



Supporting Homeless Students in School

Course Description: Homelessness is a hidden problem in our schools and communities. While many know it is a problem, many educators are unaware of students who are homeless and what to do when a student discloses this. Students and families may be homeless due to a variety of reasons including disasters such as fire or flood, eviction due to financial hardship, or students may be kicked out of their homes. This course will provide an in-depth look at the problem of homelessness and provide educators an opportunity to explore a school’s responsibility.

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 15

Learning Objectives:

- Understand the definition of homelessness
- Gain knowledge about resources including information about homeless youth and services in their communities
- Consider how to more effectively work with homeless youth and their families
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

| Lesson Number | Lesson Description | Clock Hours |
|---------------|---|-------------|
| 1 | Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time! | 0.8 Hours |
| 2 | Definitions: Participants will learn the variety of terminology used when referring to homeless youth populations. | 1.4 Hours |
| 3 | Homeless Youth Statistics: Participants will watch a webinar looking at current numbers of homeless youth and analyze the breakdown of populations on who is homeless. Data from the National Alliance to End Homelessness will be examined. | 1.4 Hours |
| 4 | Snapshot of Experiences: Participants will review a series of experiences of homeless youth and families who are homeless. Participants will actively reflect on what they viewed and read. | 1.4 Hours |
| 5 | Unaccompanied Youth: Participants will learn about unaccompanied youth and the legal responsibilities around this population, including a brief from the National Center for Homeless Education. | 1.4 Hours |

| | | |
|----|---|------------|
| 6 | LGBTQ Youth Homelessness: Participants will dive deeper into the issue of LGBTQ youth homelessness. This lesson will analyze how LGBTQ are often removed from homes and the responsibilities of schools in these situations. | 1.4 Hours |
| 7 | Natural Disasters: Participants will look at several case studies on families who are homeless due to disasters and identify resources available to families after becoming homeless due to a variety of natural disasters including those caused by climate change. | 1.4 Hours |
| 8 | Cycle of Poverty: Participants will discuss the issue of poverty and how living paycheck to paycheck for families puts them at risk for homelessness. The entire Cycle of Poverty will be analyzed. | 1.4 Hours |
| 9 | School Responsibilities: Participants will review legal requirements of schools to assist homeless youth, including the McKinney-Vento Act. Participants will reflect on how they, as educators, can provide supports in their schools and communities. | 1.4 Hours |
| 10 | Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings | 1.00 Hours |
| 11 | Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course. | 2.00 Hours |
| | TOTAL HOURS | 10 Hours |

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in four different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

| Grading Rubric for Discussion Forums | | |
|--------------------------------------|---|--------|
| | | Points |
| Critical Thinking | Makes connections to the other content and real-life that are supported by reference(s) and/or example(s) | 1 |
| | Offers new ideas, connections, or applications | 1 |
| | Expresses and justifies personal opinion | 1 |
| Assignment Specific Criteria | Addresses all questions within the reflection assignment. | 2 |
| Total Points Possible | | 5 |

- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

| Grading Rubric for Discussion Forums | |
|--------------------------------------|--------|
| | Points |
| | |

| | | |
|-------------------------------------|---|----|
| Critical Thinking | Makes connections to the other content and real-life that are supported by reference(s) and/or example(s) | 2 |
| | Offers new ideas, connections, or applications | 1 |
| | Expresses and justifies personal opinion | 1 |
| Assignment Specific Criteria | Addresses all parts of the reflection | 6 |
| Total Points Possible | | 10 |

- 4. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

| Grading Rubric for Implementation Plan | | |
|---|---|---------------|
| | | Points |
| Background Information | Lesson / Title Identified | 1 |
| | Target Audience and Subject/Course Setting Identified | 1 |
| | Learning Goals are measurable objectives students are expected to meet by the end of the lesson. | 2 |
| | Lesson Ties to Specific State Standards for Students, Educators, or Professionals | 2 |
| | Materials Listed | 1 |
| Lesson Plan | <i>Engage:</i> Lesson hooks audience and introduces lesson effectively. | 5 |
| | <i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices. | 5 |
| | <i>Evaluate:</i> Lesson effectively assesses participant understanding. | 5 |
| Implementation | Writing is clear, well developed, and organized. No or few grammar and spelling errors | 2 |
| | Is realistic in their approach – understands limitations may exist | 2 |
| Total Points Possible | | 26 |

Grading Scale:

| | |
|----------------------------|---------|
| 100-80% (140 – 112 Points) | Pass |
| 79%-Below (<112 points) | No Pass |

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.