students in the district who were homeless. See Table 4 for the demographics of the participants. Reflective of the geographic make-up of Kansas, nearly 65% of responses came from district liaisons serving in rural districts. Ten homeless liaisons from city and suburban districts completed the survey, and 10 homeless liaisons reported 52 or more homeless students.

Table 4

Study Participants

Demographic	<i>N</i>	%
District Location		
City	4	5.06
Suburban	6	7.60
Town	18	22.78
Rural	51	64.56
Number of Homeless Students		
0	18	22.78
1-2	14	17.72
3-7	15	18.99
8-18	11	13.92
19-51	11	13.92
52-630	10	12.66

Due to the sample size from city and suburban district liaisons was small, and the sample size from rural district liaisons was large, the groups were collapsed into two (rural and non-rural) for hypothesis testing. Likewise, six categories of homeless count were established (0, 1-2, 3-7, 8-18, 19-51, >52).

Hypothesis Testing

The results of the hypothesis testing are presented in this section. Data from Google Forms were downloaded and imported into Excel. The data were then imported into the IBM SPSS Statistics Faculty Pack 25 for Windows for analysis. Three research

questions were the focus of the analysis. Each research question below is followed by the methods of analysis, accompanying hypotheses, and the results of the hypothesis testing.

RQ1. To what extent do Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district?

To test H1-H20, 20 one-sample t tests were conducted. For each of the tests, the sample mean was compared to the test value (3). The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported. Each hypothesis is listed below, followed by the results of the analyses.

H1. Kansas homeless liaisons disagree or strongly disagree funding for the education of homeless youth is adequate.

The results of the one-sample t test used to test H1 indicated a statistically significant difference between the mean and the test value 3, $t(88) = -2.77, p = .007$. Liaisons disagree or strongly disagree ($M = 2.69, SD = 1.07$) that funding for the education of homeless youth is adequate. This finding supports H1. The effect size, as indexed by Cohen's d , indicates the sample mean is 0.29 standard deviations away from the test value 3. This is considered a small effect.

H2. Kansas homeless liaisons disagree or strongly disagree the district has an adequate process for identifying homeless students.

The results of the one-sample t test used to test H2 indicated a statistically significant difference between the mean and the test value 3, $t(88) = 4.73, p = .000$. Liaisons agree or strongly agree ($M = 3.55, SD = 1.10$) that the district has an adequate process for identifying homeless students. Although statistically significant, this finding does not support H2.

H3. Kansas homeless liaisons disagree or strongly disagree homeless student case management is easy to facilitate.

The results of the one-sample t test used to test H3 indicated the difference between the mean and the test value 3 was not statistically significant, $t(88) = -1.30$, $p = .197$. Liaisons neither agree nor disagree ($M = 2.85$, $SD = 1.06$) that homeless student case management is easy to facilitate. This finding does not support H3.

H4. Kansas homeless liaisons disagree or strongly disagree transportation to the school of origin is readily available for homeless students.

The results of the one-sample t test used to test H4 indicated the difference between the mean and the test value 3 was not statistically significant, $t(88) = 1.96$, $p = .053$. Liaisons neither agree nor disagree ($M = 3.25$, $SD = 1.19$) that transportation to the school of origin is readily available for homeless students. This finding does not support H4.

H5. Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to district requirements.

The results of the one-sample t test used to test H5 indicated a statistically significant difference between the mean and the test value 3, $t(88) = -15.52$, $p = .000$. Liaisons disagree or strongly disagree ($M = 1.75$, $SD = 0.76$) that enrollment of students experiencing homelessness is delayed due to district requirements. Although statistically significant, this finding does not support H5.

H6. Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to immunization requirements.

The results of the one-sample t test used to test H6 indicated a statistically significant difference between the mean and the test value 3, $t(88) = -10.97, p = .000$. Liaisons disagree or strongly disagree ($M = 1.91, SD = 0.94$) that enrollment of students experiencing homelessness is delayed due to immunization requirements. Although statistically significant, this finding does not support H6.

H7. Kansas homeless liaisons disagree or strongly disagree homeless students' academic records from previous school/district are easy to obtain.

The results of the one-sample t test used to test H7 indicated a statistically significant difference between the mean and the test value 3, $t(88) = -2.23, p = .029$. Liaisons disagree or strongly disagree ($M = 2.76, SD = 1.00$) that homeless students' academic records from previous school/district are easy to obtain. This finding supports H7. The effect size, as indexed by Cohen's d , indicates the sample mean is 0.24 standard deviations away from the test value 3. This is considered a small effect.

H8. Kansas homeless liaisons disagree or strongly disagree attendance of homeless students is regular and consistent.

The results of the one-sample t test used to test H8 indicated a statistically significant difference between the mean and the test value 3, $t(87) = -3.02, p = .003$. Liaisons disagree or strongly disagree ($M = 2.68, SD = 0.99$) that the attendance of homeless students is regular and consistent. This finding supports H8. The effect size, as indexed by Cohen's d , indicates the sample mean is 0.32 standard deviations away from the test value 3. This is considered a small effect.

H9. Kansas homeless liaisons agree or strongly agree family mobility of homeless students is a challenge to student success.

The results of the one-sample t test used to test H9 indicated a statistically significant difference between the mean and the test value 3, $t(86) = 18.24, p = .000$. Liaisons agree or strongly agree ($M = 4.31, SD = 0.67$) that family mobility of homeless students is a challenge to student success. This finding supports H9. The effect size, as indexed by Cohen's d , indicates the sample mean is 1.96 standard deviations away from the test value 3. This is considered a large effect.

H10. Kansas homeless liaisons disagree or strongly disagree homeless students' parental involvement is high.

The results of the one-sample t test used to test H10 indicated a statistically significant difference between the mean and the test value 3, $t(87) = -10.88, p = .000$. Liaisons disagree or strongly disagree ($M = 2.10, SD = 0.77$) that homeless students' parental involvement is high. This finding supports H10. The effect size, as indexed by Cohen's d , indicates the sample mean is 1.16 standard deviations away from the test value 3. This is considered a large effect.

H11. Kansas homeless liaisons disagree or strongly disagree homeless students' academic achievement is high.

The results of the one-sample t test used to test H11 indicated a statistically significant difference between the mean and the test value 3, $t(87) = -8.90, p = .000$. Liaisons disagree or strongly disagree ($M = 2.40, SD = 0.63$) that homeless students' academic achievement is high. This finding supports H11. The effect size, as indexed by Cohen's d , indicates the sample mean is 0.95 standard deviations away from the test value 3. This is considered a large effect.

H12. Kansas homeless liaisons disagree or strongly disagree tutoring is available to homeless students.

The results of the one-sample t test used to test H12 indicated a statistically significant difference between the mean and the test value 3, $t(88) = 6.12, p = .000$. Liaisons agree or strongly agree ($M = 3.63, SD = 0.97$) that tutoring is available to homeless students. Although statistically significant, this finding does not support H12.

H13. Kansas homeless liaisons disagree or strongly disagree teacher and staff professional development is adequate in raising awareness of student homelessness.

The results of the one-sample t test used to test H13 indicated the difference between the mean and the test value 3 was not statistically significant, $t(88) = -0.64, p = .521$. Liaisons neither agree nor disagree ($M = 2.93, SD = 0.99$) that teacher and staff professional development is adequate in raising awareness of student homelessness. This finding does not support H13.

H14. Kansas homeless liaisons disagree or strongly disagree curriculum sensitive to students experiencing homelessness is available.

The results of the one-sample t test used to test H14 indicated a statistically significant difference between the mean and the test value 3, $t(88) = -2.79, p = .006$. Liaisons disagree or strongly disagree ($M = 2.74, SD = 0.87$) that curriculum sensitive to students experiencing homelessness is available. This finding supports H14. The effect size, as indexed by Cohen's d , indicates the sample mean is 0.30 standard deviations away from the test value 3. This is considered a small effect.

H15. Kansas homeless liaisons disagree or strongly disagree mentoring is available for students experiencing homelessness.

The results of the one-sample t test used to test H15 indicated difference between the mean and the test value 3 was not statistically significant, $t(88) = -0.64, p = .521$. Liaisons neither agree nor disagree ($M = 2.94, SD = 1.02$) that mentoring is available for students experiencing homelessness. This finding does not support H15.

H16. Kansas homeless liaisons disagree or strongly disagree before or after school childcare is available to students experiencing homelessness.

The results of the one-sample t test used to test H16 indicated a statistically significant difference between the mean and the test value 3, $t(88) = -5.50, p = .000$. Liaisons disagree or strongly disagree ($M = 2.39, SD = 1.04$) that before or after school childcare is available to students experiencing homelessness. This finding supports H16. The effect size, as indexed by Cohen's d , indicates the sample mean is 0.24 standard deviations away from the test value 3. This is considered a small effect.

H17. Kansas homeless liaisons disagree or strongly disagree clothing supplies are available to students experiencing homelessness.

The results of the one-sample t test used to test H17 indicated a statistically significant difference between the mean and the test value 3, $t(88) = 8.50, p = .000$. Liaisons agree or strongly agree ($M = 3.85, SD = 0.95$) that clothing supplies are available to students experiencing homelessness. Although statistically significant, this finding does not support H17.

H18. Kansas homeless liaisons disagree or strongly disagree healthcare is available to students experiencing homelessness.

The results of the one-sample t test used to test H18 indicated difference between the mean and the test value 3 was not statistically significant, $t(88) = 1.62, p = .108$.

Kansas homeless liaisons neither agree nor disagree ($M = 3.17, SD = 0.98$) that healthcare is available to students experiencing homelessness. This finding does not support H18.

H19. Kansas homeless liaisons disagree or strongly disagree school supplies are available to students experiencing homelessness.

The results of the one-sample t test used to test H19 indicated a statistically significant difference between the mean and the test value 3, $t(88) = 17.16, p = .000$. Liaisons agree or strongly agree ($M = 4.29, SD = 0.71$) that school supplies are available to students experiencing homelessness. Although statistically significant, this finding does not support H19.

H20. Kansas homeless liaisons disagree or strongly disagree psychological counseling is available to students experiencing homelessness.

The results of the one-sample t test used to test H20 indicated a statistically significant difference between the mean and the test value 3, $t(87) = -15.52, p = .000$. Liaisons agree or strongly agree ($M = 4.29, SD = 1.07$) that psychological counseling is available to students experiencing homelessness. Although statistically significant, this finding does not support H20.

RQ2. To what degree is there a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district type (city, suburban, town, rural)?

Although ANOVAs were planned to address RQ3, the sample did not support disaggregating the responses into the four categories specified in Chapter 3. Therefore, three categories (city, suburban, town) were collapsed into one category (non-rural); two-sample t tests were used to compare the Kansas homeless liaisons' responses

between rural and non-rural locations. The level of significance was set at .05. When appropriate, the effect size, as indexed by Cohen's d , is reported. Each hypothesis is listed below followed by the results of the analyses.

H21. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree funding for the education of homeless youth is adequate based on district type.

The results of the two-sample t test indicated a statistically significant difference between the two means, $t(87) = 2.17, p = .033$. The mean response for homeless liaisons in rural areas ($M = 2.86, SD = 1.02$) was higher than the mean response for homeless liaisons in non-rural areas ($M = 2.35, SD = 1.11$). This finding supports H21. Although there was a difference, both of these groups perceived funding as a challenge to the education of homeless youth. The effect size, as indexed by Cohen's d , indicated the two means were 0.48 standard deviations apart. This is considered a small effect.

H22. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree the district has an adequate process for identifying homeless students based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = -1.62, p = .108$. The mean response for homeless liaisons in rural areas ($M = 3.41, SD = 1.06$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 3.81, SD = 1.14$). This finding does not support H22.

H23. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless student case management is easy to facilitate based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = 0.31, p = .760$. The mean response for homeless liaisons in rural areas ($M = 2.88, SD = 1.04$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 2.81, SD = 1.11$). This finding does not support H23.

H24. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree transportation to the school of origin is readily available for homeless students based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = -1.38, p = .171$. The mean response for homeless liaisons in rural areas ($M = 3.12, SD = 1.17$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 3.48, SD = 1.21$). This finding does not support H24.

H25. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to district requirements based on district type.

The results of the two-sample t test indicated a statistically significant difference between the two means, $t(87) = 2.85, p = .005$. The mean response for homeless liaisons in rural areas ($M = 1.91, SD = 0.80$) was higher than the mean response for homeless liaisons in non-rural areas ($M = 1.45, SD = 0.57$). This finding supports H25. Although

there was a difference, neither of the groups perceived delayed enrollment due to district requirements as a challenge to the education of homeless youth. The effect size, as indexed by Cohen's d , indicated the two means were 0.63 standard deviations apart. This is considered a medium effect.

H26. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to immunization requirements based on district type.

The results of the two-sample t test indicated a statistically significant difference between the two means, $t(87) = 4.85, p = .000$. The mean response for homeless liaisons in rural areas ($M = 2.22, SD = 0.97$) was higher than the mean response for homeless liaisons in non-rural areas ($M = 1.32, SD = 0.48$). This finding supports H26. Although there was a difference, neither of the groups perceived delayed enrollment due to immunization requirements as a challenge to the education of homeless youth. The effect size, as indexed by Cohen's d , indicated the two means were 1.08 standard deviations apart. This is considered a large effect.

H27. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic records from previous school/district are easy to obtain based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = -1.64, p = .104$. The mean response for homeless liaisons in rural areas ($M = 2.64, SD = 1.05$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 3.00, SD = 0.86$). This finding does not support H27.

H28. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree attendance of homeless students is regular and consistent based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(86) = 0.26, p = .799$. The mean response for homeless liaisons in rural areas ($M = 2.70, SD = 1.02$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 2.65, SD = 0.95$). This finding does not support H28.

H29. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree family mobility of homeless students is a challenge to student success based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(85) = -1.47, p = .144$. The mean response for homeless liaisons in rural areas ($M = 4.23, SD = 0.71$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 4.45, SD = 0.57$). This finding does not support H29.

H30. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' parental involvement is high based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(86) = -1.40, p = .165$. The mean response for homeless liaisons in rural areas ($M = 2.02, SD = 0.79$) was not different from

the mean response for homeless liaisons in non-rural areas ($M = 2.26, SD = 0.73$). This finding does not support H30.

H31. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic achievement is high based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(86) = -0.23, p = .815$. The mean response for homeless liaisons in rural areas ($M = 2.39, SD = 0.67$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 2.42, SD = 0.56$). This finding does not support H31.

H32. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree tutoring is available to homeless students based on district type.

The results of the two-sample t test indicated a statistically significant difference between the two means, $t(87) = -3.26, p = .002$. The mean response for homeless liaisons in rural areas ($M = 3.40, SD = 0.88$) was lower than the mean response for homeless liaisons in non-rural areas ($M = 4.06, SD = 1.00$). This finding supports H32. Although there was a difference, neither of these groups perceived the availability of tutoring as a challenge to the education of homeless youth. The effect size, as indexed by Cohen's d , indicated the two means were 0.71 standard deviations apart. This is considered a medium effect.

H33. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree teacher and staff professional development is adequate in raising awareness of student homelessness based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = -0.02, p = .984$. The mean response for homeless liaisons in rural areas ($M = 2.93, SD = 0.92$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 2.94, SD = 1.12$). This finding does not support H33.

H34. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree curriculum sensitive to students experiencing homelessness is available based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = 0.00, p = .998$. The mean response for homeless liaisons in rural areas ($M = 2.74, SD = 0.89$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 2.74, SD = 0.86$). This finding does not support H34.

H35. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree mentoring is available for students experiencing homelessness based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = -0.16, p = .872$. The mean response for homeless liaisons in rural areas ($M = 2.93, SD = 0.97$) was not different from

the mean response for homeless liaisons in non-rural areas ($M = 2.97, SD = 1.11$). This finding does not support H35.

H36. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree before or after school childcare is available to students experiencing homelessness based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = -1.91, p = .059$. The mean response for homeless liaisons in rural areas ($M = 2.24, SD = 0.90$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 2.68, SD = 1.22$). This finding does not support H36.

H37. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree clothing supplies are available to students experiencing homelessness based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = -0.83, p = .411$. The mean response for homeless liaisons in rural areas ($M = 3.79, SD = 0.87$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 3.97, SD = 1.08$). This finding does not support H37.

H38. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree healthcare is available to students experiencing homelessness based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(87) = 1.19, p = .238$. The mean response

for homeless liaisons in rural areas ($M = 3.26$, $SD = 1.00$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 3.00$, $SD = 0.93$). This finding does not support H38.

H39. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree school supplies are available to students experiencing homelessness based on district type.

The results of the two-sample t test indicated a statistically significant difference between the two means, $t(87) = -2.57$, $p = .012$. The mean response for homeless liaisons in rural areas ($M = 4.16$, $SD = 0.72$) was lower than the mean response for homeless liaisons in non-rural areas ($M = 4.55$, $SD = 0.62$). This finding supports H39. Although there was a difference, neither of these groups perceived delayed availability of school supplies as a challenge to the education of homeless youth. The effect size, as indexed by Cohen's d , indicated the two means were 0.57 standard deviations apart. This is considered a medium effect.

H40. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree psychological counseling is available to students experiencing homelessness based on district type.

The results of the two-sample t test indicated there was not a statistically significant difference between the two means, $t(86) = -0.24$, $p = .814$. The mean response for homeless liaisons in rural areas ($M = 3.30$, $SD = 1.05$) was not different from the mean response for homeless liaisons in non-rural areas ($M = 3.35$, $SD = 1.11$). This finding does not support H40.

RQ3. To what degree is there a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district homeless count?

To test H41-H60, 20 one-factor ANOVAs were conducted. The categorical variable used to group Kansas homeless liaisons' agreement about barriers to the education of homeless students was the homeless count. Six categories were established for district homeless count (0, 1-2, 3-7, 8-18, 19-51, 52+). The level of significance was set at .05. When appropriate, the effect size, as indexed by eta-squared, is reported. The hypotheses are listed below followed by the results of the analyses.

H41. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree funding for the education of homeless youth is adequate based on district homeless count.

The results of the ANOVA used to test H41 indicated at least two means were significantly different, $F(5, 73) = 3.09, p = .014$ (see Table 5 for the descriptive statistics for this test). A follow-up post hoc, the Tukey's Honestly Significant Difference (HSD), indicated the mean response for homeless liaisons with 8-18 homeless students ($M = 3.55$) was higher than the mean response for homeless liaisons with 52 or more homeless students ($M = 1.90$). This finding supports H41. Homeless liaisons in districts reporting 8-18 homeless students agreed funding is adequate while homeless liaisons in districts reporting 52 or more homeless students disagreed funding is adequate. The effect size, as indexed by eta squared, indicated that 17.5% of the variability in homeless liaison responses is explained by homeless count. This is considered a medium effect.

Table 5

Descriptive Statistics for the Results of the Test for H41

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.72	1.02
1-2	14	2.93	1.00
3-7	15	2.40	1.12
8-18	11	3.55	0.93
19-51	11	2.55	1.04
52+	10	1.90	1.10

H42. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree the district has an adequate process for identifying homeless students based on district homeless count.

The results of the ANOVA used to test H42 indicated at least two means were significantly different, $F(5, 73) = 2.82, p = .022$ (see Table 6 for the descriptive statistics for this test). A follow-up post hoc, the Tukey's HSD, indicated the mean response for homeless liaisons with 1-2 homeless students ($M = 2.93$) was lower than the mean response for homeless liaisons with 19-51 homeless students ($M = 4.18$). This finding supports H42. Although there was a difference, neither of these groups perceived the identification process as a challenge to the education of homeless youth. The effect size, as indexed by eta squared, indicated that 16.2% of the variability in homeless liaison responses is explained by homeless count. This is considered a medium effect.

Table 6

Descriptive Statistics for the Results of the Test for H42

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	3.72	0.75
1-2	14	2.93	1.07
3-7	15	3.07	1.28
8-18	11	3.55	1.21
19-51	11	4.18	0.87
52+	10	4.00	1.15

H43. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless student case management is easy to facilitate based on district homeless count.

The results of the ANOVA used to test H43 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 0.90, p = .485$ (see Table 7 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H43.

Table 7

Descriptive Statistics for the Results of the Test for H43

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.61	1.04
1-2	14	3.00	1.24
3-7	15	2.80	1.08
8-18	11	3.27	1.01
19-51	11	3.09	1.04
52+	10	2.50	0.97

H44. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree transportation to the school of origin is readily available for homeless students based on district homeless count.

The results of the ANOVA used to test H44 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 1.44, p = .219$ (see Table 8 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H44.

Table 8

Descriptive Statistics for the Results of the Test for H44

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.78	1.22
1-2	14	3.36	1.15
3-7	15	3.07	1.16
8-18	11	3.09	1.45
19-51	11	3.73	1.10
52+	10	3.80	1.14

H45. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to district requirements based on district homeless count.

The results of the ANOVA used to test H45 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 2.19, p = .065$ (see Table 9 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H45.

Table 9

Descriptive Statistics for the Results of the Test for H45

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.00	0.69
1-2	14	1.79	0.70
3-7	15	1.87	0.92
8-18	11	1.36	0.67
19-51	11	1.27	0.47
52+	10	1.80	0.63

H46. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree enrollment of students experiencing homelessness is delayed due to immunization requirements based on district homeless count.

The results of the ANOVA used to test H46 indicated at least two means were significantly different, $F(5, 73) = 3.72, p = .005$ (see Table 10 for the descriptive statistics for this test). A follow-up post hoc, the Tukey's HSD, indicated the mean response for homeless liaisons with 0 homeless students ($M = 2.28$) was higher than the mean response for homeless liaisons with 52 or more homeless students ($M = 1.30$). This finding supports H46. Although there was a difference, neither of these groups perceived delayed enrollment due to immunization requirements as a challenge to the education of homeless youth. The effect size, as indexed by eta squared, indicated that 20.3% of the variability in homeless liaison responses is explained by homeless count. This is considered a medium effect.

Table 10

Descriptive Statistics for the Results of the Test for H46

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.28	0.89
1-2	14	2.29	1.14
3-7	15	2.07	1.03
8-18	11	1.45	0.69
19-51	11	1.36	0.50
52+	10	1.30	0.48

H47. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic records from previous school/district are easy to obtain based on district homeless count.

The results of the ANOVA used to test H47 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 0.47, p = .800$ (see Table 11 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H47.

Table 11

Descriptive Statistics for the Results of the Test for H47

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	1.87	0.98
1-2	14	2.61	1.15
3-7	15	2.64	0.90
8-18	11	2.82	0.98
19-51	11	3.09	1.41
52+	10	2.50	0.74

H48. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree attendance of homeless students is regular and consistent based on district homeless count.

The results of the ANOVA used to test H48 indicated there was not a statistically significant difference between at least two means, $F(5, 72) = 0.48, p = .793$ (see Table 12 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H48.

Table 12

Descriptive Statistics for the Results of the Test for H48

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	17	2.65	0.86
1-2	14	2.71	1.20
3-7	15	2.47	0.99
8-18	11	3.00	1.00
19-51	11	2.91	1.04
52+	10	2.60	0.97

H49. There is a difference in the extent to which Kansas homeless liaisons agree or strongly agree family mobility of homeless students is a challenge to student success based on district homeless count.

The results of the ANOVA used to test H49 indicated there was not a statistically significant difference between at least two means, $F(5, 71) = 1.27, p = .288$ (see Table 13 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H49.

Table 13

Descriptive Statistics for the Results of the Test for H49

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	16	4.13	0.50
1-2	14	4.29	0.91
3-7	15	4.40	0.51
8-18	11	4.00	0.77
19-51	11	4.45	0.69
52+	10	4.60	0.52

H50. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' parental involvement is high based on district homeless count.

The results of the ANOVA used to test H50 indicated there was not a statistically significant difference between at least two means, $F(5, 72) = 1.29, p = .280$ (see Table 14 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H50.

Table 14

Descriptive Statistics for the Results of the Test for H50

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	17	1.94	0.83
1-2	14	1.93	0.92
3-7	15	2.07	0.70
8-18	11	2.00	0.89
19-51	11	2.45	0.69
52+	10	2.50	0.53

H51. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree homeless students' academic achievement is high based on district homeless count.

The results of the ANOVA used to test H51 indicated there was not a statistically significant difference between at least two means, $F(5, 72) = 0.67, p = .645$ (see Table 15 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H51.

Table 15

Descriptive Statistics for the Results of the Test for H51

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	17	2.47	0.62
1-2	14	2.29	0.73
3-7	15	2.27	0.59
8-18	11	2.45	0.52
19-51	11	2.64	0.81
52+	10	2.60	0.70

H52. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree tutoring is available to homeless students based on district homeless count.

The results of the ANOVA used to test H52 indicated at least two means were significantly different, $F(5, 73) = 2.34, p = .050$ (see Table 16 for the descriptive statistics for this test). A follow-up post hoc, the Tukey's HSD, indicated the mean response for homeless liaisons with 1-2 homeless students ($M = 3.29$) was lower than the mean response for homeless liaisons with 52 or more homeless students ($M = 4.40$). This finding supports H52. Although there was a difference, neither of these groups perceived availability of tutoring as a challenge to the education of homeless youth. The effect size, as indexed by eta squared, indicated that 13.8% of the variability in homeless liaison responses is explained by homeless count. This is considered a medium effect.

Table 16

Descriptive Statistics for the Results of the Test for H52

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	3.50	0.79
1-2	14	3.29	0.91
3-7	15	3.40	0.91
8-18	11	4.00	0.77
19-51	11	3.55	1.44
52+	10	4.40	0.70

H53. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree teacher and staff professional development is adequate in raising awareness of student homelessness based on district homeless count.

The results of the ANOVA used to test H53 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 1.26, p = .291$ (see Table 17 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H53.

Table 17

Descriptive Statistics for the Results of the Test for H53

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.89	0.68
1-2	14	2.86	1.10
3-7	15	2.47	0.92
8-18	11	3.36	1.03
19-51	11	3.09	1.30
52+	10	3.20	1.14

H54. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree curriculum sensitive to students experiencing homelessness is available based on district homeless count.

The results of the ANOVA used to test H54 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 0.74, p = .595$ (see Table 18 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H54.

Table 18

Descriptive Statistics for the Results of the Test for H54

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.72	0.67
1-2	14	2.57	0.94
3-7	15	2.67	0.90
8-18	11	2.91	0.94
19-51	11	3.18	1.17
52+	10	2.60	0.97

H55. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree mentoring is available for students experiencing homelessness based on district homeless count.

The results of the ANOVA used to test H55 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 1.07, p = .381$ (see Table 19 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H55.

Table 19

Descriptive Statistics for the Results of the Test for H55

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	3.39	0.78
1-2	14	2.93	1.14
3-7	15	2.80	0.94
8-18	11	3.00	1.10
19-51	11	2.73	1.19
52+	10	2.60	1.07

H56. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree before or after school childcare is available to students experiencing homelessness based on district homeless count.

The results of the ANOVA used to test H56 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 0.37, p = .869$ (see Table 20 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H56.

Table 20

Descriptive Statistics for the Results of the Test for H56

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	2.28	0.83
1-2	14	2.29	0.99
3-7	15	2.40	1.06
8-18	11	2.55	1.29
19-51	11	2.18	1.08
52+	10	2.70	1.25

H57. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree clothing supplies are available to students experiencing homelessness based on district homeless count.

The results of the ANOVA used to test H57 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 1.24, p = .298$ (see Table 21 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H57.

Table 21

Descriptive Statistics for the Results of the Test for H57

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	3.67	1.03
1-2	14	4.29	0.47
3-7	15	3.73	0.96
8-18	11	4.09	0.54
19-51	11	3.55	1.21
52+	10	4.10	1.29

H58. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree healthcare is available to students experiencing homelessness based on district homeless count.

The results of the ANOVA used to test H58 indicated there was not a statistically significant difference between at least two means, $F(5, 73) = 0.78, p = .566$ (see Table 22 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H58.

Table 22

Descriptive Statistics for the Results of the Test for H58

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	3.06	1.00
1-2	14	3.50	1.02
3-7	15	2.93	1.10
8-18	11	3.45	0.69
19-51	11	3.00	1.18
52+	10	3.00	1.05

H59. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree school supplies are available to students experiencing homelessness based on district homeless count.

The results of the ANOVA used to test H59 indicated at least two means were significantly different, $F(5, 73) = 2.89, p = .019$ (see Table 23 for the descriptive statistics for this test). A follow-up post hoc, the Tukey's HSD, indicated the mean response for homeless liaisons with 3-7 homeless students ($M = 3.87$) was lower than the mean response for homeless liaisons with 52 or more homeless students ($M = 4.80$); additionally, the mean response for homeless liaisons with 8-18 homeless students ($M = 4.64$) was higher than the mean response for homeless liaisons with 3-7 homeless students ($M = 3.87$). These findings support H59. Although there was a difference, none of these groups perceived availability of school supplies as a challenge to the education of homeless youth. The effect size, as indexed by eta squared, indicated that 16.5% of

the variability in homeless liaison responses is explained by homeless count. This is considered a medium effect.

Table 23

Descriptive Statistics for the Results of the Test for H59

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	4.33	0.59
1-2	14	4.29	0.47
3-7	15	3.87	0.83
8-18	11	4.64	0.50
19-51	11	4.27	1.01
52+	10	4.80	0.42

H60. There is a difference in the extent to which Kansas homeless liaisons disagree or strongly disagree psychological counseling is available to students experiencing homelessness based on district homeless count.

The results of the ANOVA used to test H60 indicated there was not a statistically significant difference between at least two means, $F(5, 72) = 0.41, p = .842$ (see Table 24 for the descriptive statistics for this test). No post hoc was warranted. This finding does not support H60.

Table 24

Descriptive Statistics for the Results of the Test for H60

Homeless Count	<i>N</i>	<i>M</i>	<i>SD</i>
0	18	4.33	0.59
1-2	14	4.29	0.47
3-7	15	3.87	0.83
8-18	11	4.64	0.50
19-51	11	4.27	1.01
52+	10	4.80	0.42

Summary

Presented in Chapter 4 are the findings from this study regarding homeless liaisons' perceptions of challenges related to the education of homeless students. Descriptive statistics and the results of the hypothesis testing were reported for the three research questions. Included in Chapter 5 are a study summary, the findings related to the literature, and the conclusions.

Chapter 5

Interpretation and Recommendations

District homeless liaisons are tasked with implementing legislation outlined in McKinney-Vento Act for children and youth experiencing homelessness to have their educational rights upheld. Examining the perceptions of homeless liaisons regarding challenges encountered when attempting to meet homeless students' needs provides information to potentially alleviate those barriers and better ensure student educational access and success. This final chapter includes a study summary, findings related to the literature, and conclusions.

Study Summary

This section includes a summary of the current study, which examined the perceptions of Kansas district homeless liaisons regarding the challenges related to the education of homeless students. The summary provides an overview of the problem (challenges encountered by homeless liaisons who work to ensure the implementation of the McKinney-Vento Act at the local district level) as well as the purpose statement and research questions. A review of the methodology and major findings are included in this section as well.

Overview of the problem. The McKinney Act of 1987 was the first law to address the educational needs of children and youth experiencing homelessness. A 1990 amendment required states to eliminate enrollment barriers for homeless students in their districts, and education components of the McKinney Act were reauthorized in 1994. Further changes were made in 2001 under NCLB; under Title X, Part C of NCLB the 2002 reauthorization as the McKinney-Vento Act introduced the requirement of a

homeless liaison in every school district regardless of homeless student count. The most recent provisions for McKinney-Vento came with the 2015 passage of the ESSA. The intent of McKinney-Vento has been to remove barriers to educational access for homeless students; the role of the homeless liaison is to ensure the law is implemented at the local level. However, liaisons continue to meet challenges in ensuring the educational rights of students experiencing homelessness despite ongoing revisions and reauthorizations (ED, 2018; NCH, 2009).

Purpose statement and research questions. The first purpose of this study was to determine the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district. The second purpose of this study was to determine the degree there is a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district type. The third purpose of the study was to determine the degree there is a difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district homeless count. To achieve the purposes of the study, three research questions were addressed, and 60 hypotheses were tested.

Review of the methodology. This study was completed using a quantitative descriptive research design to obtain data through a 22 item, web-based survey. The survey, which was adapted from components from a survey created by Holzman (2013), was administered to the 2018-2019 Kansas district homeless liaisons; the liaisons who completed the survey were the participants. The dependent variables defined in this

study were the perceptions of Kansas homeless liaisons regarding barriers to the education of children and youth experiencing homelessness. The independent variables defined in this study were district type (city, suburban, town, rural) and district homeless count. The perceptions of Kansas homeless liaisons were analyzed regarding the extent to which they agree there are challenges to educating students experiencing homelessness and if those perceptions varied by district type or district homeless count. To test the hypotheses, one-sample *t* tests, two-sample *t* tests, and one-factor ANOVAs were utilized.

Major findings. Addressing the three research questions in this study revealed the following major findings. Research question one was used to determine the degree to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district. Kansas homeless liaisons perceived the following to be challenges to the education of homeless students: family mobility, funding, ease of obtaining records from previous districts, regular and consistent attendance, parental involvement, academic achievement, availability of curriculum sensitive to the needs of homeless student, and before or after school childcare. Kansas homeless liaisons perceived the following not to be challenges to the education of homeless students: identification process; delayed enrollment due to district or immunization requirements; and availability of tutoring, clothing, school supplies, or psychological counseling. Kansas homeless liaisons were neutral regarding the following as challenges to the education of homeless students: ease of case management; availability of adequate professional development for teachers and staff; and availability of transportation, mentor programs, or healthcare.

Research question two was used to determine the extent to which Kansas homeless liaisons' perceptions of challenges related to the education of homeless students differed based on district type (city, suburban, town, rural). For the purposes of the hypothesis testing, district type was recategorized as rural and non-rural. There were minor differences in the strengths of liaisons' responses about perceived challenges. However, based on district type, there were no differences in the identification of challenges related to the education of homeless students by Kansas homeless liaisons.

Research question three was used to determine the extent to which Kansas homeless liaisons' perceptions of challenges related to the education of homeless students differed based on district homeless count. District homeless count was categorized into six groups (0, 1-2, 3-7, 8-18, 19-51, 52+). With regard to the adequacy of funding or tutoring and the availability of school supplies, differences in the strength of the liaisons' agreement or disagreement that the challenge was present in the district were found between liaisons based on the district homeless count. However, two differences in the identification of a challenge were found between liaisons based on district homeless count. Homeless liaisons in districts reporting 8-18 homeless students did not perceive funding to be a challenge, while homeless liaisons in districts reporting 52 or more homeless students perceived funding to be a challenge to the education of homeless students. Homeless liaisons in districts reporting 19-51 homeless students did not perceive the identification process as a challenge while homeless liaisons in districts reporting 1-2 homeless students were neutral regarding the identification process as a challenge to the education of homeless students.

Findings Related to the Literature

In this section, findings of the current study are related to findings from previous studies that have been conducted. There was limited research that had been conducted to make comparisons to this study. However, the findings can be compared to support previous studies, to be in contrast to previous studies, and to neither support nor refute previous studies. Findings regarding location and homeless count are not included in comparison to previous studies due to no available research in those two specific areas.

In the current study, Kansas homeless liaisons disagreed or strongly disagreed that adequate funding is available, that records from previous districts can be obtained easily, and disagreed attendance is regular and consistent, parental involvement is high, academic achievement is high, curriculum sensitive to the needs of students experiencing homelessness is available, and that before or after school childcare is available. Liaisons agreed or strongly agreed family mobility is a challenge. Such findings reveal these items as perceived challenges to the education of homeless students and support several previous studies. A lack of adequate funding was found to be a challenge to the education of homeless youth by Miller (2009), Holzman (2013), Robson (2016), and Williamson and Guinn (2017). Obtaining records from previous districts was found to be a challenge by NCHE (2017a). Regular and consistent attendance by students experiencing homelessness was found to be a challenge by Rafferty and Shinn (1991), Miller and Schreiber (2012), Ingram et al. (2017), and NCHE (2017a). Low parental involvement was found to be a challenge by Holzman (2013) and Williamson and Guinn (2017). Low academic achievement of homeless children and youth was found to be a challenge by Rafferty and Shinn (1991), Miller and Schreiber (2012), Masten et al.

(2015), Ingram et al. (2017), Robson (2016), and NCHE (2017a). The availability of childcare was found to be a challenge by Rafferty and Shinn (1991) and Williamson and Guinn (2017). Family mobility or residential instability and, by proxy, frequent school changes were found to be a challenge by Miller and Schreiber (2012), Holzman (2013), Masten et al. (2015), Ingram et al. (2017), and NCHE (2017a).

Kansas homeless liaisons disagreed or strongly disagreed that enrollment was delayed by either district requirements or immunization requirements, thus not perceived as challenges. Additionally, by agreement or strong agreement, Kansas homeless liaisons did not find challenges with the identification process or availability of tutoring, clothing, school supplies, and psychological counseling. Such findings reveal these items as not being perceived by Kansas homeless liaisons as challenges to the education of homeless students and are in contrast to several previous studies. Ingram et al. (2017) and Robson (2016) found the identification of homeless students, unavailability of tutoring or academic supports, limited availability of clothing and school supplies, as well as the lack access to counseling all to be challenges in educating homeless children and youth. Additionally, NHCE (2017a) found the limited availability of clothing and school supplies to be a challenge, and Holzman (2013) found a lack of access to psychological counseling as a challenge to educating students experiencing homelessness.

Kansas homeless liaisons neither agreed nor disagreed on ease of case management, availability of adequate professional development for teachers and staff, or availability of transportation, mentor programs, and healthcare; these findings neither support nor refute previous studies in which these items were considered challenges to educating homeless children and youth. Adequate professional development was found

to be a need by Gaenzle (2012), Ingram et al. (2017), and Williamson and Guinn (2017). Transportation as a challenge to the education of students experiencing homelessness was found by Miller (2009), Holzman (2013), Ingram et al. (2017), Robson (2016), NCHE (2017a), and Williamson and Guinn (2017). Access to healthcare was identified as a challenge by Holzman (2013) and Ingram et al. (2017).

Conclusions

This section includes conclusions that have implications for district homeless liaisons, who are required by law under McKinney-Vento, to address challenges related to the education of children and youth experiencing homelessness. Implications for action and recommendations for future research are provided. Concluding remarks close this section.

Implications for action. Based on the results of this study, Kansas homeless liaisons and leaders of the districts in which they serve the homeless student population, as well as the Kansas State Board of Education itself, may make considerations in the following areas: 1) adequate funding to meet the needs of students experiencing homelessness in Kansas, 2) availability of resources and supports essential to reducing current challenges in addressing the education of student homelessness, and 3) steps necessary to improve student attendance and achievement, as well as family mobility and parent involvement.

This study corroborates the findings of multiple previous studies (Holzman 2013, Miller 2009, Robson 2016, & Williamson & Guinn 2017) that inadequate funding is a challenge to the education of homeless children and youth. District and state educational leaders, as well as state legislators, could address funding and budgetary concerns in this

area. For example, leaders could consider extending a subsidy for childcare to families experiencing homelessness in an effort to reduce or eliminate this factor as a challenge to homeless student's education. Additionally, they could examine the discrepancies between rural and non-rural homeless liaisons' perceptions regarding funding. Specifically, the reasons liaisons from non-rural districts agree more strongly that funding is adequate than liaisons from rural districts could be investigated; likewise, consider why liaisons serving non-rural districts perceive more strongly that services such as tutoring and school supplies are available than liaisons in rural districts. Leaders could consider whether these are issues of unbalanced allocation of funds.

District and state leaders could also consider the availability of resources and supports essential in addressing the education of students experiencing homelessness. Based on the results of the current study, considerations in this area could be used as a model for other states, but also might present as areas for further examination. While previous studies revealed access to services such as healthcare and psychological counseling as challenges (Holzman, 2013; Ingram et al., 2017; and Robson, 2016) as well as services such as transportation as a challenge (Holzman, 2013; Ingram et al., 2017; Miller, 2009; NCHE, 2017a; Robson, 2016; Williamson & Guinn 2017), findings of the present study were not consistent with the previous studies' data. Educational leaders could consider whether the discrepancy of the findings of this study and previous findings is due to something the state of Kansas is doing correctly or whether the discrepancy is due to a lack of awareness that those factors actually are challenges. Leaders could consider whether "unawareness and ambiguity" (Miller, 2009) in complying with the McKinney-Vento school of origin mandate, for example, is a factor

with regard to transportation as a non-perceived challenge in Kansas. Findings from Wilkins et al. (2016) indicated “that collaboration and awareness are major factors that affect perceptions of implementation” (p. 57); results from Wood (2017) revealed homeless liaisons wanted the opportunity to network with other homeless liaison colleagues. Considerations in the areas of awareness and collaboration could reinforce the findings of this study or bring to light areas that need to be addressed.

Finally, as the data analysis of the present study revealed student attendance, low academic achievement, family mobility, and parental involvement as challenges, district and state-level educational leaders in Kansas could consider strategies to improve in these areas. The 1994 McKinney Act update under IASA added requirements for preschool services, greater parental input, and a focus on interagency collaboration. Gaenzle (2012) findings suggested counselors, who often serve as a district’s homeless liaison, perceived they lacked sufficient training to implement partnerships between school, family, and community. A key finding in Williamson and Guinn (2017) was “limited engagement, coordination, and support from community partners and service providers” (p. 2). Given these significant factors, Kansas educational leaders could take note of the importance of developing interagency relationships and, further, training homeless liaisons in creating partnerships with such agencies. To reiterate the concluding recommendations of Williamson and Guinn (2017), there is a need for community stakeholders, including educational leaders and legislators, to raise awareness of homelessness and “work together to build and strengthen collaborative networks between school districts, public agencies, nonprofit providers, and private foundations to provide timely, innovative, and effective support to homeless students and their families” (p. 37). The Williamson and

Guinn (2017) report was conducted at the University of Missouri-Kansas City (UMKC) and included Kansas metro-area districts; there is certainly potential for connection and collaboration for Kansas leaders.

Recommendations for future research. Based on the findings of this study, one recommendation for future research would be to consider an investigation of the specific areas of inadequate funding in meeting the needs of students experiencing homelessness in Kansas. Such a study with a larger sample size could examine differences between city, suburban, town, and rural areas, rather than just the categories of rural and non-rural, to provide recommendations to the state of Kansas to ensure equitable distribution of funding. Additionally, a similar study could be tailored to evaluate this topic in other states whether the focus is on urban, suburban, or rural districts. This study could be conducted in surrounding states such as Missouri, Nebraska, Colorado, and Oklahoma; a comparison of the regional findings could be the focus of additional study.

Given the information gleaned from the findings of this study in conjunction with previous research, a study to discern different group's knowledge (or awareness) of McKinney-Vento provisions could be conducted; target groups could include state homeless liaisons, teachers at different levels (elementary, middle, secondary), or building and district leaders, for example. A study could be conducted to establish state interdepartmental agencies' perceptions of their role and responsibility in collaborating with educational agencies to meet the provisions outlined by the 1994 IASA reauthorization of McKinney-Vento. If studies are carried out in a variety of states, a meta-analysis could be conducted to explore national or regional differences.

For local consideration, any variety of the aforementioned recommendations for future study could be conducted as a comparison of homeless liaisons' perceptions in the greater Kansas City metro area across Kansas and Missouri or as a comparison of homeless liaisons' perceptions in the Kansas City metro and Wichita metro. A qualitative study to further examine the perceptions of Kansas liaisons could be conducted. One recommendation regarding the nature of the survey would be to consider wording it in the affirmative when investigating the degree of disagreement. Several of the survey questions were a challenge to evaluate because of wording.

Concluding remarks. The results of this study could be used to improve educational practices to reduce barriers in educating youth experiencing homelessness in Kansas and other states. Considering the data collected and analyzed in this study, there is little variance in agreement or disagreement with Kansas homeless liaisons' perceptions of areas that are challenges to educating homeless students, and this includes considerations of district type (rural, non-rural) and homeless count. In general, Kansas homeless liaisons' perceptions appear to be relatively similar. Given this data, and considering Kansas districts are relatively homogeneous, it would be helpful to focus the lens more acutely and evaluate the unique experiences of students experiencing homelessness in rural areas compared to those in the two main urban centers of Wichita and Kansas City metro areas.

Considering the findings of this study compared to findings of previous studies, further research is needed to understand why some factors are considered challenges and others are not; whether it is regional differences, district size or location, funding, awareness of McKinney-Vento legislation, or other factors, students deserve access to an

education without having to overcome preventable challenges. This research encourages state educational agencies and local district leaders to evaluate practices regarding the education of children and youth experiencing homelessness. In the broad spectrum of any American educational institution, children and youth should not have to fight to be seen, heard, or supported in order to find academic success regardless of circumstance, including the experience of homelessness.

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Appendices

Appendix A: Holzman Approval Email

Erin Nelson <nelsone@[REDACTED].com>

Apr 4, 2018,
11:13 AM

to yourwingspan

Hello Dr. Holzman~

My name is Erin Nelson; I am a doctoral candidate at Baker University in Kansas. I am writing to request permission to use and/or modify the survey you utilized in your dissertation, *The Education of Homeless Students: Implementing McKinney-Vento in Wisconsin*. [Appendix B: *McKinney-Vento Implementation in Wisconsin Survey (Final Version)*].

I would be grateful if you could email a response by next Tuesday, 4/10/18, so I can begin work on my dissertation. Thank you for the consideration.

Have a lovely day,
Erin

rachel (holtzman) vega <yourwingspan@gmail.com>

Apr 4, 2018,
11:24 AM

to me

Hi Erin,

Thanks for reaching out. What university are you with, out of curiosity? I do not have a problem with this. I did find, however, that my response rate wasn't wonderful and that a number of people who started the survey did not complete it. I hope that you might have a better luck with your data collection. Good luck.

Rachel

Erin Nelson <nelsone@[REDACTED].com>

Apr 4, 2018,
11:48 AM

to rachel

Thank you for such a quick response! Baker University is in Baldwin, KS. The EdD in Educational Leadership (PK-12) program is conducted at the Overland Park, KS campus.

I appreciate your willingness for me to use/modify your survey. In Kansas, each school district has a Homeless Liaison; these are the individuals I intend to survey. Hopefully I have a good enough response rate for a meaningful data set!

Thank you kindly,
Erin

Appendix B: Challenges Related to the Education of Homeless Students Survey

Challenges Related to the Education of Homeless Students

The following are twenty statements regarding the education of homeless students protected by the McKinney-Vento Homeless Assistance Act. Please indicate your degree of agreement with each statement as it pertains to the students experiencing homelessness in your district.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Funding for the education of homeless students is adequate.					
2. The district has an adequate process for identifying homeless students.					
3. Homeless student case management is easy to facilitate.					
4. Transportation to the school of origin is readily available for homeless students.					
5. Enrollment of students experiencing homelessness is delayed due to district requirements.					
6. Enrollment of students experiencing homelessness is delayed due to immunization requirements.					
7. Homeless students' academic records from previous school/district are easy to obtain.					
8. Attendance of homeless students is regular and consistent.					
9. Family mobility of homeless students is a challenge to student success.					
10. Homeless students' parental involvement is high.					
11. Homeless students' academic achievement is high.					
12. Tutoring is available to homeless students.					
13. Teacher & staff professional development is adequate in raising awareness of student homelessness.					
14. Curriculum sensitive to students experiencing homelessness is available.					
15. Mentoring is available for students experiencing homelessness.					
16. Before/after school childcare is available to students experiencing homelessness.					
17. Clothing supplies are available to students experiencing homelessness.					

18. Healthcare is available to students experiencing homelessness.					
19. School supplies are available to students experiencing homelessness.					
20. Psychological counseling is available to students experiencing homelessness.					

City: Territory inside an urbanized area (50,000 or more people) and inside a principal city

Suburban: Territory inside an urbanized area (50,000 or more people) and outside a principal city

Town: Territory inside an urbanized cluster (2,500-49,999 people)

Rural: Territory not included within an urban area or urban cluster

21. Considering the definitions above, which best describes the type of school district you serve?

- City
- Suburban
- Town
- Rural

22. Provide your district's homeless student count that will be reported to KSDE for the 2018-2019 school year. (*Space provided*)

Please email me at ErinKNelson@stu.bakeru.edu if you would like an executive summary of the results of this study. Thank you for your time. The information you have provided is valuable to the completion of my doctoral degree.

Appendix C: IRB Approval Letter

Baker University Institutional Review Board

April 24th, 2019

Dear Erin Nelson and Susan Rogers,

The Baker University IRB has reviewed your project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at npoell@bakeru.edu or 785.594.4582.

Sincerely,



Nathan Poell, MA
Chair, Baker University IRB

Baker University IRB Committee
Scott Crenshaw
Jamin Perry, PhD
Susan Rogers, PhD
Joe Watson, PhD

Appendix D: Email Solicitation Letter

Dear Homeless Liaison:

You have been selected to participate in a study of Kansas district homeless liaisons and their perceptions of the challenges to educating homeless youth. The first purpose of this study is to determine the extent Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district. The second purpose is to establish whether there is a significant difference in the extent to which Kansas homeless liaisons agree or disagree that challenges related to the education of homeless students are present in their district based on district type (city, suburban, town, rural) and based on district homeless count.

I appreciate your participation in this study. To help me obtain a valid measurement, please complete the survey by clicking on the link at the end of this email by June 15, 2019. Your participation in this research is voluntary and you may choose to withdraw at any time without penalty or repercussion. You may choose not to answer some or all of the questions. The survey will take about ten minutes for you to complete.

You may be assured of complete anonymity and confidentiality. Your name will never be used. Under no circumstances will individual data be shared or reported.

If you have any questions or concerns about your rights as a research participant, contact me (ErinKNelson@stu.bakeru.edu or 913-856-3177). Should you have any other questions, please contact me or my major advisor, Dr. Susan Rogers (srogers@bakeru.edu or 785-230-2801). Thank you for your time and cooperation.

Sincerely,

Erin K. Nelson
Baker University Doctoral Candidate

Survey link: <https://forms.gle/yaGav2GrcsLtFcKE8>