Resource Guide for Underserved Student Populations

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Resource Guide for Underserved Student Populations

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Published by:

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PREFACE

School librarians work every day to meet the needs of all students in their school, including those from underserved populations. Children from underserved populations face a number of obstacles to their education before even entering the school doors.

As school librarians, we are one of the leaders and change agents in our community. We provide a place of safety and stability. We ensure our schools and library programs meet the ever-changing needs of students. Through the resources and guidance in this toolkit, school librarians will be better prepared to develop and provide resources, programming, instruction, assistance, and support to our struggling and underserved youth.

This toolkit was developed in response to a concern from the AASL Affiliate Assembly, and I'm excited the 2016 Emerging Leaders team took on the challenge and created an amazing toolkit we can all use. School librarians from all over the country should take advantage of the team's efforts and use this valuable resource to engage with your education colleagues and students and lead the growth and development of your school library program to better understand and serve your diverse and underserved student populations. School library programs are there for each and every student, and this resource helps us provide resources for some of those populations who are underserved.

Leslie Preddy

AASL President, 2015–2016

ACKNOWLEDGMENTS

AASL gratefully acknowledges the following:

INTRODUCTION

Today, many marginalized students face adversity inside and outside the classroom. These students are at high risk of poverty, dropping out of high school, and low rates of literacy (U.S. Dept. of Education 2013; National Resource Center for Permanency and Family Connections 2014; La Vigne 2008). School librarians are in a unique position to help these underserved student populations overcome these barriers by offering resources and support and advocating on their behalf. School librarians must recognize the particular needs of underserved students in order to develop effective library services and strategies to ensure that these students are academically successful.

This guide emerged as a response to a concern brought forward by the AASL Affiliate Assembly, which called attention to the need for additional resources for school librarians working with underserved students. It was created by the 2016 ALA Emerging Leaders (EL) Project Team A for the American Association of School Librarians (AASL). The team is comprised of five librarians currently working in school, academic, and public libraries.

The information curated in this guide is intended to fill the gap in existing resources available for school librarians. The resource guide includes information, strategies, and tools in one comprehensive and accessible ePDF toolkit format. The guide focuses on **five** student populations considered by AASL to be underserved in K-12 education: children in foster care, homeless children, children of incarcerated parents, children of migrant workers, and children in non-traditional families. Each section focuses on an individual population.

Over the course of six months, the EL team performed extensive research on each underserved population. Team members collected statistics and reports, academic and professional articles, web resources, lesson plans, programming ideas, collection development guidance, and more. This guide reflects the most recent and relevant information available and is the product of both individual and team efforts to make this resource as comprehensive as possible.

The resource guide may be read as a whole or by section. Each section is further subdivided into the following areas:

1. The **Introduction** provides background information on the underserved population.

2. The **Further Readings** subsection includes scholarly and professional articles, websites, and other documents that school librarians may wish to consult to gain insight into guidelines, methods, and solutions for providing services to students in need.

3. The **Resources** subsection includes national and local organizations and their contact information.

4. The **Programming** subsection includes existing programming success stories and tips for planning original programming and library events.

5. The **Practical Tips** subsection offers advice and solutions to possible challenges that may occur when developing programs and services for the underserved population.

6. The **Legislation** subsection includes relevant legislative measures that may affect a particular student population. This area is a helpful reference when school librarians are considering legal guidelines or when advocating for planning or funding.

7. The **Collection Development** subsection includes suggested readings and original book lists. These books include a range of grade and reading levels with relatable characters and stories.

This guide is intended to serve as a helpful reference for school librarians to help make their libraries inclusive and welcoming spaces for all students. It is by no means exhaustive, nor does it claim to be the sole reference on underserved populations. We recognize that districts, school buildings, and student demographics vary greatly. However, if school librarians recognize even a single student in this guide or discover a new lesson plan or leave with a new book to add to the collection, we will consider this project a success.

Works Cited

National Working Group on Foster Care and Education. January 2014. Fostering Success in Education: National Fact Sheet on the Educational Outcomes of Children in Foster Care. http://formedfamiliesforward.org/images/Fostering-success-in-Education-Jan-2014.pdf (accessed June 1, 2016).

La Vigne, Nancy, Elizabeth Davies, and Diana Brazzell. February 12, 2008. "Broken Bonds: Understanding and Addressing the Needs of Children with Incarcerated Parents." The Urban Institute. www.urban.org/UploadedPDF/411616_incarcerated_parents.pdf (accessed May 3, 2016).

U.S. Department of Education. 2013. www2.ed.gov/about/offices/list/oese/ome/aboutus.html (accessed May 5, 2016).

CHILDREN OF INCARCERATED PARENTS

Introduction

In the United States in 2008, more than 2.7 million children had an incarcerated parent (Pew 2010). Children with one or more incarcerated parents face a unique array of challenges to their daily lives, including financial strain, social stigma, educational difficulties, and mental health problems (La Vigne 2008). During their parent's incarceration, children may lack a stable home structure, moving between different caretakers. The majority of children of incarcerated parents (COIP) live with their mother; however, if their mother is the incarcerated parent, these children are more likely to live with grandparents than their father. A smaller percentage will end up living in foster care or with other friends and family (Glaze 2008). In addition to this potential loss or reduction in home stability, children of incarcerated parents may have experienced trauma before, during, or after their parent's arrest or incarceration (Youth.gov). Children of incarcerated parents may also feel stigmatized by their parent's situation, resulting in mental health issues and isolating them from potential support (La Vigne 2008).

Sesame Street. 2013. "Little Children, Big Challenges: Incarceration Animation: Visiting Dad in Prison." https://www.youtube.com/watch?v=l3sf7O5mrlY (accessed April 21, 2016).

All of these factors can create a great deal of stress in a child's life. School librarians have the opportunity to provide resources to empower these students during this difficult situation. This guide offers resources for school librarians to help create a safe and welcoming environment for students dealing with the problems caused by having an incarcerated parent. While much of the research performed in this domain has focused on teachers, the 2016 Emerging Leaders team believes the resources compiled in this guide can also be useful to school librarians. This guide includes links to tip sheets, library programming ideas, scholarly articles, toolkits, legal information, collection development ideas, and more. It is designed to help school

librarians become aware of the issues surrounding parental incarceration with the end goal of making school libraries into a more welcoming and useful place for children of incarcerated parents.

A Note on Terminology

Throughout this document the acronym COIP will be used to represent the phrase "children of incarcerated parents."

Works Cited

The Pew Charitable Trusts. 2010. *Collateral Costs: Incarceration's Effect on Economic Mobility. The Pew Charitable Trusts.* www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs_assets/2010/collateralcosts1pdf.pdf (accessed May 3, 2016).

La Vigne, N., E. Davies, and D. Brazzell. 2008. *Broken Bonds: Understanding and Addressing the Needs of Children with Incarcerated Parents.* Washington, DC: The Urban Institute. ww.urban.org/UploadedPDF/411616_incarcerated_parents.pdf (accessed May 3, 2016).

Glaze, L.., and L. Maruschak. 2008. *Parents in Prison and Their Minor Children Bureau of Justice Statistics.* www.bjs.gov/content/pub/pdf/pptmc.pdf (accessed May 3, 2016).

Youth.gov. n.d. "Trauma: Children Who Have Experienced Trauma.". http://youth.gov/youth-topics/children-of-incarcerated-parents/children-who-have-experienced-trauma (accessed May 3, 2016).

Further Readings

Guides

Rossen, Eric. 2011. "Supporting Students with Incarcerated Parents." *Principal Leadership* (November). www.nasponline.org/assets/documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Incarcerated_Parents_Nov2011.pdf (accessed May 6, 2016).

This guide offers advice for interacting with and helping COIP.

"What Educators and Schools Need to Know When Working with Children with Incarcerated Parents." n.d. www.spac.k12.pa.us/2010conference/2010%20spac%20conference%20workshop%20handouts/6%20Mona%20Fleeger%20STARS/5%20what%20educators%20and%20schools%20need%20to%20know%20when.pdf (accessed May 6, 2016).

This resource offers tools and guidance for educators working with COIP.

Project WHAT! May 2008. *Resource Guide for Teens with a Parent in Prison or Jail*. http://communityworkswest.org/wp-content/uploads/2010/04/projectwhat2008.pdf (accessed May 6, 2016).

> This resource guide is designed for teens dealing with an incarcerated parent. It provides practical tips for navigating the complex problems that can arise from this situation.

Adalist-Estrin, Ann. n.d. "Common Stress Points." *Children of Incarcerated Parents Library*. http://nrccfi.camden.rutgers.edu/files/cipl303-commonstresspoints.pdf (accessed May 6, 2016).

> This article summarizes the potential emotional journey COIP will experience during their parent's arrest, trial, and incarceration, as well as behaviors to watch out for and be aware of.

Adalist-Estrin, Ann. n.d. "Different Children/ Behaviors." *Children of Incarcerated Parents Library*. http://nrccfi.camden.rutgers.edu/files/cipl304-differentchildrenbehaviors.pdf (accessed May 6, 2016).

> This article explains the effect of parental incarceration at different childhood ages and how the absence of a parent could affect childhood development and behavior.

La Vigne, Nancy G., Elizabeth Davies, and Dianna Brazzell. 2008. "Broken Bonds: Understanding and Addressing the Needs of Children with Incarcerated Parents." Urban Institute (February 12). www.urban.org/research/publication/broken-bonds-understanding-and-addressing-needs-children-incarcerated-parents (accessed May 6, 2016).

> This article provides a comprehensive examination of the particular needs of COIP.

Scholarly Articles

The following list of scholarly articles expands on some of the issues already explored in this document. Those interested in a more research-oriented approach to the issue of COIP may find these articles of interest. Of special interest are articles such as Dallaire, Ciccone, and Wilson (2010) that deal with the effect of parental incarceration on children's education. Although the findings of these articles are generally presented as pertinent primarily to teachers, the authors believe much of the information presented in these articles is also applicable to school librarians.

Cho, R. M. 2009. "Impact of Maternal Imprisonment on Children's Probability of Grade Retention." *Journal of Urban Economics* 65(1): 11–23. doi: 10.1016/j.jue.2008.09.004.

Clopton, K. L. and K. K. East. 2008. "Are There Other Kids Like Me? Children with a Parent in Prison." *Early Childhood Education Journal* 36(2): 195–198.

Dallaire, D., A. Ciccone, and L. C. Wilson. 2010. "Teachers' Experiences with and Expectations of Children with Incarcerated Parents." *Journal of Applied Developmental Psychology* 31: 281–290.

Hagan, J. and H. Foster. 2012. "Children of the American Prison Generation: Student and School Spillover Effects of Incarcerating Mothers." *Law & Society Review* 46(1): 37–69. doi: 10.1111/j.1540-5893.2012.00472.x

Nesmith, A. and E. Ruhland. 2008. "Children of Incarcerated Parents: Challenges and Resiliency, in Their Own Words." *Children and Youth Services Review* 30: 1119–1130.

Nichols, E. B. and A. B. Loper. 2012. "Incarceration in the Household: Academic Outcomes of Adolescents with an Incarcerated Household Member." *Journal of Youth and Adolescence* 41(11): 1455–1471. doi: 10.1007/s10964-012-9780-9.

Nichols, E. B., Loper, A. B., and J. P. Meyer. 2015. "Promoting Educational Resiliency in Youth with Incarcerated Parents: The Impact of Parental Incarceration, School Characteristics, and Connectedness on School Outcomes." *Journal of Youth and Adolescence*. First online: 11 August 2015. doi: 10.1007/s10964-015-0337-6.

Turney, K. and A. R. Haskins. 2014. "Falling Behind? Children's Early Grade Retention after Paternal Incarceration." *Sociology of Education* 87(4): 241–258. doi: 10.1177/0038040714547086.

Resources

Local and National Resources

Directory of Programs Serving Children & Families of the Incarcerated (National Resource Center on Children and Families of the Incarcerated)

> The National Resource Center on Children and Families of the Incarcerated has compiled an extensive list of state, national, and international programs for helping and advocating for COIP.

A Bill of Rights (San Francisco Children of Incarcerated Parents Partnership

> The San Francisco Children of Incarcerated Parents Partnership has created a list of rights that should be advocated for for COIP, as well as some ideas for how to advocate.

Websites

Little Children, Big Challenges: Incarceration (Sesame Street)

> This bilingual toolkit (Spanish and English) is designed to help young children (ages 3-8) deal with parental incarceration. It includes videos featuring Sesame Street characters, a guide for parents and caregivers, a children's book, and other tools.

Children of Incarcerated Parents (Youth.gov)

> This guide offers an overview of the issue and a wide range of resources for different audiences, including educators.

[Helping Traumatized Children Learn](#) (Trauma and Learning Policy Initiative)

> The Trauma and Learning Policy Initiative website advocates for "trauma-sensitive schools" that create safe environments for traumatized children. Free downloads of policy and guide books for designing trauma-sensitive schools are available.

[Childhood Trauma Toolkit for Educators](#) (National Child Traumatic Street Network)

> The National Child Traumatic Stress Network has put together a toolkit for educators dealing with children experiencing trauma. Especially useful is the Suggestions for Educators document.

Videos and Presentations

[Educators Are Critical Partners in Making A Difference in the Lives of Children of Incarcerated Parents](#)
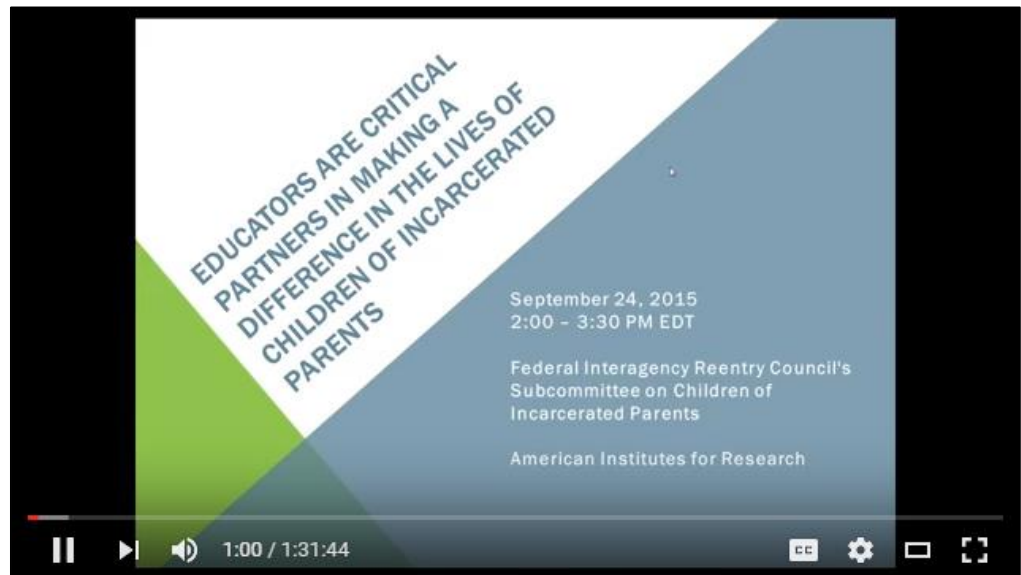
Youth.gov. n.d. "Educators are Are Critical Partners in Making A a Difference in the Lives of Children of Incarcerated Parents." http://youth.gov/youth-topics/children-of-incarcerated-parents/presentations

> This webinar hosted by the Federal Interagency Reentry Council (FIRC) Subcommittee on Children of Incarcerated Parents and the American Institutes for Research includes discussion of the issue of COIP as well as strategies for educators to help students dealing with this issue. This webinar also includes the perspective of a youth with an incarcerated parent.

Programming

Sullivan, Megan. September 3, 2013. "Welcoming Children and Families Affected by Incarceration into Public Libraries." *Public Libraries Online.*

http://publiclibrariesonline.org/2013/09/welcoming-children-and-families-affected-by-incarceration-into-public-libraries/.

> This article provides ideas for programming and resources to make the library a more welcoming and useful place for children and other family members of incarcerated people.

Jail and Prison Libraries (Brooklyn Public Library)

> This website describes some of the resources made available to incarcerated persons and their families through the Brooklyn Public Library. Notable programs include the TeleStory program, which allows children and their incarcerated parent to read a book together through a live video feed at no cost, and the Daddy/Mommy & Me program, which teaches incarcerated parents how to help with their child's education from afar and enables the parent to record a reading of their favorite book which is given to their child.

Companions Journeying Together - Programs

> Companions Journeying Together provides services to help improve the emotional and mental health of incarcerated people and their families. Aunt Mary's Storybook Project gives incarcerated mothers the opportunity to record themselves reading a book, which will later be given to their child. Fathers Read allows incarcerated fathers to read books to their children once a month.

Practical Tips

Tip Sheet for Mentors: Supporting Children Who Have an Incarcerated Parent (Youth.gov)

> This tip sheet provides guidance for mentors looking to help a child with an incarcerated parent.

Tip Sheet for Teachers (Pre-K through 12): Supporting Children Who Have an Incarcerated Parent (Youth.gov)

> This tip sheet offers advice to educators for interacting with and helping COIP.

Mustin, Jim, and Ann Adalist-Estrin. n.d. "Jail and Prison Procedures: Information for Families." *Children of Incarcerated Parents Library*. http://nrccfi.camden.rutgers.edu/files/cipl106-jailandprisonprocedures.pdf (accessed May 6, 2016)

> This guide offers practical advice for visiting an incarcerated individual, as well as sending them mail and calling them. It offers information on what to bring, what not to bring, and what to expect when visiting an incarcerated person.

Top Ten Things You Should Know (Project Avary)

This resource succinctly describes some basic knowledge adults should have when interacting with COIP.

[Tips for Talking with and Helping Children and Youth Cope after a Disaster or Traumatic Event](#) (Substance Abuse and Mental Health Servicse Administration)

COIP may have experienced trauma before, during, or after their parent's arrest or incarceration. This guide offers advice for how to appropriately speak with traumatized children.

Legislation

[The Adoption and Safe Families Act: Barriers to Reunification between Children and Incarcerated Parents](#)

National Resource for Permanency and Family Connections. May 2012. "Information Packet: The Adoption and Safe Families Act: Barriers to Reunification between Children and Incarcerated Parents." www.hunter.cuny.edu/socwork/nrcfcpp/downloads/information_packets/TheAdoptions&SafeFamiliesActBarrierToReunificationBetweenChildren&IncarceratedMothers.pdf.

This guide contains information on navigating the Adoption and Safe Families Act, which can cause problems during reunification of COIP and their formerly incarcerated parent.

Collection Development

Many of the following resources were drawn from [Recommended Reading](http://sfonline.barnard.edu/children/reading.htm) (http://sfonline.barnard.edu/children/reading.htm) by Venezia Michalsen:

For Young Children

Bergen, Suzanne and Kathleen Hodgkins. 1997. *My Mom Went to Jail.* Madison, WI: The Rainbow Project, Inc.

Brisson, Pat Laurie Caple (Illustrator). 2004. *Mama Loves Me from Away.* Honesdale, PA: Boyds Mills Press.

Gesme, Carole, Michele Kodpfmann, and Lisa Schmoker. 1993. *Help for Kids! Understanding Your Feelings about Having a Parent in Prison or Jail for Kids Ages Six and Older.* Minneapolis, MN: Pine Tree Press.

Hickman, Martha Whitmore and Larry Raymond (Illustrator). 1990. *When Andy's Father Went to Prison.* Niles, IL: Albert Whitman and Company.

St. Pierre, Stephanie. 1994. *Everything You Need to Know When a Parent Is in Jail.* New York: Rosen Publishing Group.

Woodson, Jacqueline. 2002. *Our Gracie Aunt.* New York: Hyperion.

For Teens and Older Children

Booth, Coe. 2007. *Tyrell*. New York: Push.

DeClements, Barthe. 1989. *Five Finger Discount*. New York: Delacorte Press for Young Readers.

Ellis, Deborah. 2007. *Jakeman*. Markham, Ontario: Fitzhenry & Whiteside.

Gewirtz, Adina Rishe. 2013. *Zebra Forest*. Somerville, MA: Candlewick Press.

La Valle, John J. 1995. *Coping When a Parent Is in Jail*. New York: Rosen Publishing Group.

Paterson, Katherine. 2002. *The Same Stuff as Stars*. New York: Clarion Books.

Walker, Jan. 2012. *Romar Jones Takes a Hike*. Gig Harbor, WA: Plicata Press.
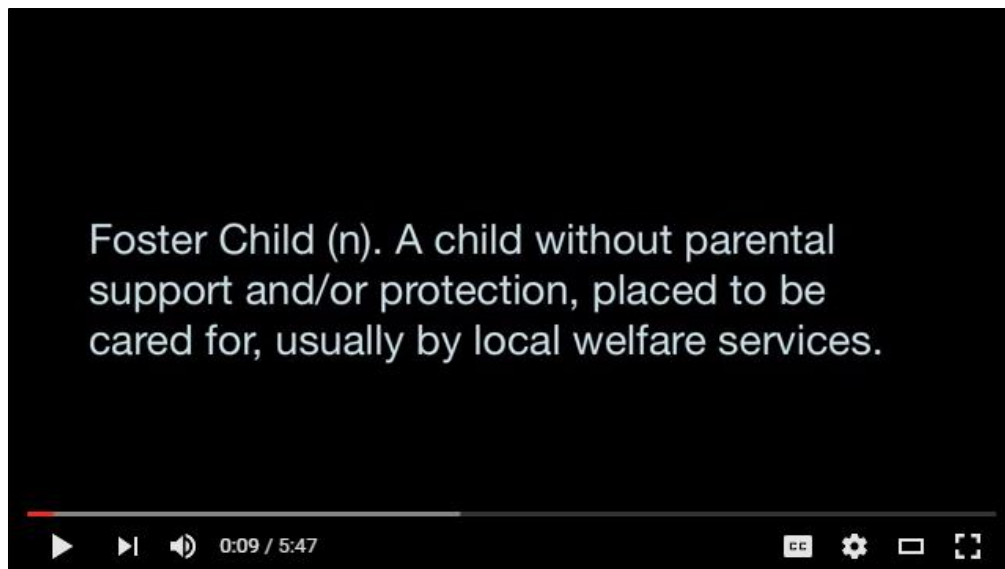
FOSTER CHILDREN

Introduction

As a school librarian, you work with many different children during the course of a given day. While your goal as a school librarian may be to foster traditional and digital literacy skills in students, you may also be providing a service to students who may never have set foot in a library before or who might not have access to books and technology in the home. In some cases, these children may not have a stable home to go to at the end of the day and may not have access to materials needed for class; school may be the only stable thing in their life.

In fact, in the United States today there are approximately 500,000 children in the foster care system. This number has nearly doubled over the past 30 years and continues to grow, particularly with better methods of detecting child abuse (U.S. Department of Health and Human Services). With the number of foster children in the system, there is a good chance you have encountered a foster child. The following video talks about foster care from the perspective of foster children and shares some common statistics and definitions related to foster youth.

Foster Child (n). A child without parental support and/or protection, placed to be cared for, usually by local welfare services.

0:09 / 5:47

REACH. 2010. "Forward Advocacy." https://youtu.be/0X7h7M9D7Zl (accessed April 29, 2016).

There are many unique challenges that foster youth face on a daily basis. They may not have the needed materials to complete their coursework, such as Internet access, books, paper and pens and a quiet place to study or work. They may shift homes frequently, and they may have unique behavioral challenges because of the lack of stability and consistency in their life. They may not be able to find the books they checked out from the library because they move to a new home each week. They may not have an adult in their life to encourage them with their school work and in some cases, as the school librarian, you may find yourself in this role. Less than three percent of foster youth attend college, which is a sad and staggering statistic (Texas Children's

Commission 2004). School librarians may find themselves in the role of advocate as the student begins to think about life beyond middle or high school.

The following resources will help you along the journey of working with foster children in your library. As you seek to create programs and services to address the unique needs of foster youth, the following resources can guide you to clearinghouses, websites, and other materials for creating innovative programs that address the needs of foster youth in schools.

Works Cited

U.S. Department of Health and Human Services. Administration for Children and Families. http://www.acf.hhs.gov. (accessed on May 21, 2016).

Texas Children's Commission. January 2004. Research Highlights on Education and Foster Care. http://texaschildrenscommission.gov/media/2481/Research_Highlights.pdf (accessed on May 21, 2016).

Further Readings

If you are working with foster care youth in your school library or have a group of students that you would like to work with, the first step is to develop an understanding of the unique needs of these students. The following readings will help you get started with basic knowledge and understanding of ways that school librarians can make a positive difference in the lives of foster youth.

Articles

Urban Libraries Council. n.d.. "Improving Library Services to Foster Children." www.urbanlibraries.org/improving-library-services-to-foster-children-innovation-779.php?page_id=169 (accessed May 2, 2016).

> This article covers an innovative program that connects foster care children to their local public library. It talks about challenges facing foster youth such as access issues for getting library cards. School librarians may want to create special programs for children who want to check out books, regardless of fines and other issues. For children who move around a lot, it is common to lose books and other materials as they are shuffled from place to place. This article creates awareness about this issue.

Posnick-Goodwin, S. (n.d.). "Foster Children: Fostering Their Success in School." https://www.cta.org/en/Professional-Development/Publications/2012/11/November-2012-Educator-Magazine/Foster-kids-need-you.aspx (accessed May 2, 2016).

> This article includes common barriers to education that foster youth face, such as being behind in school, emotional issues that relate to abuse, neglect and displacement from their home, and possibly not having received credit in school that they have already earned due to

moving around so much. Issues such as school records and behavior management are covered.

Infographics and Brochures

National Resource Center for Permanency and Family Connections. 2014. *Fostering Success in Education: National Fact Sheet on the Educational Outcomes of Children in Foster Care.* www.fostercareandeducation.org/DesktopModules/Bring2mind/DMX/Download.aspx?EntryId=1279&Command=Core_Download&method=inline&PortalId=0&TabId=124 (accessed May 2, 2016).

> This resource is a comprehensive fact sheet about educational outcomes for children living in foster care, complete with statistics and other research highlights related to fostering success in education for children in foster care.

Scholarly Articles

Gilligan, R. 2000. "Adversity, Resilience and Young People: The Protective Value of Positive School and Spare Time Experiences." *Children & Society* 14(1): 37–47.

> This article covers policy and practice related to fostering resiliency in children, particularly children who are at-risk. Topics covered include how to establish a "secure base" and how to ensure that students are growing their self-worth and self-efficacy skills and how that relates to positive school experiences.

State and National Reports

Frerer, K., L. Sosenko-Davis, R.R. Henke. 2013. *At Greater Risk: California Foster Youth and the Path from High School to College.* Stuart Foundation. www.stuartfoundation.org/docs/default-document-library/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6 (accessed May 2, 2016).

> This report includes colorful graphs depicting data on the state of foster youth in California. The report is consistent with national trends regarding foster youth, such as low college entrance rates, higher than average rates of disability, and low school performance.

Resources

The following resources can be used for program development and to gain more background into how to help foster care youth in your school.

National Resources

United States Department of Health and Human Services. 2016. "National Foster Care Month 2016." https://www.childwelfare.gov/fostercaremonth/?utm_source=nfcm-org&utm_medium=manual-click&utm_campaign=NFCM15 (accessed May 2, 2016).

This website offers links for children, foster parents and communities who are interested in helping foster youth. It also has a link to real-life stories that would be helpful for school librarians wanting to understand the challenges facing foster youth. The site also provides links to additional publications and information about celebrating National Foster Care Month in May.

National Resource Center for Permanency and Family Connections. 2014. "Education and Child Welfare." www.nrcpfc.org/is/education-and-child-welfare.html (accessed May 2, 2016).

This website provides links to resources for early childhood education, K-12 and postsecondary issues facing foster children and other helpful websites and resources.

State or Local Resources

American Bar Association. 2008. *Blueprint for Change: Educational Success for Children in Foster Care.* www.americanbar.org/content/dam/aba/publications/center_on_children_and_the_law/education/blueprint_second_edition_final.authcheckdam.pdf (accessed May 2, 2016).

This publication covers most states and the laws that are associated with foster youth as it pertains to education. For example, some states have laws that regulate children being able to stay in the same school, even if they move frequently. This is a great resource for school librarians to be aware of for educating teachers, principals, and foster parents about the rights of foster children and education.

Resources for High School Students Who Are "Aging Out" of the Foster Care System

Opportunity Passport (Jim Casey Youth Opportunities Initiative)

Opportunity Passport is a program that helps youth understand and achieve financial independence and helps prepare them for aging out of the system, sometimes even while they are still in secondary school.

One Laptop (Foster Care Counts)

Foster Care Counts is a program that helps foster children get resources for attending college. This is a program that could be supported by school libraries for foster children on the path to college. Sometimes just knowing that there is someone in your corner can help a foster child get out of a negative spiral and encourage him to aim high. For most students attending college, they often find themselves in a situation at one time or another where they need help from a parent or loved one. Sadly, for foster children, this could be the difference between staying in college or having to drop out.

Foster Care to Success. "How You Can Help Build a Student Care Package." www.fc2success.org/programsmentoring-and-support/build-a-student-care-package.

Foster Care to Success. "Our Programs: FC2S Student Emergency Fund and Book Club." www.fc2success.org/programs/red-scarf-project-and-book-club.

> Foster Care to Success is one of the oldest national 401(c)3 organizations that works exclusively with college-bound foster youth. For over thirty years, the organization has been providing a wide range of services and outreach initiatives to ensure that foster youth have an opportunity to be successful after they "age out" of the foster care system. Below are a few of the programs that this organization provides to college bound students.

Programming

The following are sample programs that other libraries have developed to help foster youth become college ready and engaged in their communities. School libraries are in a unique position to offer similar programs to help engage foster children in school during the summer months or to partner with colleges and universities to increase the number of foster youth going to college. While some of these programs originated out of different contexts, school libraries could be an incubator for similar programs for foster youth at the elementary, middle school, or secondary level.

Book Drives and Leadership Project

Balusik, Chris. 2016. "Librarian's Fund Drive to Aid Foster Kids." www.chillicothegazette.com/story/news/local/2016/04/08/librarians-fund-drive-aid-foster-kids/82788630.

> The article details a program created by a school librarian who wanted to ensure all children in her library had access to new books through book fairs and felt emotionally supported in school. She started a book drive so all kids could have books on book fair day and enlisted the help of kids in her library to package the books and write notes of encouragement to go inside each package. Through this program she provided much needed access to books to foster children as well as leadership opportunities to all children in her library.

College-Readiness Programs

Many school libraries are able to provide college-readiness programs to foster youth. With less than three percent of foster youth entering college, it is imperative that schools partner with community agencies and others to ensure that foster youth are educated about the opportunities that exist once they are no longer in secondary schools (National Working Group on Foster Care Education 2014). The following are some resources for talking to foster youth about college.

Federal Student Aid (U.S. Department of Education)

> The Federal Student Aid website provides a college-readiness checklist that can be printed and distributed in your school library.

FosterEd Program. (National Center for Youth Law)

The FosterEd Program is a research based model currently being piloted in three states. At the core of the model is identification of people at the child's school (in addition to other community agencies and parents) who can advocate and support the child in attaining educational and life success. There is potential for school libraries to be one of the support prongs in this model.

Programs That Partner with Universities

Many foster children do not realize that their performance in middle and high school will affect their prospects for college and career after they graduate. School libraries are the perfect place to educate foster youth about endless opportunities and possibilities that await them after they age out of the foster system. The following are some good programs where libraries and school districts have partnered with other agencies to provide digital literacy and other training to foster youth during out of school time.

PRWeb. 2016. "Rhode Island Foster Youth at First Star URI Academy Complete Inaugural Summer." http://www.prweb.com/releases/2012/8/prweb9764554.htm.

Established in connection with First Star Academy, this program brings junior and senior high school students in the foster care system to a residential setting at a university for the summer. The program helps students learn digital literacy and life skills, and helps them bridge the gap for college readiness. The goal of the program is to offer foster children hope about the possibility of attending college once they age out of the foster system.

University of Rhode Island. 2012. First Star URI Academy. https://youtu.be/yIK9uyB_6Uo (accessed May 2, 2016).

UCLA News/Week. 2011. "Foster Kids Thrive at UCLA." https://youtu.be/iF_CvqkGUy4 (accessed May 2. 2016).

Online Programs

ABCmouse.com; SLJ. July 3, 2014. "Free Online Curriculum: ABCmouse.com for Libraries Launches at ALA." www.slj.com/2014/07/public-libraries/free-online-curriculum-abcmouse-com-for-libraries-launches-at-ala-ala-2014.

> This online curriculum is offered free to children who are in the foster care system. The online curriculum is geared toward preschool and elementary-aged children and could be incorporated into school library curriculum.

Practical Tips

Brochures and Fact Sheets

Advocates for Children of New York. 2009. "The Importance of School Stability for Youth in Foster Care." www.advocatesforchildren.org/sites/default/files/library/school_stability_youth_fostercare.pdf?pt=1 (accessed May 2, 2016).

American Human Society. 2011. "Education Is the Lifeline for Youth in Foster Care." www.americanhumane.org/children/stop-child-abuse/advocacy/educationfostercareresearchdatasheetjuly2011-00005200.pdf (accessed May 2, 2016).

Foster Care. 2008. "What Teachers and Educators Can Do to Help Youth in Foster Care." http://fosteringsuccessmichigan.com/uploads/misc/EducatorsFC.pdf (accessed May 2, 2016).

Legislation

Approved Legislation

Every Student Succeeds Act. December 2015.
www.help.senate.gov/imo/media/doc/ESSA%20FINAL%20Conference%20Report.pdf (accessed May 2, 2016).

> The Senate bill may be helpful for principals and other educators who want to ensure that their school and school libraries are following the law in relation to foster children. The bill that was passed in November 2015 and signed into law in December 2015 ensured inter-agency collaboration for foster children. One major change is that foster children can remain in one school, regardless of how many times they move throughout the school year. Another change is that the state must track the educational achievement of foster children and are responsible for ensuring that they can achieve educational success.

Other Reports

National Conference of State Legislatures. May 2013. "Educating Children in Foster Care: State Legislation 2008-2012."
www.ncsl.org/portals/1/documents/cyf/educatingchildreninfostercare.pdf (accessed May 2, 2016).

> This report contains state-level responses to the foster care educational crisis in the United States and discusses what states have done to ensure educational stability and transportation to foster youth. The report covers early childhood development and postsecondary educational benefits and outlines ways agencies can collaborate to ensure foster children do not fall through the cracks.

National Conference of State Legislatures. October 2015. "Foster Care Bill of Rights." www.ncsl.org/research/human-services/foster-care-bill-of-rights.aspx (accessed May 2, 2016).

> The Foster Care Bill of Rights has been enacted in 15 states and is set forth with the hopes that children in the foster care system will be educated about their rights. In the past, many foster children did not understand that they had the right to participate in extracurricular activities or other educational opportunities. The goal is that all foster youth will know of their rights and opportunities under the law.

Frey, Susan. December 2015. "States Must Now Track the Educational Progress of Foster Youth." http://edsource.org/2015/states-must-now-track-the-educational-progress-of-foster-youth/91860 (accessed May 2, 2016).

> This article discusses the ESSA law, which requires states to track foster care as a separate subgroup for data keeping in order to ensure educational attainment among foster youth.

Collection Development

Books

The following books are suggested for school library collections; most focus on children in the foster care system or teachers looking for professional development on the topic.

Beam, Cris. 2014. *To the End of June: The Intimate Life of American Foster Care*. Boston, MA: Mariner Books. www.amazon.com/End-June-Intimate-American-Foster/dp/0544103440/ref=sr_1_1?ie=UTF8&qid=1460925743&sr=8-1&keywords=foster+care.

> This book, written by an American foster mother, discusses the current state of the system from multiple perspectives. Written in narrative form, it follows the lives of many real-life people living and navigating within the foster care system and is based on personal accounts and interviews.

Wilgocki, Jennifer. 2002. *Maybe Days: A Book for Children in Foster Care*. Washington, DC: American Psychological Association. www.amazon.com/Maybe-Days-Book-Children-Foster/dp/1557988021.

> This book was written for preschool and elementary-aged children in foster care. It covers topics such as emotions, questions that children ask, and the role of the many adults (social workers, teachers, foster parents, etc.) in the lives of foster children.

Levinson Gilman, J. and O'Malley, K. 2008. *Murphy's Three Homes: A Story for Children in Foster Care*. Washington, DC: Magination Press. www.amazon.com/Murphys-Three-Homes-Children-Foster/dp/1433803852/ref=sr_1_7?ie=UTF8&qid=1460925743&sr=8-7&keywords=foster+care.

> This picture book is written for elementary-aged children and depicts the story a puppy that is shifted from home to home and the feelings and sensory and adjustment issues he experiences.

Hart, Angela. 2016. *Terrified: The Heartbreaking True Story of a Girl Nobody Loved and the Woman Who Saved Her*. St. Louis, MO: Bluebird Publishing. www.amazon.com/Terrified-sampler-heartbreaking-story-nobody-ebook/dp/B018Y1QBYU/ref=sr_1_10?ie=UTF8&qid=1460925743&sr=8-10&keywords=foster+care.

> This book is written from the foster parent perspective, is geared more towards middle or high school aged youth and adults. It traces the story of a foster girl who appeared on the author's doorstep and the painstaking journey that ensued.

HOMELESS YOUTH

Introduction

Homelessness can be especially difficult for children. Almost 2.5 million children experienced homelessness in the U.S. in 2013 according to a calculation using the most recent U.S. Department of Education data on homeless children in U.S. public schools and 2013 U.S. Census data (American Institutes for Research 2014); that's one in 30 children. For librarians who wish to assist homeless children and youth in schools or the community, understanding this population is an important first step.

Among all homeless children and youth, 78 percent (or 140,965) were part of a homeless family with children; 7 percent (or 36,907) were unaccompanied homeless youth. Most unaccompanied youth (87 percent or 32,240 people) were between the ages of 18 and 24; the remaining 13 percent (or 4,667 people) were under the age of 18 (U.S. Department of Housing and Urban Development Office of Community Planning and Development 2015).

The total number of homeless students enrolled by state for the 2013–2014 school year was 1,301,239 (National Center for Homeless Education 2015). According to Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, the term "homeless children and youth" are defined as individuals who lack a fixed, regular, and adequate nighttime residence (U.S Department of Education 2004). This term includes children and youths who share housing with others due to loss of housing, economic hardship, or a similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement. This term also applies to children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, for example, children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

> "Compared to non-homeless children, homeless children are twice as likely to repeat a grade, have twice the rate of learning disabilities, and have three times the rate of emotional and behavioral problems."

Homelessness results from the combined effects of extreme poverty, lack of affordable housing, decreasing government supports, parents raising children alone, domestic violence, and fractured social supports. The experience of homelessness results in a loss of community, routines, possessions, privacy, and security. Children, mothers, and families who live in shelters must make significant adjustments to shelter living and are confronted by other problems, such as the need to re-establish a home, interpersonal difficulties, mental and physical problems, and child-related difficulties such as illness.

Homelessness also makes families more vulnerable to other forms of trauma such as physical and sexual assault, witnessing violence, or abrupt separation. The stress related to these risks comes in addition to the stress resulting from homelessness itself and can impede recovery due to ongoing traumatic reminders and challenges.

"Children bear the brunt of homelessness and are sick at twice the rate of other children. They suffer twice as many ear infections, have four times the rate of asthma, and have five times more diarrhea and stomach problems. Homeless children go hungry twice as often as non-homeless children. More than one-fifth of homeless preschoolers have emotional problems serious enough to require professional care, but less than one-third receive any treatment (National Child Traumatic Stress Network 2005)."

Additionally, "compared to non-homeless children, homeless children are twice as likely to repeat a grade, have twice the rate of learning disabilities, and have three times the rate of emotional and behavioral problems. Half of school-age homeless children experience anxiety, depression, or withdrawal compared to 18 percent of non-homeless children. By the time homeless children are eight years old, one in three has a major mental disorder (National Child Traumatic Stress Network 2005)." These are not only challenges in themselves but they may also be faced with other adversities, putting a child at greater risk for trauma reactions and making recovery difficult.

Works Cited

American Institutes for Research. 2014. "America's Youngest Outcasts: A Report Card on Child Homelessness." http://www.air.org/sites/default/files/downloads/report/Americas-Youngest-Outcasts-Child-Homelessness-Nov2014.pdf

National Center for Homeless Education. 2015. "Federal Data Summary School Years 2011-12 to 2013-14 Education for Homeless Children and Youth." https://www2.ed.gov/programs/homeless/data-comp-sy13-14.pdf.

National Child Traumatic Stress Network. 2005. "Facts on Trauma and Homeless Children." www.nctsnet.org/nctsn_assets/pdfs/promising_practices/Facts_on_Trauma_and_Homeless_Children.pdf.

U.S. Department of Education. 2004. "Education for Homeless Children and Youth Program: Title VII-B of the McKinney-Vento Homeless Assistance Act." www2.ed.gov/programs/homeless/guidance.pdf.

U.S. Department of Housing and Urban Development Office of Community Planning and Development. 2015. "The 2015 Annual Homeless Assessment Report (AHAR) to Congress; Part I Point-in-Time Estimates of Homelessness." 40-46. https://www.hudexchange.info/resources/documents/2015-AHAR-Part-1.pdf.

Further Readings

The sources featured in this section offer insight into a number of initiatives implemented by librarians and other educators to serve homeless children at their respective institutions. The articles that feature successful programs discuss outreach with community members that take the library to the children, whether at shelters or in a public library setting. Other articles featured in this section provide tools and tips to help librarians better understand the plight of homeless students and what they can do to improve access to educational resources.

Abramson, Ilene. 2003. "A Haven for Homeless Kids." *School Library Journal* 49 (1): 41. http://lj.libraryjournal.com/2003/01/ljarchives/a-haven-for-homeless-kids/

Adams, Helen R. 2013. "At-Risk Students and the School Library." *School Library Monthly* 29 (6): 28.

Adams, Helen R. 2011. "Serving Homeless Children in the School Library-Part 2." *School Library Monthly* 27 (4): 52.

Adeyemon, Earnestine. 2009. "Integrating Digital Literacies into Outreach Services for Underserved Youth Populations." *The Reference Librarian* 50 (1): 85–98.

Agosto, Denise E. 2008. "The Lubuto Library Project: As a Model of School Library Media Services for Disadvantaged Youth." *Knowledge Quest* 37, (1): 38. https://static1.squarespace.com/static/557edb36e4b0c3993dee95d1/t/55929d70e4b0224fac559048/1435671920064/knowledgequest.pdf

Ishizuka, Kathy. 2003. "DC Media Centers Extend Hours." *School Library Journal* 49 (2): 20. http://lj.libraryjournal.com/2003/02/ljarchives/dc-media-centers-extend-hours/

Kim, Jinhee. 2013. "Confronting Invisibility: Early Childhood Pre-Service Teachers' Beliefs toward Homeless Children." *Early Childhood Education Journal* 41 (2): 161–9.

Miller, Willie, and Mindy Cooper. 2014. "Library WOW! Fun Outreach and Orientation in an Academic Library." *Indiana Libraries* 33 (2): 58–60. https://journals.iupui.edu/index.php/IndianaLibraries/article/view/17953/pdf_944

Terrile, Vikki C. 2009. "Library Services to Children, Teens and Families Experiencing Homelessness." *Urban Library Journal* 15 (2). http://ojs.gc.cuny.edu/index.php/urbanlibrary/article/view/1257/1327

Resources

Infographics and Brochures

Seattle University's Project on Family Homelessness Information from the National Center for Homeless Education. n.d. *Classroom Indicators of Homelessness.* http://firesteelwa.org/wpsystem/wp-content/uploads/2014/09/Classroom-indicators-of-homelessness-infographic-final-92.png (accessed May 6, 2016).

> This infographic gives physical and verbal indications that may help librarians and educators identify students who are experiencing homelessness. If a student is exhibiting common signs they may be struggling in this area, librarians can identify the proper resources to disseminate to the student, their parents, or school administration.

National Center for Homeless Education. n.d. W*hat You Need to Know to Help Your Child in School.* http://center.serve.org/nche/downloads/parentbrochure_eng.pdf (accessed may 6, 2016).

> This brochure gives pertinent information related to the McKinney-Vento Homeless Assistance Act, as well as important contact information and frequently asked questions. The guide was primarily created to inform parents on their children's rights as homeless students regarding their education.

Local and National Resources

The following are national organizations in the U.S. that provide assistance to those experiencing homelessness or are in a crisis situation. Several organizations also provide assistance with issues related to the education of a child or youth experiencing homelessness.

Local Contacts for Services to Homeless Children and Youth (PDF)

> The PDF provides a list of suggested individuals and organizations for librarians to contact in their respective states.

National Center for Homeless Education (NCHE) Helpline

> The NCHE Helpline offers assistance related to education issues of children and youth who are experiencing homelessness. Resources available from the NCHE can be used by school personnel, parents, community organizations, and shelter providers. Support can be found on the web, by calling 1-800-308-2145), or by e-mail at homeless@serve.org.

Crisis Intervention – Girls and Boys Town National Hotline

> This 24-hour crisis hotline (1-800-448-3000) offers resources and a referral line for youth and parents.

National Runaway Safeline

This organization provides support and services to runaway youth, parents, school, and community members—call 1-800-RUNAWAY, or text 66008.

Toolkits and Guides

ALA. Council. January 27, 2013. *ALA Policy Manual Section B: Positions and Public Policy Statements*. www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/policymanual/Links/cd_10_2_Section%20B%20New%20Policy%20Manual-1%20%28final%204-11-13%20with%20TOC%29.pdf (accessed May 6, 2016).

> Section B.8.10-11 of the ALA Policy Manual outlines the guidelines and policies related to library service to the poor. These sections focus on the importance of serving poor and homeless populations and practical solutions librarians can implement in their service.

ALA Social Responsibilities Round Table and Office for Literacy and Outreach Services. 2012. *Extending Our Reach: Reducing Homelessness through Library Engagement*. www.ala.org/offices/sites/ala.org.offices/files/content/olos/toolkits/poorhomeles s_FINAL.pdf (accessed May 6, 2016).

> This comprehensive toolkit gives users guidelines for meaningful library service to homeless patrons. Included in this toolkit are important key terms and their definitions; advice for meeting the needs of the homeless population; programming ideas with model programs; and ALA policies.

National Association for the Education of Homeless Children and Youth. n.d. *Unaccompanied Youth Toolkit for High School Counselors and McKinney-Vento Liaisons*. www.naehcy.org/toolkit-high-school-counselors (accessed May 6, 2016).

> This toolkit provides resources to school counselors and McKinney-Vento Liaisons. Librarians may find this toolkit useful when homeless students encounter educational challenges. It also provides resources that refer educators to appropriate services related to homelessness.

Programming

DeKalb Public Library Project Horizons

> Project Horizons is an outreach initiative by the DeKalb Public Library in Decatur, Georgia. This program, which has been active for over 20 years, brings library services to many of the homeless shelters in the county, where they work with children and their parents. Services include promoting early literacy skills, homework help and free books, and helping parents find ways to interact with their children that promote good reading habits and encourage students to stay in school. This document is a guide to other librarians who wish to establish this kind of outreach service in their area.

[The Yellow School Bus Project: Helping Homeless Students Get Ready for School](#) (PDF)

> This article describes the Yellow School Bus Project, a community program jointly sponsored by religious, civic, fraternal, business, and nonprofit organizations in Durham, New Hampshire, to provide homeless children with supplies and clothes to help them succeed in school.

[The Library at the Boys and Girls Club of Santa Barbara, CA](#)

> Another example of services available to homeless and underserved students outside of school, the Boys and Girls Club of Santa Barbara, California, offers programming and a library where local children can get help with homework, enhance their literacy skills, and participate in extracurricular activities.

[Multnomah County Library Outreach Services](#)

> Multnomah County Library in Portland, Oregon, provides a large number of outreach services. One service in particular is their outreach services to homeless shelters and transitional housing. Volunteers deliver books, periodicals, movies, and puzzles to children and teens each month.

Lesson Plans

[Preparing Teachers to Work Effectively with Children Who Are Homeless](#) (Jonathon's Heart)

> This lesson plan was developed by Jonathon's Heart, a teacher-education curriculum subsidiary of Hear Us, which aims to raise awareness of and sensitivity to homeless children. It presents educators with resources to learn more about homeless students in order to get a better understanding of who they are and the best strategies to serve them in an educational setting.

Practical Tips

Tips for Use in the Library

If there are homeless students at your school, there may be some difficulty in coming up with strategies to reach them if they need assistance. Some homeless students may not be familiar with using a library and its services. A good starting point would be to educate yourself about the homeless student population so that you may better serve them. The following practical suggestions are from *Serving Homeless Children in the School Library* by Helen R. Adams and will help librarians give the best service possible to these students:

- Implement materials or a collection that reflect a culturally diverse student community.

- Select books on poverty and homelessness to enable homeless students to see themselves in the collection and their housed peers to learn about those conditions.

- Stock libraries with basic supplies commonly needed to complete assignments.

- Welcome new students and provide a library map, brochure describing library usage policies, a brief tour, and orientation to library resources.

- Assign a library buddy for elementary students.

- Set clear, consistent rules that provide structure to library use.

- Provide individual support and frequent encouragement to students as they seek resources and work on assignments.

- Provide the one-on-one attention homeless students often desire.

- Respect students' privacy in library usage and personal confidences.

- Remove fines and other financial barriers to students. Reserve a collection of books that children can keep, possible from donations.

- Help students plan where library books can be stored safely, and provide a calendar showing the day library books are due.

- Seek alternate ways to replace lost/damaged books such as asking a local service organization to establish a small fund for that purpose or offering students the option to work in the library to pay for a fine or book replacement.

Ideas for Outreach Programs and Services

Learning continues even outside of school. Homeless students struggle more than non-homeless students because they may not have access to books, help with homework, computers with Internet, or even a quiet place to study. It is in the student's interest to meet them where they are. The following tips offer suggestions to provide a more comprehensive approach to providing library service to homeless students:

- Provide/offer social worker services in the library.

- Pair arts and crafts and literacy programs to develop skills at which this population already excels.

- Partner with schools and public libraries that address homelessness in youth (these may vary from state to state or city to city).

- Bring services to food banks, shelters, and other community organizations working with persons who are homeless; consider partnering with these organizations to offer relevant information sources, outreach services, social interaction, and entertainment.

- Read to younger children at a homeless shelter to generate an early interest in reading.

- Collect donated materials to distribute to homeless shelters or have available for free to students in the school library.

- Support local events held in homeless shelters or community centers by advertising in the school library.

- Host a game night or game-based programs at shelters or in the school library. Even simple fun can help children and teens briefly escape the harsh realities of homelessness.

Tips for Use at Your Institution

Librarian communication with school faculty and administration is key to identifying the homeless student population and finding the most effective tools to help them succeed. As a librarian, you may be these students' best advocate. These suggestions may be shared with colleagues to generate a collective effort to support homeless students' educational endeavors.

- Understand the rights of the homeless or other marginalized groups.

- Implement staff sensitivity training to eliminate the antagonistic policy trend toward persons experiencing homelessness.

- Provide guides or literature to help faculty/librarian perceptions of homeless students.

- Collaborate with administrators and faculty to identify students who need additional services.

- Share lesson plans and resources with teachers about students living in poverty and experiencing homelessness.

Parental Involvement

Parents play a strong role in their child's education and children are more successful in school if a parent is involved. The following suggestions offer solutions to communicate with parents so they may see the value of their children using the library and engage in their child's studies:

- Encourage parents and caregivers to read to their children regularly.

- Invite parents as part of an open house visit to highlight what the library has to offer.

- Host a Family Reading Night at the library or at a homeless shelter.

- Provide resources to parents to aid in the event of homelessness. This may include contact information of local social services, McKinney-Vento Legislative rights, suggested books, or upcoming programs.

Funding

School librarians may face financial challenges when developing outreach services. Programming and services outside school property may be outside of the library's budget. The following suggestions may help to overcome the difficulties of funding extra-curricular library services:

- Search for grants

- Seek, accept, and distribute donated materials

- Consider volunteering your time

- Hold fundraisers

- Partner with public libraries

Legislation

National Association for the Education of Homeless Children and Youth. April 2016. *Summary of the Major Amendments on Homelessness and Foster Care in the Every Student Succeeds Act.* http://www.naehcy.org/sites/default/files/dl/legis/ESEAFINALSUMMARYSHORTFINAL.pdf

U.S. Department of Education. July 2004. Education for Homeless Children and Youth Program; Title VII-B of the McKinney-Vento Homeless Assistance Act. http://www2.ed.gov/programs/homeless/guidance.pdf (accessed May 6, 2016).

> The McKinney-Vento Education of Homeless Children and Youth Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states to support district programs that serve homeless students.

Collection Development

The following lists are children's book titles librarians may want to consider adding to their collection that reflect the lives of the homeless. Some of these lists will have the books organized by grade or reading level.

Children's Books(Jonathon's Heart)

Suggested Children's Books (Food Bank of Western Massachusetts)

Books about Homeless Youth (Richland Library, SC)

MIGRANT-WORKER FAMILIES

Introduction

In the United States, migrant-worker families are defined as families who migrate to find work in agricultural or fishing industries. Seventy-seven percent of migrant workers reported Mexican-born ethnicity (U.S. Dept. of Labor 2012). Children of migrant workers move frequently throughout the school year, often changing schools multiple times a year. According to the Office of Migrant Education, children of migrant workers face challenges, including poverty, language, and cultural barriers (U.S. Dept. of Ed. 2013). Education can be a challenge for children of migrant workers due to frequent relocations throughout the school year and low educational attainment by their parents. According to the Hispanic Policy Development Project, migrant parents have a strong desire to help their children succeed academically (Nicolai and Ramos 1990).

While some children in migrant-worker families may also have undocumented legal residency status in the United States, educators must be careful to not make assumptions about a student's legal residency status. Seventy-three percent of children of undocumented parents are legal residents of the U.S. (Passel and Cohn 2009). However, children in migrant-worker families and undocumented students face many of the same challenges in terms of low educational attainment, as only 54 percent of undocumented students have at least a high school diploma (Passel and Cohn 2009).

Blackmore, Janice. 2012. "Who We Are: A Peek into the World of Migrant Youth." https://youtu.be/AbsQTdOgI-o. (accessed May 3, 2016).

School librarians can help close the achievement gap between migrant and non-migrant students by providing additional support for migrant-worker families through innovative programs and non-traditional opportunities for family engagement within the school. In areas with large migrant-worker populations, school librarians can establish partnerships with outside organizations that support migrant education efforts and initiatives.

This student-produced documentary features Mt. Vernon, Washington, students talking about their experiences as migrant youth.

Works Cited

U.S. Department of Education. 2013. (http://www2.ed.gov/about/offices/list/oese/ome/aboutus.html). (accessed May 5, 2016).

U.S. Department of Labor. 2012. (https://www.doleta.gov/agworker/naws.cfm). (accessed May 5, 2016).

Nicolau, S., and C.L. Ramos. 1990. Together is better: building strong relationships between scholls and hispanic parents.New York: Hispanic Policy Development Project. (http://files.eric.ed.gov/fulltext/ED325543.pdf). (accessed May 19, 2016).

Passel, Jeffrey S. and D'Vera Cohn. 2009. "A Portrait of Unauthorized Immigrants in the United States." Pew Research Hispanic Trends Project. (http://www.pewhispanic.org/2009/04/14/a-portrait-of-unauthorized-immigrants-in-the-united-states/). (accessed May 19, 2016).

Further Readings

Articles

Sugarman, Julie. 2015. "Meeting the Education Needs of Rising Numbers of Newly Arrived Migrant Students in Europe and the United State*s*." Migration Policy Institute. www.migrationpolicy.org/news/meeting-education-needs-rising-numbers-newly-arrived-migrant-students-europe-and-united-states (accessed May 3, 2016).

Riverside County Office of Education. 2014. "RCOE's Mobile Library Program for Migrant Children Earns a Prestigious Golden Bell Award from CSBA." www.rcoe.us/newsroom/2014/11/21/rcoes-mobile-library-program-migrant-children-earns-prestigious-golden-bell-award-csba/ (accessed May 3, 2016).

Reports

U.S. Citizenhip and Immigration Services and Institute of Museum and Library Services. n.d. *Library Services for Immigrants: A Report on Current Practices.* https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/G-1112.pdf (accessed May 6, 2016).

This report outlines best practices and strategies for providing library services to immigrants with a focus on public libraries. However, school librarians will find valuable information on partnerships, outreach, programming, and collections that directly relate to serving migrant-worker families with a focus on education.

U.S. Department of Labor. 2005. "The National Agricultural Workers Survey." https://www.doleta.gov/agworker/naws.cfm (accessed May 6, 2016).

> This survey provides a wealth of data about migrant workers in the United States. This tool can be used to estimate the number of migrant workers in your school's geographic area.

Florida Advisory Committee to the United States Commission on Civil Rights. February 2007. *Migrant Students: Resources for Migrant Children Similar to Other Students but Achievement Still Lags.* www.usccr.gov/pubs/122707_Flmigrant.pdf (accessed May 6, 2016).

> This report provides an overview of migrant student educational achievement in Florida schools that received federal funding through the No Child Left Behind Act and Migrant Education Programs.

Scholarly Articles

Kleijnen, Ellen, Franky Huysmans, Rudy Ligtovet, and Ed Elbers. 2015. "Effect of a School Library on the Reading Attitude and Reading Behaviour in Non-Western Migrant Students." *Journal of Librarianship and Information Science* 47 (4). https://warekennis.nl/wp-content/uploads/2013/03/151231_Kleijnen_JOLIS_postprint.pdf. (accessed May 6, 2016).

> This article reports the findings of a research study measuring the effects of a school library on migrant students in a Dutch school.

St. Clair, Lisa, and Barbara Jackson. 2006. "Effect of Family Involvement Training on the Language Skills of Young Elementary Children from Migrant Families." *The School Community Journal* 16 (1): 31–42. http://files.eric.ed.gov/fulltext/EJ794803.pdf. (accessed May 6, 2016).

> This article discusses how family involvement can positively influence language development of children in elementary school. School librarians who serve large migrant student populations may use the research findings as a guide to create programs in their schools that encourage parental involvement.

Martinez, Yolanda and Jose. A. Velazquez. 2000. "Involving Migrant Families in Education." *ERIC Digest* (2000). http://files.eric.ed.gov/fulltext/ED448010.pdf. (accessed May 6, 2016).

> This article outlines best practices and strategies for increasing migrant parental involvement in a child's education.

Lopez, Gerardo R., Jay Scribner, and Kanya Mahitivanichcha. 2001. "Redefining Parental Involvement: Lessons from High-Performing Migrant-Impacted Schools." *American Educational Research Journal* 38 (2). http://inclusiveclassrooms.pressible.org/files/2010/04/Lopez-et-al-AERJ-2001-2.pdf. (accessed May 6, 2016).

> This research study focuses on identifying successful parental involvement practices in four U.S. school districts that serve migrant families. The findings indicate that the success of students from

migrant families is directly tied to meeting the needs of the parents and students.

Resources

The following resources provide additional information about migrant-student education opportunities:

[U.S. Department of Education: Office of Migrant Education](#)

> The Office of Migrant Education provides programs that focus on educational support, funding, and technical information to support early childhood ed, high school, and college preparatory educational opportunities for the children of migrant workers. Their programs include Title I Migrant Education, College Assistance Migrant, High School Equivalency, and Migrant Education Even Start.

[Interstate Migrant Education Council](#)

> The Interstate Migrant Education Council advocates for legislation relating to migrant education in the United States. Their website includes information about advocacy, resources, and national reports on migrant education.

[National Migrant Education Hotline](#)

> 1-800-234-8848

> The National Migrant Education Hotline is free and available to migrant farmworkers, families, and out of school youth in the U.S.

[Resource Guide: Supporting Undocumented Youth](#)

> This resource guide created by the U.S. Department of Education includes helpful tips, best practices, and examples of successful programs for educators to support undocumented migrant students in their communities.

Programming

Family programs and community partnerships with organizations that serve migrant youth and their families can support the educational services you provide as a school librarian.

Parent/Child Book Club

Consider starting a bilingual child/parent book club with copies of books available in different languages. It is important to design the program in a way that parents and child read together. You can also host family book discussions at your school library monthly or quarterly.

Cultural Celebrations and Activities

Highlight cultural activities and celebrations in your library, such as [El día de los niños/El día de los libros](#), a yearly celebration of children, families, and reading on April 30.

"Mini-Corps" Tutoring Program

Connect with a community organization that serves migrant families. Pair your students with migrant adults pursuing teaching certification at your local college or university. The migrant adults can serve as lead tutors for students.

College-Readiness Program

Start a student leadership and college-readiness program in your school library. Create a college corner in your library that provides information (in English and Spanish) on college preparatory, financial aid, and scholarships for first-generation college students. You can also invite local colleges to your library to speak to your students.

Practical Tips

- Display library signs in both English and Spanish.

- Provide a fine forgiveness program to remove financial barriers to library services.

- Create a user-friendly website in English and Spanish.

- Partner with community organizations to offer language translation assistance at family programs.

- Collaborate with administrators and faculty to identify students who need additional services.

- Coordinate and co-plan programs with ESL teachers at your school.

Legislation

It is important to become familiar with federal legislation that relates to funding opportunities and student privacy guidelines for U.S. migrant education programs.

The Elementary and Secondary Education Act of 1965, Title I, Part C; amended by the [No Child Left Behind Act](#) of 2001, 20 U.S.C. 6391-6399; and again amended by the [Every Student Succeeds Act](#) of 2015. The Every Student Succeeds Act, which was signed into law on December 10, 2015, contains statutory provisions that apply to the [Migrant Education Program](#). The new law supersedes the previous law. View all of the U.S. Department of Education's major legislation [on the legislation page.](#)

Family Education Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student education records (20 U.S.C. § 1232g; 34 CFR Part 99). The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

U.S. Department of Education's General Education Provisions Act (GEPA), Section 427. Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

Collection Development

These books shine a light on the experiences of migrant-worker families and young migrant workers. By adding these books to your school library, students from migrant-worker families can see their stories reflected in the collection.

For School librarians

Vocke, Karen. 2008. *Where Do I Go from Here? Meeting the Unique Education Needs of Migrant Students*. Portsmouth: Heinemann.

For Children

Mora, Pat. 2000. *Tomas and the Library Lady*. New York: Knopf. Illustrated by Raúl Colón.

Alvarez, Julia. 2009. *Return to Sender*. New York: Knopf.

For Teens

Ryan, Pam Munoz. 2000. *Esperanza Rising*. New York: Scholastic Press.

Atkin, S. Beth. 2000. *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*. New York: Little Brown & Co.

Herrera, Juan Felipe. 1999. *CrashBoomLove*. St. Louis: Turtleback Books.

Espinoza, Yolanda Espinosa. 2010. *El Caracol: The Story of Alfonso — Labor Camp Child*. Minneapolis: Mill City Press.

NON-TRADITIONAL FAMILIES

Introduction

Today, students are increasingly being cared for by single parents in a variety of situations, including widows and widowers, divorced individuals, and those that have never been married. Students may have experienced or be experiencing the death, absence, or even incarceration of a parent.

Cohabitating parents have also become more common, as couples choose to remain unmarried but live in the same household. This situation in particular may create legal complexities for children.

Students may find themselves traveling between the households of their divorced parents and adjusting to new blended families as parents enter into new relationships.

In the absence of any biological parent, students may be placed in kinship care with relatives, such as aunts, uncles, and grandparents. The reasons for such placement are diverse and may include abandonment, loss of custody, incarceration, or even death.

As a result, students in non-traditional households may have a wide range of needs and concerns that must be addressed. In a time when households may or may not be places of stability, the school library offers these students (and their caregivers) a structured and supportive environment.

Pew Research Center. 2014. "The Next America: Modern Family." https://youtu.be/8OQCxgNjbq8 (accessed May 3, 2106).

Pew Research Center. 2015. "For Children, Growing Diversity in Family Arrangements." www.pewsocialtrends.org/2015/12/17/parenting-in-america/st_2015-12-17_parenting-11/ (accessed May 3, 2016).

Pew Research Center. 2015. "Parenting in America." http://www.pewsocialtrends.org/2015/12/17/parenting-in-america/. (accessed May 6, 2016).

> According to a 2015 Pew Research Center report titled "Parenting in America," the structure of the American family has undergone dramatic changes. Many of our students are now members of non-traditional families that differ greatly from the nuclear family of the twentieth century (two married parents with one or more children).*

Please note that in order to avoid redundancy, this guide will not include a discussion of GLBT families. Excellent resources on this topic may be found on the ALA website, including Outreach Resources and the wonderful work by the Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT).

Terms and Definitions

The terms and definitions below are based upon the many resources collected here and for the purposes of understanding this guide. They may or may not reflect the definitions of other organizations.

Traditional Family

A traditional family is commonly defined as containing two parents (traditionally one male and one female) in their first marriage, with one or more children.

Non-Traditional Family

A non-traditional family is defined here to be any family structure that differs from the above definition of a "traditional" family and includes (but is not limited to) the following:

- Single-parent family

- Cohabitating-parent family

- Blended family/Stepfamily

- Divorced-parent family/multiple-household family

- Non-resident–parent family/kinship care

Single-Parent Family

A single-parent family is a family unit in which children are cared for by the biological mother or father, with no spouse or partner present. (For the purposes of this resource, we do not include foster parents in this definition. Please see the Foster Care section of this guide.)

Cohabitating-Parent Family

A cohabitating-parent family is a family unit in which children are cared for by both biological parents, who are living together but not legally married.

Blended Family/Stepfamily

A blended family or stepfamily is a family unit in which children are cared for by a biological parent and a step-parent (with potential step-siblings) as a result of a second or later marriage.

Divorced-Parent Family/Multiple-Household Family

A divorced-parent family or multiple-household family is a family unit in which divorced parents share the care of biological children in some form of custody situation. As a result, children travel to and live in multiple households.

Non-Resident–Parent Family/Kinship Care

A non-resident–parent family or kinship care is a family unit in which neither biological parent is present to care for children. Care falls to a grandmother, grandfather, aunt, uncle, or other relative.

Further Readings

Briefs and Reports

GENERAL

Cavanagh, Shannon. 2015. "An Analysis of New Census Data on Family Structure, Education, and Income." *Council on Contemporary Families* (February 26). https://contemporaryfamilies.org/family-structure-education-income/ (accessed May 5, 2016).

> This analysis of U.S. Census Bureau data covers the evolution of the American family structure over 55 years, including implications for stability and economic security.

Child Trends Databank. 2015. "Family Structure." www.childtrends.org/?indicators=family-structure (accessed May 5, 2016).

> This article examines trends in family structure in the United States and the effect on youth well-being by drawing from national data sources and related studies.

Cohen, Philip. 2014. "Family Diversity Is the New Normal for America's Children." *Council on Contemporary Families* (September 4). https://contemporaryfamilies.org/the-new-normal/ (accessed May 5, 2016).

> This article analyzes the end of the dominant "traditional" family type, what new family types have arisen over the past several decades, and the many forces behind those changes.

McLanahan, Sara, et al. 2010. "Strengthening Fragile Families." The Future of Children (Fall). www.futureofchildren.org/futureofchildren/publications/docs/20_02_PolicyBrief.pdf (accessed May 5, 2016).

> This report summarizes the findings of the Fragile Families and Child Wellbeing Study and offers insight into the effects of so-called "fragile

family" situations, with a focus on non-marital births and cohabitating parent situations. It also provides recommendations for policies.

Pew Research Center. December 17, 2015. "Parenting in America." www.pewsocialtrends.org/2015/12/17/parenting-in-america/ (accessed May 5, 2016).

This article offers insights into current parenting practices and outlooks for the modern American family in its many forms. The report covers five major areas:

- The American Family Today

- Satisfaction, Time, and Support

- Parenting Approaches and Concerns

- Childcare and Education

- Children's Extracurricular Activities

KINSHIP CARE

Ellis, Renee R. and Tavia Simmons. 2014. "Coresident Grandparents and Their Grandchildren: 2012." U.S. Census Bureau (October). https://www.census.gov/content/dam/Census/library/publications/2014/demo/p20-576.pdf (accessed May 5, 2016).

This article examines households in which grandparents and grandchildren live together, including grandchildren under the care of a grandparent-maintained household.

Murphy, David, Mae Cooper, and Kristin A. Moore. 2012. "Children Living with and Cared for by Grandparents: State-Level Data from the American Community Survey." *Child Trends Research Brief* (October). www.childtrends.org/wp-content/uploads/2012/10/Child_Trends-2012_10_01_RB_Grandchildren.pdf (accessed May 5, 2016).

This report examines trends at the national and state level related to grandparents who live with or act as the primary caregiver of their grandchildren, including the needs of caregivers new to this role.

SINGLE PARENTS

Child Trends Databank. 2015. "Births to Unmarried Women." www.childtrends.org/?indicators=births-to-unmarried-women (accessed May 5, 2016).

This report examines trends in births to unmarried women in the United States and the effect on youth well-being by drawing from national data sources and related studies.

Online Articles

GENERAL

Hughes, Emily. 2013. "Is a Non-Traditional Family Structure Completely Doomed for Failure? (How You Can Make Sure Your Child Thrives Despite the Odds)." *Developmental Psychology at Vanderbilt* (December 10). https://my.vanderbilt.edu/developmentalpsychologyblog/2013/12/is-a-non-traditional-family-structure-completely-doomed-for-failure-how-you-can-make-sure-your-child-thrives-despite-the-odds/ (accessed May 5, 2016).

> This article discusses several types of non-traditional families, the potential challenges they face, and how these dangers may be mitigated.

Marcotte, Amanda. December 24, 2014. "Non-Traditional Families Are the New Tradition." *Slate* (December 24). www.slate.com/blogs/xx_factor/2014/12/24/the_death_of_the_nuclear_family_new_research_shows_most_kids_are_raised.html (accessed May 5, 2016).

> This article examines the concept of the "traditional family," why that is changing today, and why the term "non-traditional" may not be as appropriate as it seems.

Schulte, Brigid. 2014. "Unlike the 1950s, There Is No 'Typical' U.S. Family Today." *Washington Post* (September 4). https://www.washingtonpost.com/news/local/wp/2014/09/04/for-the-first-time-since-the-1950s-there-is-no-typical-u-s-fa (accessed May 5, 2016).

> This article looks at the decline of the "traditional" family structure, leading to an end to its dominance and the emergence of other types of families.

COHABITATION

"Unmarried and Living Together: The Parenting Trend That's on the Rise." *Parents*. www.parents.com/blogs/parents-news-now/2015/03/11/trends/unmarried-and-living-together-the-parenting-trend-thats-on-t (accessed May 5, 2016).

> This article examines the rise of cohabitation among couples with children and the possible implications.

"U.S. Sees Rise in Unmarried Parents." *The Wall Street Journal* (March 10). www.wsj.com/articles/cohabiting-parents-at-record-high-1426010894 (accessed May 5, 2016).

> This article covers the economic implications of cohabitation of modern couples versus legal marriage.

DIVORCE

Arkowitz, Hal, and Scott Lilienfield. 2013. "Is Divorce Bad for Children?" *Scientific American* (March 1). www.scientificamerican.com/article/is-divorce-bad-for-children/ (accessed May 5, 2016).

> This article considers the resilience of children when faced with divorce, their ability to bounce back, and factors that may affect that ability.

GreatSchools Staff. n.d. "Kids, Divorce, and School Success." *GreatKids.* www.greatschools.org/gk/articles/kids-divorce-and-school-success/ (accessed May 5, 2016).

> This article offers tips, suggestions, and strategies to ensure that school-age children are able to succeed in school following a divorce.

Pickhart, Carl E. 2011. "The Impact of Divorce on Young Children and Adolescents." *Psychology Today* (December 19). https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201112/the-impact-divorce-young-children-and-adolescents (accessed May 5, 2016).

> This article discusses how different types of children, at different ages and stages, may respond to a divorce and how to counteract responses when they are negative.

KINSHIP CARE

Goyer, Amy. 2014. "More Grandparents Living with Children Work, Live in Poverty." *AARP* (October 23). http://blog.aarp.org/2014/10/23/amy-goyer-grandparents-raising-grandchildren-more-at-risk/ (accessed May 5, 2016).

> This article looks at the increase in multigenerational households due to the economic crisis of the past decade, with a focus on grandparent-headed households and the issues they may present to grandparent caregivers.

Goyer, Amy. 2010. "More Grandparents Raising Grandkids." *AARP* (December 20). www.aarp.org/relationships/grandparenting/info-12-2010/more_grandparents_raising_grandchildren.html (accessed May 5, 2016).

> This article examines data from the U.S. Census Bureau, including the rise of grandparent-caregiver households and the implications of these changing statistics.

Grippo, Angela. 2014. "Unique Considerations for Children Raised by Grandparents." *Psychology Today* (October 21). https://www.psychologytoday.com/blog/the-wide-wide-world-psychology/201410/unique-considerations-children-raised-grandparents (accessed May 5, 2016).

> This article considers the factors that lead to child well-being when children are under the care of grandparents.

SINGLE PARENTS

Kelly, John. 2010. "Does Single Parenting Affect Children?" *Lifestyle* (January 8). http://lifestyle.howstuffworks.com/family/parenting/single-parents/single-parenting-affect-children.htm (accessed May 5, 2016).

> This article focuses on the psychological and developmental issues that may affect children living with a single parent and ways to mitigate them.

Kunz, Marnie. 2015. "The Effects of a Single Parent Home on a Child's Behavior." *Livestrong* (April 15). www.livestrong.com/article/83670-effects-single-parent-home-childs/ (accessed May 5, 2016).

> This article looks at the potential effects of single-parent homes on children, including academic and emotional factors.

Scholarly Articles

The articles included represent just a portion of the research available on non-traditional families, the effects on children, and the connection to academics.

ROLE OF THE SCHOOL LIBRARIAN

Foster, Vonita W. 2014. "School Libraries and the Urban Learner." *Library Media Connection* 32 (4): 32–3.

> This article provides a brief overview of how school libraries can support students in urban settings, including those in non-traditional family situations.

Jones, Jami L. 2006. "The Library Media Specialist: A Vital Link." *School Library Media Activities Monthly* 22 (6): 22–4.

> This article offers practical tips and strategies for school librarians to serve as stabilizing and encouraging forces in the lives of "at-risk" teens in a variety of life situations.

Standard, April. 2014. "Beyond the Books: Mentorship in the Media Center." *Library Media Connection* 33 (1): 36–9.

> This article encourages school librarians to reach out to at-risk students in need of a mentor or role model and offers strategies in order to build behaviors and an environment welcoming mentorship.

GENERAL

Bures, RM. 2009. "Living Arrangements over the Life Course: Families in the 21st Century." *Journal of Family Issues* 30 (5_: 579–85.

> This article takes a "life course" perspective of the various family structures and living arrangements that are characteristic of families in the twenty-first century.

Cavanagh, Shannon E., and Paula Fomby. 2012. "Family Instability, School Context, and the Academic Careers of Adolescents." *Sociology of Education* 85 (1): 81–97.

> This article investigates the correlation between adolescents in unstable family situations and their academic achievement,

specifically course-taking patterns and the ability to thrive in an academic environment.

Kim, Sung won, and Nancy E. Hill. 2015. "Including Fathers in the Picture: A Meta-Analysis of Parental Involvement and Students' Academic Achievement." *Journal of Educational Psychology* 107 (4): 919–34.

> This article investigates the impact of fathers' involvement in the education of their children on the academic success of those children, from Kindergarten to 12th grade.

Myers, Scott M., and Carrie B. Myers. 2015. "Family Structure and School-Based Parental Involvement: A Family Resource Perspective." *Journal of Family and Economic Issues* 36 (1): 114–31.

> This article investigates the effects of family structure on parental involvement in school-based activities from grades 1 to 12 and how the presence of resources and differences in culture may affect the level of involvement.

O'Malley, M., A. Voight, T.L. Renshaw, and K. Eklund. 2015. "School Climate, Family Structure, and Academic Achievement: A Study of Moderation Effects." *School Psychology Quarterly* 30 (1): 142–57.

> This article investigates the ability of a positive school climate to counteract negative family structure situations, based on the perceptions of students of their school climate, type of family structure, and reported GPA.

Teachman, Jay D. 2008. "The Living Arrangements of Children and Their Educational Well Being." *Journal of Family Issues* 29 (6): 734–61.

> This article investigates the impact of living arrangements and family environment on student engagement in school and extracurricular activities, including factors of turbulence, parenting context, and economic resources.

BLENDED FAMILIES / STEPFAMILIES

Jensen, Todd M., and Kevin Shafer. 2013. "Stepfamily Functioning and Closeness: Children's Views on Second Marriages and Stepfather Relationships." *Social Work* 58 (2): 127–36.

> This article analyzes data drawn from households with mothers and stepfathers to draw conclusions about how children perceive their families and what factors lead to positive impressions.

Jensen, T.M., K. Shafer, and E.K. Holmes. 2015. "Transitioning to Stepfamily Life: The Influence of Closeness with Biological Parents and Stepparents on Children's Stress." *Child and Family Social Work.* http://onlinelibrary.wiley.com/doi/10.1111/cfs.12237/abstract

> This article builds on information gathered by the Stepfamily Experience Project of Brigham Young University by analyzing how children's relationships with biological parents and stepparents contribute to child stress.

COHABITATION

Manning, Wendy D. 2015. "Cohabitation and Child Wellbeing." *Future of Children* 25 (2): 51–66.

> This article analyzes several different scenarios of cohabitation, including two biological parents and one biological parent with a new partner, to determine what the socio-economic, academic, legal, and other implications may be that affect a child's well-being.

DIVORCE

Mahony, L., K. Walsh, J. Lunn, and A. Petriwskyj. 2014. "Teachers Facilitating Support for Young Children Experiencing Parental Separation and Divorce." *Journal of Child and Family Studies* 24 (10): 2841–52.

> While this study took place in Australia, it offers insight from interviews with a large sample of teachers and draws from their experiences offering support to students in separation or divorce situations.

KINSHIP CARE

King, V, K.S. Mitchell, and D.N. Hawkins. 2010. "Adolescents with Two Nonresident Biological Parents: Living Arrangements, Parental Involvement, and Well-Being." *Journal of Family Issues* 31 (1): 3–30.

> This article investigates the connection between children and their nonresident biological parents, including differences and similarities between interactions with each parent, and how the nature of these relationships impact children's well-being.

Stewart, Susan D. 2010. "Children with Nonresident Parents: Living Arrangements, Visitation, and Child Support." *Journal of Marriage and Family* 72 (5): 1078–91.

> This article examines the complexities of children's relationships with nonresident parents, including visitation and financial support and the different types of caregivers and living situations children are placed in.

SINGLE PARENTS

Amato, P.R., S. Patterson, and B. Beattie. 2015. "Single-Parent Households and Children's Educational Achievement: A State-Level Analysis." *Social Science Research* 53 (September 2015): 191–202.

> This article considers the effects on student academic achievement for children living in single-parent households at the state, level. Notably, it does not align with other studies that theorize or indicate that single-parent households have a negative effect.

Woessmann, Ludger. 2015. "An International Look at the Single-Parent: Family Structure Matters More for U.S. Students." *Education Next* 15 (2): 42–9.

This article investigates the current situation of educational achievement of children in single-parent families in the United States, as compared to other countries in the world. Findings suggest that the achievement gap in the United States is much more pronounced than in other countries.

Ziol-Guest, Kathleen M., Greg J. Duncan, and Ariel Kalil. 2015. "One-Parent Students Leave School Earlier: Educational Attainment Gap Widens." *Education Next* 15 (2): 36–41.

This article investigates the relationship between single-parent families, low-income status, and the effects on children's completion of schooling.

Resources

Helpful Guides

GENERAL

American Psychological Association. n.d. "Resilience Guide for Parents & Teachers." www.apa.org/helpcenter/resilience.aspx (accessed May 6, 2016).

This guide for parents and educators describes common mental and emotional issues that students may face at different ages due to trauma and offers strategies to foster resilience.

American Psychological Association. 2014. "Talking to Kids When They Need Help." www.apa.org/helpcenter/help-kids.pdf (accessed May 6, 2016).

This guide for parents and teachers offers strategies for reaching out to kids and teens about tough topics, such as depression.

Gonzalez-Mena, Janet and Dora Pulido-Tobiassen. 1999. "Teaching Diversity: A Place to Begin." *Early Childhood Today* (November). www.scholastic.com/teachers/article/teaching-diversity-place-begin-0 (accessed May 6, 2016).

This guide discusses the topic of diversity and provides information about how to introduce diversity into the classroom, from developing cultural sensitivity to family outreach.

You for Youth. n.d. "Working with Non-Traditional Families." https://y4y.ed.gov/learn/family/introduction/working-with-non-traditional-families-understand-needs/ (accessed May 6, 2016).

This section of a family engagement guide offers detailed information about how to connect with non-traditional families. While this guide was written for after-school professionals, it is applicable to all educators.

Wilford, Sara. n.d. "Talking & Listening to Young Children: Talking about Tough Topics." www.scholastic.com/teachers/article/talking-listening-young-children-talking-about-tough-topics (accessed May 6, 2016).

This guide offers advice on how to discuss tough topics with students in the PreK-K range, including potentially traumatic situations.

BLENDED FAMILIES

American Association for Marriage and Family Therapy. n.d. "Stepfamilies." www.aamft.org/iMIS15/AAMFT/Content/Consumer_Updates/Stepfamilies.aspx (accessed May 6, 2016).

This article provides insight into the common challenges faced by stepfamilies and ways to approach them in a positive manner.

American Psychological Association. n.d. "Making Stepfamilies Work." www.apa.org/helpcenter/stepfamily.aspx (accessed May 6, 2016).

This guide describes scenarios and issues particular to stepfamilies and provides advice on how to approach them.

DEATH

Cox, Janelle. n.d. "Helping Students with Death, Divorce, Etc." *TeachHub*. www.teachhub.com/helping-students-deal-death-divorce-etc (accessed May 6, 2016).

This broad guide provides specific recommendations for educators to follow when helping students who are having a variety of difficult situations at home.

Crawford, Christy. 2013. "Dealing with the Grieving Process in the Classroom." *Scholastic* (February 5). www.scholastic.com/teachers/top-teaching/2013/02/dealing-grieving-process-classroom (accessed May 6, 2016).

This article provides advice on how to respond as a teacher when a student is going through the grieving process. It includes tips, book recommendations, and lesson ideas.

Perry, Bruce D. n.d. "Emotional Development: Death & Loss – Helping Children Manage Their Grief." *Scholastic*. www.scholastic.com/teachers/article/emotional-development-death-loss-helping-children-manage-their-grief (accessed May 6, 2016).

This article offers advice on how to approach the topic of death with students in the PreK-K range, including a discussion of the psychological and emotional process these students face, and recommendations for how to speak to them.

DIVORCE

American Association for Marriage and Family Therapy. n.d. "Children and Divorce." www.aamft.org/iMIS15/AAMFT/Content/Consumer_Updates/Children_and_Divorce.aspx (accessed May 6, 2016).

Makes recommendations for guiding children through divorce, when it may be time for parents to seek help, and some resources available.

Bender, Aimee and Melba Coleman. n.d. "Children of Divorce." Scholastic. www.scholastic.com/teachers/article/children-divorce (accessed May 6, 2016).

> Draws on the expertise of professionals to advise teachers on helping students whose parents are going through a divorce.

Between Teacher & Parent Guides for PreK-K (Brodkin 2016)

> Series of guides intended to assist educators in guiding PreK-K students through various family changes, including separation, divorce, and remarriage.

> Brodkin, Adele M. n.d. Between Teacher & Parent: 'I Don't Want a New Family.'" Scholastic. www.scholastic.com/teachers/article/between-teacher-parent-i-don39t-want-new-family (accessed May 6, 2016).

> Brodkin, Adele M. n.d. "Between Teacher & Parent: 'I Don't Want to Share My Daddy!'" Scholastic. www.scholastic.com/teachers/article/between-teacher-parent-i-don39t-want-share-my-daddy (accessed May 6, 2016).

> Brodkin, Adele M. n.d. "Between Teacher & Parent: 'I Want My Daddy Back!'" Scholastic. www.scholastic.com/teachers/article/between-teacher-parent-i-don39t-want-share-my-daddy (accessed May 6, 2016).

> Brodkin, Adele M. n.d. "Between Teacher & Parent: 'I'm at Daddy's This Week.'" Scholastic. www.scholastic.com/teachers/article/between-teacher-parent-i39m-daddy39s-week (accessed May 6, 2016).

> Brodkin, Adele M. n.d. "Between Teacher & Parent: 'Please Call My Mom.'" Scholastic. www.scholastic.com/teachers/article/between-teacher-parent-please-call-my-mom (accessed May 6, 2016).

> Brodkin, Adele M. n.d. "Between Teacher & Parent: 'Why Did My Daddy Leave?'" Scholastic. www.scholastic.com/teachers/article/between-teacher-parent-why-did-my-daddy-leave (accessed May 6, 2016).

Green, Katharine, Melody McAllister and Shannon Metcalf. n.d. "Divorce: Recommendations for Teachers and Parents." University of Delaware, College of Education & Human Development. www.education.udel.edu/wp-content/uploads/2013/01/Divorce.pdf (accessed May 6, 2016).

> Guide created for School Psychology students at the University of Delaware that offers tips to both teachers and parents about guiding children through divorce and supporting their unique situation.

"Helping Students Going through Divorce." n.d. Teachnology. www.teach-nology.com/teachers/parents/divorce/ (accessed May 6, 2016).

> Offers tips on how educators can support students going through divorce, including accommodations and where to draw the line.

Taibbi, Robert. 2013. "Children & Divorce: Helping and Healing." *Psychology Today* (June 28). https://www.psychologytoday.com/blog/fixing-families/201306/children-divorce-helping-and-healing (accessed May 6, 2016).

> Breaks down children by age group and offers advice on "what to say and do" to best help students to understand and cope with divorce. While intended primarily for parents, the advice is also useful to educators.

KINSHIP CARE

American Association for Marriage and Family Therapy. n.d. "Grandparents Raising Grandchildren." https://www.aamft.org/imis15/AAMFT/Content/Consumer_Updates/Grandparents_Raising_Grandchildren.aspx (accessed May 6, 2016).

> This article provides insight into the particular challenges faced by grandparent caregivers and lists other avenues of help.

Child Welfare Information Gateway, 2010. "Kinship Caregivers and the Child Welfare System." https://www.childwelfare.gov/pubs/f-kinshi/ (accessed May 6, 2016).

> This fact sheet covers topics related to kinship caregivers and the child welfare system.

Goyer, Amy. 2011. "GrandFamilies Guide: Getting Started." AARP (August 31). www.aarp.org/relationships/friends-family/info-08-2011/grandfamilies-guide-getting-started.html (accessed May 6, 2016).

> This article offers tips, tools, and resources for grandparent caregivers and offers a window into the challenges faced by all kinship caregivers.

SINGLE PARENTS

American Psychological Association. n.d. "Single Parenting and Today's Family." www.apa.org/helpcenter/single-parent.aspx (accessed May 6, 2016).

> This brief article discusses the potential stressful aspects of single-parent families and how family members can cope.

Edmonds, Denver. n.d. "Single Parent Families." One World Education. https://www.oneworldeducation.org/single-parent-families (accessed May 6, 2016).

> This article offers a student's perspective on single-parent families and the challenges they may face, as well as advice to other students in this position.

Websites

About Kinship Care (Child Welfare Information Gateway)

> This introduction to kinship care by the Child's Bureau of the U.S. government includes definitions, legal considerations, and links to resources.

[America's Families and Living Arrangements](#) (U.S. Census Bureau)

This annual collection of demographic data includes information about the residents of each housing unit and how they are related.

- **Current Data** [Click the link above and navigate to **Latest Releases > Detailed Tables** to access the most recent tables]

    Tables in this section include information collected during the most recent U.S. census.

- [Historical Time Series](#)

    Historical data is available in graph and table formats.

[Child Welfare Information Gateway](#)

This national information hub for child welfare professionals includes topic overviews, state-specific resources, news, and other tools related to child welfare in the United States.

[Future of Children](#)

This partnership between Princeton University and the Brookings Institution draws on research in order to disseminate information and suggest policies related to children's well-being.

[Grandfamilies](#) (Generations United)

This webpage acts as an introduction to "grandfamilies," or kinship care families under grandparents.

[Kinship Care Resource Center](#) (Michigan State University School of Social Work)

While designed primarily for kinship caregivers in Michigan, this center offers many resources about kinship care and includes [kinship programs by state](#).

[National Survey of Family Growth](#) (Centers for Disease Control and Prevention)

This survey conducted every five years by the National Center for Health Statistics (NCHS) collects data related to fertility, family structure, and demographics.

Programming

Elementary School

- [Family Colors: Interviewing Our Families](#) (Teaching Tolerance) Grades K–5

- [Family Spotlight](#) (Teaching Tolerance) Grades 3–5

- [Because of Winn-Dixie Teacher's Guide](#) (Scholastic) Grades 3–5

- [Dear Mr. Henshaw Teaching Plan](#) and Dear Mr. Henshaw [Discussion Guide](#) (Scholastic) Grades 3–5

- [Different Kinds of Families](#) (Advocates for Youth) Grade K

- [Lesson Ideas: Divorce](#) (BrainPOP Educators) Grades K–3

- [Diversity of Families](#) (Teachers.net) Grades 1–3

- [Family Tapestry Unit](#) (Teaching Tolerance) Grades K–5

- [Fun in the Classroom with Amber Brown](#) (Scholastic) Grades 3–5

- [Joey Pigza Loses Control Teaching Plan](#) (Scholastic) Grades 3–5

- [Listen To Me!](#) (Scholastic) Grades 3–5

- [The Shape of Home](#) (Teaching Tolerance) Grades 3–12

- [The *Summer of Riley* Lesson Plan](#) (Scholastic) Grades 3–5

- [Talking about Our Families](#) (Teaching Tolerance) Grades K–5

- [We Are Family](#) (Scholastic) Grades PreK–K

- [Lesson Plans](#) for Your School (Welcoming Schools) Grades K–6

- [What Makes a Family?](#) (Teaching Tolerance) Grades 3–5

Middle/High School

- [6 Q's about the News: The Changing American Family](#) (New York Times Learning Network) Grades 9–12

- [Divorce: The Good, the Bad, and the Ugly!](#) (ALEX) Grades 9–12

- [How Has Your Family Helped—or Hindered—Your Transition to a New School?](#) (New York Times Learning Network) Grades 9–12

- [Is Your Family Stressed, Tired, and Rushed?](#) (New York Times Learning Network) Grades 9–12

- [The Shape of Home](#) (Teaching Tolerance) Grades 3–12

- [Untying the Knot](#) (New York Times Learning Network) Grades 6–12

Practical Tips

Be Proactive

Review the family contacts listed for each student, and take note of how these contacts are related to the student. Who is the primary contact? Is it the mother, father, or another family member? Has the student been flagged for a custody situation?

Be Welcoming

Make time at the start of the year to learn about your students and their families, and facilitate healthy discussion among your students about families. Be sure to emphasize that students from all types of families are welcome. (See the family-themed lesson plans.)

Be Inclusive

Set a standard for inclusion and representation from the beginning. Take a look at the topical book lists included in this guide, and see how you might integrate titles into your collection that reflect your student population. Does your collection represent the kinds of students you see? Are your students able to see themselves in your books?

Be Empathetic

Students in certain family situations may require flexibility and understanding on your part. A student who travels between residences or acts as a second mother in a home with a single parent that works long hours may not return her books on time. Try to balance student responsibilities with their realities. Did a student leave a book "at dad's house" and is not sure when he's seeing him again?

Be Part of a Team

Reach out to guidance staff if you have any questions or uncertainties about a student's family or living situation. Alternatively, reach out to the student's classroom teacher or teachers. Did the student mention something you would like to confirm? Do you want to prevent an uncomfortable situation from arising in class?

Be There

Just be there. Listen to your students who want to talk about their families, seek your advice, or just need help. Understand that students in transitory or anxiety-inducing situations may turn to you as a stable, reliable figure. You are an important anchor in their lives.

Legislation

The following resources include information related to many non-traditional family situations, including marriage and divorce law, child custody, child welfare, kinship care, and more.

- [Child Custody: An Overview](#) (Legal Information Institute)

- [State Statutes Search](#) (Child Welfare Information Gateway)

- [Cohabitation Law and Legal Definition](#) (USLegal)

- [Divorce](#) and Separation: An Overview (Legal Information Institute)

- [Divorce Laws by the Fifty States](#), District of Columbia, and Puerto Rico (Legal Information Institute)

- [Grandfamilies: Legal Issues](#) (Generations United 2016)

- [Legislation and Policies Addressing Kinship Care](#) (Child Welfare Information Gateway)

- [Marriage](#) (Legal Information Institute)

Collection Development

Developed for this resource guide, this book list is broken down by grade-level ranges and includes nonfiction books that discuss non-traditional family topics and fiction books that offer an inclusive view of children and families that are considered non-traditional. Each title is accompanied by a summary provided by Follett and tagged in blue according to its subject area(s). Many titles may cover more than one subject.

These book lists are intended to provide a starting point for building a collection that is representative of non-traditional families. This is by no means an exhaustive list of what is available. New titles continue to be published and consequently representation of non-traditional families will hopefully continue to improve.

Non-Traditional Families Book List

- Book List: K-3

- Book List: 3-6

- 5-8 Book List

- YA Book List

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