LAGUARDIA COMMUNITY COLLEGE
DIVISION of CONTINUING EDUCATION

COMMUNITY SERVICE PROGRAMS DEPARTMENT

PROJECT ENABLE

TRAINING PROGRAM FOR HOMELESS HEADS OF HOUSEHOLD
RESIDING IN HOTELS/SHELTERS

Status Report & Observations
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A TRAINING PROGRAM FOR HOMELESS HEADS OF
HOUSEHOLDS RESIDING IN HOTELS

Homelessness: LaGuardia Community College's Response -
Testing A Training Model

Introduction

During October 1985, LaGuardia Community College was the
recipient of funds from the New York Community Trust to
develop and implement a program for mothers living in ho-
tels in Queens. At the start of instruction and services in
December 1985, the Program was anticipated to be serving 12
to 15 mothers in a ten-week pilot project. However, by
February 1986, announcements and visits to a number of
hotels resulted in enrollment of fifty (50) heads of house-
holds, some of whom were fathers. Further, the pilot drew
registrants from two (2) other boroughs. Thirty-six (36)
registrants, then, were from seven (7) hotels in Queens:
twelve (12) were from four (4) hotels in Manhattan and two
(2) were from one (1) hotel in the Bronx. A class was
formed also in Manhattan for twelve (12) residents re-
questing the G.E.D. at a site near to their hotel. Problems
with finding an instructor approved by the Adult Learning
Center hindered the implementation of an off-site course at
that time. When the instructor and site were matched and
available in the Summer, then the enrollees from the
Allerton and other hotels were unavailable.

Due to interest, and increasing numbers, the Project has
been successful in receiving refunding from the Trust. It
allowed for the employment of a Counselor/ Personal
Development Instructor (Linda Johnson) on a full time basis.
It also allowed the Program to increase its course
offerings. There were three (3) courses originally
initiated by the Director of Community Service Programs,
Prof. Fern Khan. These were in Typing, Business
Communications, and Self-Image Building, which were
implemented by instructors Claudia Iredell, Marion Rutledge,
and Marguerite Green respectively. The course offerings were
expanded in the spring of 1986 from three (3) courses,
meeting for two-and-a-half (2 1/2) hours twice weekly, to
six (6) courses meeting four (4) hours per day for three (3)
days per week. Later, staff began to negotiate placements
for families, and were able to make two (2) job placements
which are paid and three (3) which are unpaid. Through a
grant obtained from the Chase Manhattan Bank by Professor
Larry Long, Director of Human Services, an hour of
instruction in "Parenting Skills" was added to the
curriculum and delivered by Mrs. Linda Johnson, who had had

varied and intensive experiences working with the homeless population.

By the end of the Spring Quarter, the number of enrollees increased to seventy-one (71) in the core program and twelve (12) in the off-site G.E.D. The increased numbers of hotel residents expressing an interest in the Program, as well as inquiries from crisis intervention workers and community service agencies, suggest that there is a need for this type of Program. At the same time, the demands for intensive outreach to the families requires a restructuring and expansion of the course content and, especially, the support services offered to the participants.

Basic support services such as child-care; transportation; career and personal development activities; counseling; housing referrals; job placement and follow-up are essential for successful outcomes in training, long-term employability and placement.

The counseling takes a variety of forms. One area is socio-personal counseling. Another is career development and job placement. Yet another is in housing and community service resources development, referrals and placement. In each case there has to be follow-up. There also has to be a LaGuardia team effort in moving the trainees into the mainstream. This will enable them to be successful social and economic participants in the society.

Refining, developing and expanding the two (2) broad goals of clerical training and job placement for homeless mothers has been the assignment of the Coordinator/Sociologist, Dr. Joan Wilson. She has brought to the project concepts and hypotheses regarding needs of the chronically public-dependent families and non-traditional strategies relevant for success in programming for this population. In Project Enable she has adapted and included some of the goals and their operationalizations to test their feasibility in a community college setting. The goals of the Program are delineated as follows:

1. To enable participants to obtain successful and meaningful employment in a variety of public and private sector occupations at entry or middle levels, as is appropriate to their employment histories, training and skills at the time of placement by this Program;

2. To provide exposure and access to options and opportunities in Continuing Education Programs of this and other colleges;

3. To give the trainees an exposure to the mainstream academic options in higher education in keeping

with the assessed aptitudes, performance levels, motivation and goals of the participant;

4. To develop personal, social and work-related human relations skills of the participants;

5. To enable participants to develop and secure alternative strategies in obtaining housing for their families;

6. To encourage and stimulate the development of options in self-employment and cooperative business ventures;

7. To provide follow-up and supportive services to the participants as they encounter a variety of experiences in education, employment or business, and,

8. To enable the participants to leave the Program with such information on community, social and personal resources as well as strategies that they each can respond more effectively to future crises or in routine problem solving.

ACTIVITIES - IMPLEMENTATION OF GOALS

In order to meet the stated objectives of the training Program the LaGuardia model tests the proposed activities which are guided by related operational goals as follows:

1. To provide aptitude and skills assessment for each trainee at entry, at periods during the Program and at the end of the Program cycle for placement;

2. To implement negoitated and agreed-upon personal and career plans for each of the trainees;

3. To direct trainees in developing personal and social skills essential for success in the workplace and community;

4. To provide training in occupationals skills areas which are the basic/core for employment in a range of public, commerical and private organizations or for self-employment;

5. To develop and enhance the trainees career awareness and to give guidance in reaching career objectives;

6. To generate job placements as well as to provide follow-up of the graduate trainees and those on work-internships until they are successfully settled at the point of placement;

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7. To interface with departments within the College in order to make use of the skills development and career development resources available to the participants;

8. To make and maintain contacts with community-based training organizations which might provide a mid-ladder in skills training for technology specific occupations and/or placement in such areas;

9. To create a counseling team in order to provide intensive guidance and support in social and personal dimensions of the trainee's needs as well as to make referrals to such public professional services as might be indicated for continued - long-term - counseling needs of some trainees, and

10. To establish remedial education and further education options for those trainees whose personal and career goals require such pre-employment training needs be met.

PROGRAM FORMAT

The Program is understandable in a format of inter-related clusters of activities. These are to be articulated for the participants through the work of the counseling team, and instructional staff. For each cluster's personnel and for the Division of Continuing Education's Community Service Programs, articulation is through the functions of the Program Coordinator, as diagrammed appended.

A. ASSESSMENT:

Fundamental to the effective management of enrollees with varying skills levels and aptitudes, there is a need for assessment. The training Program proposes to provide aptitude, academic, occupational and personal skills assessment for each participant at entry.

Based on the outcomes of these assessments, each participant will be counseled by the counseling team separately, and collectively, and in that process negotiate plans for a) personal development b) career development and c) placement goals. From this agreement, the trainee will be placed in appropriate pre-employment training courses and/or basic skills courses.

Where it is essential for the fulfillment of the career plans, and where the Program itself cannot provide advanced level training, counselors will negotiate placement in courses of other programs within the Continuing Education Division and/or the College, or in another community-based training program. Such external placements

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form one component of the total training and development package offered in Project Enable (Training Program for Homeless Heads of Households).

While students are attending courses/internships elsewhere, the schedules have to be prepared in such a way as to allow for continuation of the pre-employment preparation and personal development. The training activities which are the general/core content of this Project remains a part of their schedule.

At intervals throughout the courses offered, there are assessments of each student's performance. These assessments are passed on to the counselors.

At the end of the courses, and at points where the student is deemed to be ready for work-internship or regular employment, a final assessment is made. This assessment guides the Job Developer's negotiations for a position with an employer or training organization or in an institution of further education.

B. TRAINING ACTIVITIES

The training goals are operationalized in activities which are organized around three (3) objectives: a) occupational skills development b) academic skills development and c) socio-personal and social survival skills development.

1. Occupational Skills Development

The Program here is designed to prepare each participant for the workplace. The training is organized into two categories of courses: a) general/core courses essential for any workplace and b) occupation - specific skills trainings. The trainees will be enabled to attain skills levels which will afford each of them access to entry or mid-level placement in employing organizations. The training program for each participant is designed to fit the negotiated career plan.

a) General/Core Courses:

Basic English - For Business

Basic Math - For Business

Basic Accounting

Introduction to Office Technology

Communications for the Modern Workplace

Office Procedures & Decorum

Typing

In this general curriculum, the student is provided skills which are fundamental to clerical work in any business. The Occupational Skills Training is individualized. The units of the courses and their sequences are designed to create a ladder into, and through jobs. The ladder continues into advanced occupational training programs.

b) Occupation - Specific Courses:

Computerized Bookkeeping

Word Processing

Medical Machine Transcription

Legal Machine Transcription

Executive Machine Transcription

Airlines Clerical Services

Occupational offerings reflect possibilities envisioned in the current Program. However, it is proposed that these occupational skills offerings will be expanded to include skills training for non-traditional employment of women, para-professional skills for technical occupations and technical services.

Trainees who are job ready and have selected employment in the occupational areas offered will be placed through the Job Developer/Career Counselor. Those trainees who are job ready but also wish to be enrolled in advanced training in the occupations related to their new skills, are referred to such programs in the College or elsewhere, thus allowing continuation of their learning experiences. (Course outlines generated by Jeanette LaBarb, Instructor in collaboration on special areas with Claudia Iredell and Marion Rutledge are Appended).

II. Academic Skills Development

In many instances, trainees need and request supplementary training in the three (3) R's to meet existing standards in Adult Basic Education programs. There are also participants who left high school in junior and senior years and who, with preparation, can readily pass the G.E.D. Further, we have found residents in the hotels who are college dropouts, and who desire to be trained for employment. They also need and receive career counseling in

order to resume college degree programs on a part-time or full-time basis. For each of these populations there are training options.

The Adult Basic Education Program is run simultaneously with some of the basic courses in the core of the Program. The G.E.D. preparation is given for those who score at the 8th grade level or above on the pre-entry battery of tests. Those who score below are included in the A.B.E. courses and prepared to reach the entry level for the G.E.D. preparation course. (Objectives appended as specified by instructor Melinda Levokove).

Counseling personnel use the resources available for making referrals to the college's student personnel departments. This is usually done for those students who wish to begin or continue degree programs. The counselor in career guidance is able to advocate and negotiate on behalf of the student. The trainee is always involved in these processes. This ensures that she/he is also acquiring the information and skills in order to be able to repeat such processes unaided, wherever necessary, in future self-developing activity.

III. Socio-personal and Survival Skills Development

"Any training and employment program addressed to a chronically unemployed and demotivated population must build into its provisions learning experiences around personal and social skills development."[1] Included in this model are courses in the following areas:

a) Self-Image Building;   f) Inter-personal Skills

b) Health;   g) Parenting

c) Nutrition   h) Community Resources
                                  Awareness

d) Time Management;

e) Life Management/   i) Stress Management
   Goal Setting;

This component of training can be carried out alongside the personal counseling and career guidance. Trainees learn of community resources and are introduced to strategies required to avail themselves of such services. At the same time, the Outreach Counselor fosters the trainees in development of alternatives for meeting housing needs.

The Career Counselor/Job Developer provides some training in communications skills for the workplace. There is instruction also on skills such as "Being an Effective Interviewee."

It is intended that occupational, academic and socio-personal skills development will be integrated and delivered through a team committed to "enabling" the participants' rather than to "creating further dependency."[2]. With this integration of services and learning experiences it is predicted that there will be greater success in retention and placement.

C. Counseling Activities

One (1) hour of classroom instruction *WAS* has initiated and implemented *by* Dance Therapist and Career Counselor Marguerite Green. This fulfilled Director Khan's objective of self-image building. Instructor Green used techniques which have proven successful in her years of work in assertiveness training and self-image development. Counselor Linda Johnson has continued and provided expansion of this idea in her counseling and training sessions. This is in keeping with the rationale of socio-personal crisis intervention and "personal crises management" training proposed by the Coordinator. Dr. Joan Wilson. The activities are arranged in clusters as follow:

"1. Socio-personal Counseling Activities

    a) Enabling participants to do self-assessment;

    b) Building in strategies for self-assessment as a continuous process;

    c) Assisting trainees in developing short and long term goals in light of revealed strengths and weaknesses;

    d) Developing trainees abilities to discriminate between and to prioritize, personal goals, family expectations, community expectations and demands of others;

    e) Enabling trainees to relate personal and career goals to assessed real aptitudes, motivation and skills as well as to potential resources;

    f) Providing trainees with skills necessary to recognize alternative means of achieving of career and personal goals;

    g) Aiding the trainees in developing "Action Plans" for critical dimensions of their lives:

        i.   Family Goals   iv. Post-Child Rear-
        ii. Career Goals   ing & Post-Em-
        iii. Personal Goals   ployment Goals

         v. Alternatives for adapta-
            tion in crises

    h) Strengthening positive linkages with community
        social services which will meet the needs of
        the trainee and her/his fammily members on an
        ongoing basis, and

    i) Building trainee's self-esteem and self-confi-
        dence in his/her ability to cope with, and ne-
        gotiate a successful life in, the
        community."[3].

2. Career Counseling/Job Development and Placement

These objectives will be reinforced across the special
areas of counseling. In Career Counseling, the emphasis is
to be on providing as vast as possible an array of career
options and the means for attaining these. Counseling must
involve guiding the trainee in selection of appropriate
alternatives in planning a career path. Among some of the
issues around which career training and counseling focus are
the following:

    a) Self-assessment techniques: Discovering Aptitudes,
        Values and Interests;

    b) Orientation to the Career Resource Center with
        follow-up sessions;

    c) Interview techniques;

    d) Job Search techniques;

    e) Communication and Presentation Skills;

    f) Conflict Management for the Workplace;

    g) Networking - Formal and Informal;

    h) Dress and Self-Presentation in the Workplace;

    i) Goal and Career Planninng,

    j) Career Mentoring[4].

Job development, placement and follow-up are integral
parts of the career development training and support service
to the students. Job vacancies which fit the needs of
individuals in the training program are not always obvious
or available. (Course outlines and Reports on these
activities by Linda Johnson, Counselor, are appended.)

Sometimes a student is not job-ready but possesses the potential to acquire the skills for placement in a job which is currently vacant. The Counselor/Job Developer is prepared to negotiate phasing of the trainee into the position from part-time apprenticeship to full-time occupancy within a time span agreed upon by the employer. This practice is now being used in some community-based training organizations.

The Career Counselor/Job Developer has to have an awareness of a variety and number of opportunities to insure that this information is current. A roster must be maintained and updated daily. Contacts have to be built with public and private organizations, employers, personnel officers and other job placement services within the educational community and without.

Liaising has to be carried out with community/based training and placement organizations. This provides the opportunities for continuing skills training which are unavailable through the college. It also provides information on job vacancies, current and future trends in availability of employment in the varied occupations. Such information is required so that students will not be misguided in their preparation for permanent employment and on job availability.

Follow-up is a vital part of the Program. The long term objectives in this Program are job placement, and housing as well as for results in life stabilization. Upon placing a trainee in work internship or in employment. the Counselor/Job Developer has to maintain job contact with the employer/supervisor. Thus, the counselor obtains regular assessments on performance and skills-needs of the participants. It is proposed that contact and follow-up be maintained for at least six (6) month following permanent placement in employment or continued educational training activities.

3. Counseling in Community Resources/Housing Referrals

In the spheres of 'Outreach' and 'Referrals' the counselor explores and develops community services already available. This counselor has to network for the purpose of establishing direct linkages with the college's training program. Wherever the intensity of participants' needs precludes feasible provision by the College, public agencies will be sources for referrals and for supplementary input in awareness training. Some of the areas in which outreach and training takes place through the counseling activitity are as follows:

a) Introducing enrollees to the social service network in areas such as:

1. Health Care

2. Child-Care

3. Supplementary & Emergency Food

4. Support groups for special problems such as alcoholics anonymous, victims' intervention project, drug abuse prevention programs

5. Developing trainees' awareness of programs which provide activities for family members in:

    1. Recreation

    2. Cultural programs which are free

b) Providing awareness of supplementary educational programs for youth and children, such as after-after-school centers;

c) Enabling trainees to obtain and maintain contacts with child-care providers and assisting them in negotiating hours adequate enough to allow the trainee time for training study and/or employment;

d) Developing housing resources for single family placement and aiding the trainees in the search for housing;

e) Exploring strategies for alternative styles of housing such as cooperative ventures in owning and rehabilitating government owned housing;

f) Providing training and guidance in caring for and maintaining a home, also home management on limited income;

g) Instructing trainees in methods of self-help project development for varied community services needed;

h) Assisting trainees in developing self-advocating skills for obtaining essential services from large-scale and impersonal organizations, and

i) Maintaining contact with trainees and interested enrollees who move out of the hotels to permanent housing.

D. Alternative Strategies Development

LaGuardia in its modest training program cannot seek to address the totality of the problem on homelessness. However, its training and support services towards job placement for the homeless the Program include assessment and development of strategies for stablizing the lives of groups of hotel residents.

The problems which have created housing shortages are not easily or speedily resolved. Such wholesale resolution is outside the scope of the Program or its participants. Yet, it is anticipated that one of the functions of this training program will be to assist and enable participants to express (1) their perceptions of options, and (2) bring to fruition some viable alternatives for securing their new leases on community life at the micro level.

Training personnel, counselors, social work personnel working with the homeless in the community and interested College professionals will test the propositions in regular sharing and working sessions to cull these alternatives in (a) housing and living arrangements; (b) individual and cooperative group resources development (1) financial resources development and planning (2) cooperative family support services development; (c) self-employment and cooperative business options for augmenting family income and for long-term stability.

"The goal of the training/sharing and learning sessions will aid trainees in self-actualization for at least basic survival and well/being - i.e., food, clothing, shelter, health and a degree of self-sufficiency which fosters security within a vast and rapidly changing society."[5]

E. Support Services

1. Services to Children

It is gleaned from a survey by the Board of Education dated 1985, that there were then a presence of approximately 2,361 children in the four (4) Manhattan hotels this training program serves; 1,281 children in the nine (9) hotels in Queens in which some of our registrants live and sixty (60) children in the one (1) hotel we reach in the Bronx.

Currently, in the short-term, the LaGuardia Training Program for Homeless Heads of Households proposes to continue to provide child care services. The service is given during the hours that the trainees are in classes. Sometimes there are days when child-care centers and/or schools are closed and when the parents are scheduled to attend training sessions at the College. The on-site

child-care service within the Program meets such emergencies.

Although there is cooperation from the local Agency for Child Development's day-care centers, there are always a number of participants who are awaiting acceptance of their children, or who have been unable to place children (2) for a variety of reasons.

In all cases, participants are assisted in their search for appropriate regular child-care. This is especially so since child-care placement is a significant determinant in the parents' success in finding and retaining employment. The current service is extended for short-term facilitation of trainees' immediate needs for child-care during the initial weeks of training.

The program for the children includes scheduled periods for learning, play and rest. (See schedule appended)

b. After-School and Saturday Program for Children

At the present time, the Training Program does not provide for the children of trainees after 2:30 p.m. As trainees begin to move into special areas of training for occupations whether through this College's programs or other facilities, the hours spent in the classroom and in work internships are extended beyond those of the current Program.

Participants have complained that they have been unable to continue classroom activities because of the need to survive their school-aged children in the hotels. Some parents have withdrawn from the Program because they have needed assistance for their children in tutorial services and supervision.

Media investigations, residents reports and observations point out the facts that hotel rooms are crowded, and do not facilitate reading or homework. "Crowded" and "dirty hallways," "unlit stairways," and "chronic drug usage," mitigate against assemblance of normal after-school routines for children.

As of now, there are services provided to the hotel residents by the Parks and Recreation Department, Catholic Charities, and the Board of Education. At this time, none of these give consistent academic support through tutorials. Many of those programs are recreational, cultural or Adult Basic Education. Also there is the LaGuardia Community College's 'College for Children' which has allowed registration of children from the hotels on parental request. This is a Saturday program and its structure of activities does not make it accessible to hotel residents.

Its Saturday Program's hours would require that the parents remain around the College awaiting the children. For many of them, the College is at least one to one-and-a-half (1 - 1 1/2) hours away from the hotel. A few hotel parents have used the College for Children.

F. Transportation

As in the case of child-care and after-school services, transportation is vital for the participants in the Training Program. This is especially so, until each client is able to negotiate inclusion of the extra daily costs of carfare in their budgets prepared by the Income Maintenance Centers.

At the end of each day's classes, the trainees are reimbursed, in tokens, the round-trip fare for attending the sessions. Again, this is intended to be a temporary and emergency arrangement for trainees. Red tape in Income Maintenance Offices and sometimes inadequate client worker rapport hinders the receipt of this benefit. In addition to the proposed reimbursement at the Campus, the Training Program's off-site/satellite training and support services to the Rockaways and Jamaica hotel groups would require alternative mode of transportation service, such as a bus.

Currently the Department of Education and The Human Resources Administration provide bus services to the hotels for the regular school day. LaGuardia anticipates advocating for the extension of such a service to its after-school Program extension. This service would be made centrally accessible to the hotels. The bus services would be for pick-up of children and parents at 3:00 p.m. and for their return to the hotel between 6:30 and 7:00 p.m., when the tutorials and training end.

Adaptable Long Term Objectives

I. Housing and Referrals and Advice Service

"Housing is of primary importance for the trainee population not only by reason of need for stable and private living space, but because residence is related to the potential for employment."[6.]

"The homeless often are stereotyped by society as unstable. Employers also hold these images and, hence they tend to shun employment of persons with 'questionable,' i.e., 'non-reputable' or transient addresses. A hotel address works adversely both in the search for housing and in the acquisition of a job."[7.]

In its pilot program LaGuardia has had two (2) instances in which the participants have been job-ready, have had access to vacancies suited to their skills, but have had to

restrain the pursuit of employment in order to find
residence. This ordering of activities is necessitated by
the stereotyping mentioned above. Also, should the graduate
trainee obtain full employment she/he has a limited 'grace
period' in which to find housing or be evicted from the
hotel. Employment which results in an income which is
calculated to be adequate for family maintenance results in
the loss of right to public assistance and hence, to welfare
hotel accommodations.

Despite that fact, some hotel residents in the Program
are highly motivated to find employment. Some are sometimes
willing to risk finding fully paid employment although such
a decision might make them ineligibile for public assistance
long before they have completed the housing search success-
fully. However, the staff and trainees are aware that,
often, landlords too have proven unwilling to rent to
persons with recent histories of being on public assistance
and/or in emergency hotel housing.

In light of the above obstacles to the goals of job
placement and full participation in the economy of the
community, it is proposed that one dimension of a model
training program for the homeless has to be an intensive and
comprehensive housing referral and advice service. Training
has to include activity to raise the participant's
awareness, information and sophistication on issues around
the current housing market and on strategies for obtaining
and maintaining residencies. "They also have to be prepared
on ways in which will aid in that they can hold the housing
obtained."

Concurrent with LaGuardia's concern about the accessi-
bility of housing to its trainees who are displaced and
living in hotels, there has been some City University-wide
concern with a possible problem of dispossession/home-
lessness faced by its regular student population in the
various colleges of the system.

Some officers in student personnel services and coun-
seling are reporting cases of homeless students. Prior to
this Queens College and LaGuardia have attempted to provide
a type of housing referral service. The services were
restricted by the costs of rental accommodations.[8] The
Project's recent telephone survey found that some of the
colleges do offer a limited service in the form of a
bulletin board with announcements of housing vacancies. Some
counselors report that there are a few students currently in
shelters for the homeless. Such accommodations are
inadequate for pursuit of academic work.

The community college population includes increasing
numbers of mature adults as well as young adults with

dependents.   Such   single-parent   families   tend   to   be
discriminated against even in the open housing market.

Statistics on limited housing stock in New York City for
low income housing and the elimination of Single Room
Occupancy (S.R.O.) housing suggest that the problem of
student housing will become more common to the community
college's student personnel services and programs.   Com-
munity college students tend to come from families with
lower incomes than the four-year college students. Housing
shortages have greater impact on such families.

It is proposed, therefore, that the housing referrals
service considered for the homeless hotel population
includes experimenting to encompass registration of needs of
other segments of LaGuardia Community College and other City
University student population who are homeless.

A.   Justification for Experimental Joint Service in Housing
     Referral

A few calls from student counselors; experiences with
three (3) person's who had been college students (one (1)
from City College, one (1) from New York Technical College,
and one (1) currently enrolled at LaGuardia), and their
personalized accounts of homelessness, suggested that there
may be a need to develop strategies for a referral service
which would be open to any college student in crisis of
homelessness.

One idea developed by the Coordinator and which is still
in formulation is that of linking a LaGuardia Community
College experiment for a C.U.N.Y. student personnel service
in housing to the housing referral service projected for
Project Enable (Training Program for the Homeless Heads of
Households). This provides the advantages of:

"a.   reducing immediate and possibly, long-term costs of
      a massive centralized housing referral service for
      the   LaGuardia   Community   College   and   C.U.N.Y.
      students at risk of homelessness;

 b.   providing a working model for future directions of
      such C.U.N.Y.-wide or College-specific services in
      the system, if this experiment is successful;

 c.   providing the positive image essential for disad-
      vantaged and special programs' trainees to gain ac-
      cess to potential landlords. Referrals from a col-
      lege-related housing referral service rather than
      from self-initiated efforts, might help remove
      some landlord prejudices and/or barriers which now
      operate against the homeless student;

d. using the counselor/outreach personnel from Project
    Enable to coordinate and collaborate with other
    agencies working towards employment placement for
    the homeless. Such a counselor/outreach worker
    would organize and implement seminars/sharing
    sessions, and brainstorming workshops on housing,
    and

e. sensitizing concerned and indifferent residents/
    owners in the local communities to the special
    housing needs of students and abating owners' an-
    xieties. This would help in obtaining placements
    for college-wide students and special students/
    trainees within the College."[9].

    The rationale for this exploratory model of a broader
service for the student population which would include
trainees of the Program is: (a) to meet the needs of the
hotel residents, it will be essential for the housing
outreach counseling personnel to invest at least a third
(1/3) to a half (1/2) or her/his time in building community
awareness of the housing crisis for a variety of student
populations, and (b) in accomplishing this service there
will be networking through the coalitions around
homelessness (the community boards and agencies that work in
this area as well as with community organizations, church
groups and the institutions). These would provide the
personel contacts and education of private owners.[10].

B. Operationalizing a C.U.N.Y.-Wide or Joint Housing
    Referral Service

    It is proposed in the Training and Placement Program of
Project Enable to provide (1) instruction, referrals and
advice on "housing," "the housing search," and on (2) "al-
ternative strategies in housing/residential accommodations"
for heads of households who remain Program participants,
other special student populations and regular students of
LaGuardia, including those with dependents."[11].

    The service would:

1. Solicit and maintain current and updated informa-
    tion on the location of private and public accom-
    modations suitable for C.U.N.Y. homeless;

    a. single/individual students

    b. married students and their dependents

    c. single students with dependents

    d. trainees in the LaGuardia Training Program for
        homeless families

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      e. trainees who are at risk of homelessness in other special programs within the Continuing Education Division.

2. Provide a register of such students with their specific needs;

3. Invite registration by potential landlords - private and commercial, for referrals of students who are registered or in emergency;

4. Make and take referrals to and from appropriate student personnel offices in the system for such students who are in need of support services in counseling, health care, food supplies;

5. Develop on going networking activity within the local communities for the purpose of educating the residents/owners to the needs of students, and allaying the fears of potential private rentals:

6. Establish regular workshops/sharing groups to train current homeless students on the concerns of landlords, survival, and human relations strategies for successful sharing of private residencies or cooperative acquisition of housing by groups of individuals or families;

7. Liaise with as many types of community organizations and persons as could provide viable short and long term solutions to students' housing need;

8. Maintaining continuous interface and collaboration with the student personnel offices in the provision of a professionally, administered housing referral service;

9. Counsel and mediate "informally" in potential housing crises of students on the register.[12.]

II. Off-Site Program

Experiences with hotel residents who have attended Project Enable at LaGuardia and from distances such as FarRockaway and Rockaway, suggest a need for this to extend itself off-site to meet the training and placement needs of such families.

It has been stated that there were in early 1985 some one-hundred-and-five (105) families living in the four (4) hotels housing homeless families in the Rockaway area. There were then approximately two-hundred-fifty-two (252) children. The numbers are increasing, yet currently, there are no programs and services to these families. Some of

those parents have come the long distance required in order to participate in the current Program. They have withdrawn except for one (1) student due to the tedious one-and-one-half to two (1 1/2 - 2) hours journey they must make each way. It is inconvenient and tiring for mothers to leave school-aged children early enough to get to the classes at LaGuardia and to return on time to meet and/or supervise them after school. If a parent has preschoolers who have not been placed in a child-care at the time of registration in the Program, he/she has had to travel with that child (or children) for the long hours mentioned.

Many of the courses which are basic to the workplace can be acquired and successfully run if moved off-site. For example, the trainees at such distances could be offered the assessment, counseling, training courses and after school tutorial services in a facility equi-distant from each of the hotels. Discussions with the workers in the Queens area who operate the G.E.D. and Basic Education Programs have provided suggestions on a possible location for such an extension program in already existing facilities.[13]

An alternative/additional site could be obtained for access to the Colonial, Lincoln Court, Jamaica Arms, and Mets hotel. Proximity to the first two (2) hotels would be emphasized since the Travelers have been receiving varied services from other agencies and its residents are represented in the current LaGuardia Program.

Explorations would have to be made to find out whether other agencies have begun to fill some of these needs. Collaboration could expand and improve the content as well as quality of these efforts.

Conclusion

The conclusions drawn and the projections for effective services and programming for stabilization set in "The Many Faces of Homelessness," are appropriate here (Wilson 1986).

Ideally, for homeless and public-dependent parents to be available for training and development, the following intervention strategies are essential:

A. Time Liberation for Time Management

There must be a decrease in the time public clients spend traversing the city to obtain services from income maintenance centers, caseworkers, housing specialists, physical and mental health care services, schools' children's services. Additionally, the conflicting time demands of these agencies personnel on the clients have made it impossible for even the most highly enthusiastic of the participants to be persistent in pursuit of training for employment. The trips are physically exhausting. The continued interruptions for the purpose of interface with a multiplicity of specialist personalities, succeed in demotivating these adults. It also diminishes their sense of wholeness, personal and psychic privacy and the recognition and value of any opportunity provided for them to or purpose in becoming self directed and self actualizing.[15]

While one of the functions of effective training is to enable persons to develop a sense of 'time constraints,' (time prioritization for effective short and long-term personal life, career and family management), this goal has been elusive for the victims of well-intentioned but intrusive and disconnected special services.[16]

To enable trainees to effect personal time planning and management skills there needs to be a provision of multi-service centers to include all of the services mentioned above. Income maintenance centers should provide in their facilities (or should be located in facilities which provide) all of the supportive socio-personal services indicated above. This may require further decentralization for effective multi-service management in the interest of reintegrating the lives of clients with a goal towards such clients being stabilized and mainstreamed.[17]

B. Support Services on Behalf of Parents & Children:

I. Child Care

Parents have to be freed from child-care and the immediate non-critical daily routines for long enough hours

in order to accommodate workday and training schedules. ✓Only such relief will allow them to participate fully and productively in meaningful training and work-internships between the hours of 8:00 a.m. and 5:00 p.m. Such a provision would save children from the tedium of being pulled on long trips to the offices of service agencies as their parents move around to obtain the benefits of training and employment.[18]

Child care programs should begin as early as 7:00 a.m. and run through 7:00 p.m. for at least the traditional five (5) working days. (In the long term, limited options at a minimal fee to clients could be provided in supplementary care hours on Saturdays. Child care centers should include facilities for children from infancy through kindergarten.[19]

The rationale for maximum possible hours of child and infant care provisions is that the families who need and would benefit most from such comprehensive provisions are the very families that provide workers on/for the odd shifts (evenings and nights, weekends). They are disproportionately represented among the service personnel, health technical workers and security personnel. Such single parents need the cultural support of reliable, quality child-care.[20]

Invaluable spin-offs from such a comprehensive design and service delivery include the following: (a) providing centers for supervised training in infant and child-care as well as early childhood education. This would be in collaboration with post-secondary institutions offering certificate and degree programs for parents who might wish to pursue such occupations; (b) providing directed training opportunities for current students in college and university programs relevant to the well being and development of children, as a result of which there would be (c) reduction of the operational costs for maximum feasible child and care-worker ratios; (d) improved quality of professional infant and child-care, and (e) improved quality and intensity of professional training in these occupations.[21]

Pace University's Child Care Center is one model. However, there is also another well-recognized model of such a quality service training operation which has been in existence for some years between the Atlanta Area Technical School and Atlanta Junior College where there is a Child Development Center (Lab) providing extensive area center services to the children, students, staff and the community p.m.? ✓from 7:00 a.m. to 10:00 a.m. Mondays through Fridays. Trained and credentialed workers from that Center and its programs operate varied formats of child-care which include weekend, night time and short-term services as enterprises. Such enterprises can be developed as cooperatives by

currently unemployed parents who can be trained in this area.[22]

II. After School and Saturday Programs

These programs are required in local schools, colleges and/or in child-care centers. On weekdays, the programs should run up until 8:00 p.m., at the earliest. Such a provision would limit the number of unsupervised hours of the children of the families discussed above, and especially so when the children of the homeless are involved.[23]

All of the children from the population mentioned above and who would be seeking the services are most often deprived of enrichment, and opportunities for organized leisure time activities. The service is essential not only for homeless children but for many children from marginal middle and working-class communities. Opportunities are limited or non-existent for organized and/or meaningful enrichment and leisure time activities for children of these socio-economic strata of parents. Lower income families often cannot provide the academic assistance needed for their children to apply themselves in the completion of homework assignments. In these less advantaged households, physical and psychic spaces are unavailable or bombarded. Further, for lower income families, neither the parental academic resources, time nor the physical and social environments permit these children a semblance of equity of opportunities in early childhood. Yet, equity in the availability of these conditions is essential if the children of these families are to enter, compete and succeed in mainstream education.[24]

It is proposed that these centers would have provision for transportation to and from home, school and centers both for the children of permanent residents of the community and for children of the temporary residents who are the homeless in the local hotels. To isolate the services the hotel families geographically, physically and socially is to permanently stigmatize the children as well as to reinforce negative prejudices and stereotypes of disadvantaged groups of people.[25]

III. Alternative Schools

There has to be a provision of alternative schools within reasonable distances from the hotels to provide the children stability and continuity in their education and to spare them the trauma many of them now endure in hostility and rejection by resident children and their families. Similarly as the Middle College (alternative high school) was successfully developed and implemented by LaGuardia Community College for chronic truants, an alternative model for accommodation of k through twelve (12) homeless students

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could be demonstrated. Transient students create special needs for innovate adaptation of secondary education. Where transience is a way of life, permanent institutional forms and processes which are responsive and capable of maintaining excellence in their products is important.[26.]

IV. Transportation

Transportation between hotels and services such as to local service centers, schools, supplementary and educational programs, could be provided on a regular daily schedule convenient to the needs of the children and their parents.

The proposals, I. through IV. answer not only the needs of the parents but presume to begin to provide "preventative inter-generational social-intervention on behalf of the society of the near future."[27.]

"In the absence of the traditional (taken-for-granted) supports found in 'intact' and mainstream single-parent families, the families to which these strategies are addressed are unable or under-prepared to carry through the vital caring functions essential to positive and consistent socio-personal nurturing of children."[28.]

In effect, such vital strategies provide for: (a) more effective responsiveness to employment and training opportunities; (b) more appropriate socialization of children of families in crises, or who are under chronic socio-economic and/or socio-personal stress. In the absence of the traditional (taken-for-granted) supports found in 'intact' and mainstreamed single parent families, disadvantaged families in chronic crises are unable or unprepared to carry through the vital caring functions essential to positive and consistent socio-personal nurturing of children.

"Only with such supports in place can we expect participation in the workforce by public-dependent members of the adult population who are physically, socially and mentally able to do so on the full-time basis and for the stability of their lives. The public would then be subsidizing incomes and support services for productive human beings and reducing the percentage of inter-generational dependents.[29.]

Both parents and children of the disadvantaged can be afforded equality of opportunity to access and compete for rightful and dignified places in our society."

Footnotes

1. Wilson, Joan, E. "Programming Effective Training for Public - Dependent Heads of households." (1986)[a] [Paper in submission for publication].

2. Ibid.

3. Ibid.

4. Ibid.

5. Ibid.

6. Wilson, Joan, E. "The Many Faces of Homelessness," (1986)[b] [Paper in submission for publication].

7. Ibid.

8. Ibid.

9. Wilson, Joan, E. "Homelessness: An Issue for the Responsive Community College," (1985).

10. Ibid.

11. Ibid.

12. Ibid.

13. Ibid.

14. Op.Cit.. (1986)[b].

15. Ibid.

16. Op.Cit., (1986)[b].

17. Ibid.

18. Op.Cit., (1985) and (1986)[a].

19. Ibid.

20. Ibid.

21. Ibid.

22. Ibid.

23. Ibid.

24. Ibid.

25. Ibid.

26. Ibid.

27. Ibid.

28. Ibid.

29. Ibid.

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Kaufman, Nancy K., "Homelessness: A Comprehensive Policy Approach," <u>Urban Social Change Review</u>, Vol. 17, Winter 1984, pp. 22-26.
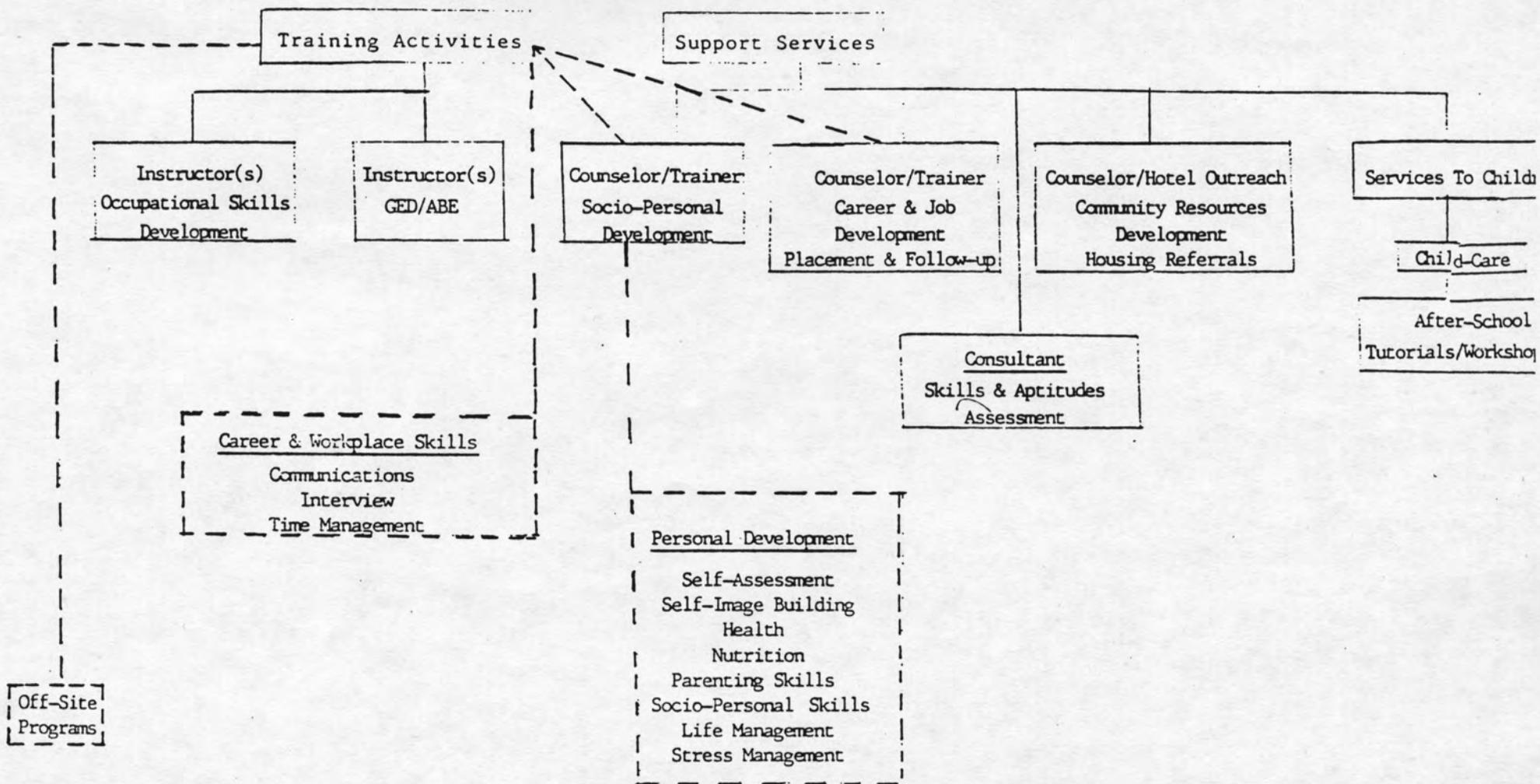
Stoner, Madeline R., "The Plight of Homeless Women." <u>Social Service Review</u>, Vol. 57, December 1983, pp. 565-581.

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"Homelessness: An Issue For the Responsive Community College," 1986[c] (in submission for publication).

PROGRAM COORDINATOR

Training Activities

Support Services

Instructor(s)
Occupational Skills
Development

Instructor(s)
GED/ABE

Counselor/Trainer
Socio-Personal
Development

Counselor/Trainer
Career & Job
Development
Placement & Follow-up

Counselor/Hotel Outreach
Community Resources
Development
Housing Referrals

Services To Children

Child-Care

After-School
Tutorials/Workshops

Consultant
Skills & Aptitudes
Assessment

Career & Workplace Skills

Communications
Interview
Time Management

Personal Development

Self-Assessment
Self-Image Building
Health
Nutrition
Parenting Skills
Socio-Personal Skills
Life Management
Stress Management

Off-Site
Programs