

Family Outreach and Assessment Coordinator: Status Report and Position Assessment: 2/1/2022-10/31/2022

Last February I took on the role of Family Outreach and Assessment Coordinator, a position newly created by the Champlain Valley School District to support students and families experiencing homelessness, or housing instability. There were two critical reasons for the decision to fund this position: The results of the McKinney-Vento data collected by the schools documenting all unhoused families attending schools in the district; The growing concerns of school staff who were seeing the number of unhoused and housing insecure students and families in the district skyrocket.

The rise in housing instability and homelessness for students and families is not always reflected in the McKinney-Vento documentation, nor in the annual HUD Point-In-Time counts conducted in communities across the country. There are many additional cases that are not accounted for a variety of reasons including:

- Families who are living in doubled up in living arrangements and the school isn't aware.
- Families in uninhabitable housing who are concerned about reporting their housing conditions for fear of having no other housing options in case they are forced to move by city officials as a result of the uninhabitable nature of their homes
- Families who are afraid to report their housing status because they think it will lead to their children being removed from their homes
- Families who are at risk of losing housing and don't let the school district know of their situation because they are unaware that the district can provide housing support services that will help them navigate the housing system.
- Families who are at risk of losing housing, or who have already lost housing, and don't let the school district know because they don't want their children to have to change schools (They are also likely unaware of the McKinney-Vento laws for students experiencing homelessness.).
- Feelings of shame or guilt about their housing status resulting in their status not being reported to school staff.

Regardless of the reason that a school district may not be aware of families experiencing homelessness or housing instability, it is widely recognized by educators and social service professionals that being in unstable housing, or being unhoused, affects students and their ability to learn in profound and enduring ways including:

- Students experiencing homelessness are likely to be chronically absent from school more than the overall student population¹
- Students experiencing homelessness are less likely to complete high school²

¹ https://learningpolicyinstitute.org/sites/default/files/product-files/Students_Experiencing_Homelessness_BRIEF.pdf

² https://learningpolicyinstitute.org/sites/default/files/product-files/Students_Experiencing_Homelessness_BRIEF.pdf

- Among those who complete high school, students experiencing homelessness are less likely to enroll in college the year following completion when compared to all students³
- Students experiencing homelessness are likely to receive disciplinary action more than other students⁴
- One in five students experiencing homelessness change schools at least once during the school year⁵
- Only 51% of children who are homeless met statewide standards in reading in grades 3-8 on a national basis⁶
- Only 48% of students who are homeless met statewide standards in math on a national basis⁷
- Children who are homeless have twice the rate of learning disabilities⁸
- Children who are homeless are four times as likely to show developmental delays⁹
- Children who are homeless have three times the rate of emotional-behavioral disorders than children who have stable housing¹⁰

The reasons for being unhoused are innumerable, but are as unique as each family. What is not unique are the consequences of homelessness or housing instability on children. Every single child in these families is experiencing the unparalleled trauma that results from precarious housing, or enduring homelessness. Breaking free from the cycle of poverty begins with a good education. Education cannot happen when a child is living with the constant anxiety and stress caused by an unstable housing situation.

What follows is an overview and data assessment for work undertaken over the past nine months in my position as Family Outreach and Assessment Coordinator for CVSD, along with my recommendations for next steps, and a concluding observation.

³ https://learningpolicyinstitute.org/sites/default/files/product-files/Students_Experiencing_Homelessness_BRIEF.pdf

⁴ https://learningpolicyinstitute.org/sites/default/files/product-files/Students_Experiencing_Homelessness_BRIEF.pdf

⁵ https://learningpolicyinstitute.org/sites/default/files/product-files/Students_Experiencing_Homelessness_BRIEF.pdf

⁶ <https://firesteelwa.org/2014/09/homelessness-and-academic-achievement-the-impact-of-childhood-stress-on-school-performane>

⁷ <https://firesteelwa.org/2014/09/homelessness-and-academic-achievement-the-impact-of-childhood-stress-on-school-performane>

⁸ <https://firesteelwa.org/2014/09/homelessness-and-academic-achievement-the-impact-of-childhood-stress-on-school-performane>

⁹ <https://firesteelwa.org/2014/09/homelessness-and-academic-achievement-the-impact-of-childhood-stress-on-school-performane>

¹⁰ <https://firesteelwa.org/2014/09/homelessness-and-academic-achievement-the-impact-of-childhood-stress-on-school-performane>

The following data is a summary of the families with whom I have worked in my role as the Family Outreach and Assessment Coordinator.

The reporting period is February 1, 2022- October 31, 2022: 9 months.

Families and 18-year-old students who received housing support services through the CVSD Family Outreach and Assessment Coordinator

Key: Parent Initials/Housing status when referred/School attended when referred/Who and how referred/How many children in household/ Housing Outcome

K.R.:Unhoused/Hotel in Shelburne/Referred through Reach-Up Case Manager/ 5 Children/ Now in stable, permanent housing

U.B.:Unhoused: Hotel in Shelburne/Howard Center School/Referred through Reach-Up Case Manager/1 child/ Now in stable, permanent housing

H.M.:Unhoused, couch surfing/ Hinesburg Community School/Referred through Hinesburg School Counselor/3 children/Now in stable, permanent housing; obtained a section eight voucher

P.A.:Unhoused: Hotel in Shelburne/Pre-K in Shelburne/1 child/Referred through Reach-Up Case Manager/Now in stable, permanent housing

A.C.:Living with family and then unhoused: Hotel in Shelburne/Shelburne Community School, 4 children/Referred through Shelburne Community School/Now in permanent, stable housing and obtained a section eight voucher

T. B.:Unhoused/Hotel in Shelburne, Shelburne Community School/1 child/Referred through Shelburne Community School/Now in permanent, stable housing and obtained section eight voucher

J.B.:Housing instability and then Hotel/Referred through CVU School Counselor/3 children/Now in permanent, stable housing and obtained a section eight voucher

A.C.:Unstable housing in Shelburne/School in Burlington/5 children/Referred through SCS/ Remains precariously housed despite housing options

A.C.:Housing instability in Hinesburg/Risk of eviction and section eight voucher at risk/Living in Hinesburg/Hinesburg School/1 child/Referred through Hinesburg school/Stabilized housing and maintained section eight voucher

D.A.:Housed in Williston/ Williston School/No housing risk but wants to move to have more space for his grandchild/1 child/, referred through Williston counselor/remains in stable housing

S.D.:Risk of eviction in Williston/ Williston School/5 children/ Referred through Williston schools/ Housing stabilized and risk of eviction mitigated

J.D.: Risk of eviction in Shelburne/Shelburne school and CVU/2 children/Referred through CVU/ Housing stabilized and eviction risk mitigated. Obtained a section eight voucher

M.G.:Risk of eviction in Williston/Williston schools and CVU/2 children/Referred through Williston school/Lost housing and moved out of district with family despite housing

W.G.:Living in Shelburne in inadequate housing/CVU/ 1 child/Referred through McKinney-Vento paperwork/ Family did not engage with McKinney-Vento outreach but re-referred through CVU so reaching out again.

A.G.:Living in Hinesburg at risk of eviction/Hinesburg School/6 children/Referred through Williston Schools/Housing stabilized in new location, family is in stable housing

J.G.:Live in Shelburne in stable housing with voucher but want to move due to feeling unsafe in their neighborhood/5 children/Referred through Shelburne Community School/Maintaining current stable housing with subsidy

J.L.:Hotel in Shelburne/Shelburne Schools/2 children/Referred through Shelburne Community School/Obtained section eight voucher and now in permanent, stable housing

S.K.:Hotel in Shelburne/Shelburne School/1 child/Referred through Shelburne Community School/Not engaging in services

D.K.:Hotel in Shelburne/ Mosaic School/1 child/Referred through reach-up and DCF/Obtained section eight voucher and in stable housing

V.L.:Housed in Shelburne at risk of foreclosure/Shelburne School/1 child/Referred through Shelburne Community School/Moved into permanent, stable housing with subsidy, working on obtaining a section eight voucher

S.M.:Facing eviction in Williston/Shelburne Schools/2 children/Referred through Williston Schools/Moved into permanent, stable, housing

C.M.:Living in Shelburne and concerned about affordability/School in Shelburne/2 children/Referred through Shelburne Community School/Maintaining stable housing

M.O.:Hotel in Shelburne/Pre-K Shelburne/1 child/Referred through Reach-Up/In permanent, stable housing with section eight voucher

N.R.:Living in Williston at risk of eviction and voucher loss/School in Williston/1 child/Referred through Reach-Up/Maintained section eight voucher and moved to new, permanent, stable housing with voucher

J.P.:Hotel in Shelburne/Mosaic School/1 child/Referred through Reach-Up/Moved out of district to be closer to family but no apartment identified

M.F.:Sold home in Williston after change in family configuration/Williston Schools/2 children/ Referred through Williston Schools/In permanent, stable housing out of district

V.K.:Family living in charlotte but student not living in home/18 year old/Referred through CVU counselor/ Student stopped engaging in services before stable housing identified

R.K.:Family lives in Williston but student not living at home/18 year old/Referred through CVU/Obtained section eight voucher and is in permanent, stable housing

M.R.:Living in Saint George at risk of losing voucher and also under eviction/CVU/1 child/Referred through CVU/ Maintained section eight voucher and currently fighting eviction. If eviction goes through we will utilize the voucher to move the family to a new, permanent, stable unit.

B.S.:Living in charlotte and landlord is selling the rental unit/CVU referral/2children/Did not engage in services

R.G.:Living in overcrowded and housing in Williston/Williston Schools/2 children/Referred by Williston School/Obtained a section eight housing voucher and in the process of looking for a new, stable apartment

C.K.:Living in Hinesburg with grandmother after being priced out of her former apartment/Hinesburg Schools/2 children/Referred through Hinesburg Schools/Applying for section eight voucher and looking for affordable units

T.T.:Lost housing in Saint George and living with extended family in Charlotte/ 2 children/Referred through Reach-Up/ Have a section eight voucher, in process of looking for a new, stable apartment

L.P.:Hotel in Shelburne/Pre-K in Shelburne/1 child/Referred through Reach-Up/Obtained section eight voucher and looking for permanent, stable housing

J.F.:Hotel in Shelburne/CVU/1 child/Referred through CVU/Meeting for first time this week

K.D.:Precariously housed in Shelburne/Shelburne Schools/1 child/Referred through Reach-Up/Obtained section eight voucher and looking for permanent, stable housing

D.W.:Hotel in Shelburne/Shelburne Schools/3 children/Referred through Shelburne Community School/Has section eight voucher, applying for permanent, stable housing

R.H.:Hotel in Shelburne/CVU/18 years old/Referred through hotel system/Using VERAP funding to pay for current housing but trying to obtain voucher to create permanent stability

T.G.:Staying with a friend in Saint George after leaving unsafe housing/CVU/1 child/Referred through CVU/Obtained section eight voucher, looking for apartment where the voucher can be used

P.F.:Hotel in Shelburne/Shelburne Schools/3 children/Referred through Shelburne Community School/Has a section eight voucher, looking for permanent, stable apartment where the voucher can be used

M.H.: Under threat of eviction in Shelburne/Shelburne Schools/1 child/Referred through CVU/Just started work with family, trying to determine next steps for stability

J.A.: Moved after change in family arrangements/Williston Schools/2 children/Referred through Williston Schools/Found new, stable, affordable housing out of district

K.C.: Lost housing opportunity in Williston after moving out of former home/Williston Schools/1 child/Referred by Williston Schools/Moved out of district and transferred to school out of district

M.I.: Housing Instability in Shelburne/CVU/1child/Referred through CVU/Did not engage in services

C.C.: At-risk of losing housing after graduation/CVU/18 years old/Just began work with student, trying to determine next steps

E.M.: Living out of District with extended family/Children in Shelburne Schools with extended family/2 children/Referred through Shelburne Community School/Just started work with family, trying to determine next steps

C.J.: Precarious housing in Shelburne/CVU/18-year-old/Self-Referral/Determining next steps and creating housing stability plan

N.G.: Precarious Housing in district/CVU/1child/ Mckinney-Vento Referral/Did not engage in services

N.D.: Shelburne Hotel/ HowardCenter School/2 children/Referred through Reach-Up/In stable housing with section eight voucher

J.S.: Shelburne hotel/Shelburne School/1 child/Referred through Shelburne Community School/Just started working with family to determine next steps

S.M.: Unstable housing in Hinesburg/Hinesburg Schools and CVU/3 children/Referred through CVU/Just started working with family to determine next steps

T.M.: Unstable Housing in Shelburne/CVU/2 children/Referred through CVU/ Just started working with family to determine next steps

Aggregated Outcome Data for all Families and 18-year-old students who received housing support services through the CVSD Family Outreach and Assessment Coordinator

- Total number of families referred to CVSD housing support services: **53**
 - Total number of students living in the referred households: **99**
 - Total number of 18-year-old students referred as single-person households who were experiencing housing insecurity or homelessness: **5**
 - Total number of evictions prevented: **4**
 - Total number of section eight vouchers obtained by families or single-person households*: **13**
- *Section eight vouchers subsidize rent according to a household's income so that housing remains permanently affordable while the voucher is in place.
- Total number of households or individuals who transitioned into permanent, stable housing from housing instability and/or imminent threat of housing loss: **9**

- Total number of households who transitioned into permanent, stable housing from being unhoused or living in an emergency shelter or transitional housing hotel/motel: **12**
- Total number of households still in progress/working towards housing stabilization when data reported: **14**
- Total number of households that did not engage with housing support services: **3**
- Percentage of students in the CVSD who were in unstable housing or experiencing homelessness and received services through school-based housing support*: **2.4%**
*Total Number of students in CVSD District: 4140, 99 received school-based housing support services

To put these numbers in perspective: 1 out of every 42 students in the CVSD reported housing instability or homelessness between 2/1/2022-10/31/2022.

Note: This data only reflects students and households who sought housing support through school-based services and does not account for students and families who were in unstable housing or experiencing homelessness and were not connected to these services through school staff or community organizations.

Note: Reported totals in all categories may exceed total number of households, as some households fall into more than one category

Aggregated Outcome Data for all Families and 18-year-old students who received housing support services through the CVSD Family Outreach and Assessment Coordinator and Source of Referrals:

- Shelburne Community School: **13**
- Williston Central School: **8**
- Allenbrook School (Williston): **2**
- Charlotte Community School: **0**
- Hinesburg Community School: **4**
- CVU High School: **10**
- Self-Referral (18-year old students): **1**
- Referred through Mckinney-Vento documentation only; not referred through other school staff or community partners: **3**
- Reach-Up Case Managers at ESD: **9**
- DCF Case Managers: **2**

5-Year Housing Trends in the Champlain Valley School District

Mckinney-Vento referrals for the entire district show that between 2017 and 2021 there were consistently over 19 families per year documented as unhoused through Mckinney-Vento documentation within the CVSD.

2017: 19 Families

2018: 24 Families

2019: 29 Families

2020: 20 Families

2021: 24 Families

2022: 18 Families documented as unhoused so far this school year, between September 1- Oct. 3, 2022. I anticipate the total number of reported unhoused families will increase as the school year progresses.

Note: This data only represents families in the district who reported being unhoused. It does not include families who may be, or have been doubled-up, are in unstable housing, are at-risk of losing housing or eviction, are in overcrowded conditions (not doubled-up, but in housing that is too small for the household size), or are in inadequate housing (i.e.: not insulated properly, has mold, no reliable heat source etc.).

What the school community has to say about providing school-based housing support services:

Staff who provide supportive services to students and families were surveyed to help determine the need for housing support services within the CVSD. Questions and responses are as follows:

Survey Questions and Responses:

Question 1:

Currently the housing support service model receives referrals from school counselors and administrators, teachers, nonprofit housing organizations, hotels, motels, emergency shelters and various other organizations who work with families such as Reach-Up and DCF. We often get referrals after a family has already entered a crisis, such as being evicted or entering an emergency shelter. Housing services are more effective when we can provide “upstream” interventions, such as mediating landlord relationships or helping to pay back rent, before the situation becomes dire and housing or a housing subsidy is lost. Do you have suggestions about how we can more effectively integrate housing services into the support services offered throughout the school district so that more staff, students and families are aware of the services, and can access them, before a housing situation reaches a crisis point?

Question 1 Responses:

- No Suggestions, keep doing what you are doing!
- Maybe a survey? Or better yet, include a question or two as part of the student school wide CVU Engage student survey that goes out to all students through advisory and is required of them?
- I think if we had more general awareness about what resources are out there for families then it would make it easier to work into conversations with families.
- In WCS we have weekly meetings with all of our teachers (called Kidtalk meetings), this could be an opportunity to learn if a student has been sharing info regarding these types of needs (e.g. telling others “I may have to move”, “my mom lost her job” etc.). We could add this question to these weekly meetings and if someone has heard a rumor or information perhaps a direct contact would be helpful.
- The addition of our district housing specialist, Jennie, has been instrumental in helping families and students find security AND strengthen home-to-school relationships. Her extensive knowledge of the community and its resources have been the single most effective way for families to know and access these services. Without her command of the system, her unique and effective relationship development skills, and her just plain

dedication to the work, many of our students would be without basic needs. My hope would be as she settles into the district and quiets the many years of housing crisis, that her position will include the next level of education and advocacy.

- District Website and Occasional reminders/updates in the community newsletter
- I would consider using the CVSD newsletter and school newsletter to share information. You could also write a blurb about this work and principals could send it out in a staff communication.
- I wonder if you have the ability to attend student support team, or what we call Targeted/GADRAP meetings occasionally to check in with that team around any housing needs? It might even be helpful for you to visit that team meeting to share more about the resources available so everyone is aware and might be more thoughtful about referring families earlier on?

Question 2:

Would it be helpful for you, in your role within the school district, to have more information about housing, public housing authorities, and housing support services and resources in our community? If yes, what would be the most effective way for you to get that information?

Question 2 Responses:

- -Yes! Email or through a shared Doc
- -I would prefer that we refer families to you, but general information is always helpful
- -Yes, absolutely. I think if something was sent out monthly or periodically with quick and easy-to-read information about resources it would be tremendously helpful.
- -Having that information is always helpful, but also knowing that you work for our district has been a great resource. Not sure the best way, but maybe there is a shared google drive/document that provides an updated list of services and supports for families.
- -Yes, it would be helpful to have the knowledge of these resources. Jennie has been a great addition to our weekly meetings where this information can be shared. We have also invited her into our regular PLC meetings to ask specifics and get clarifications around new initiatives.
- -Yes, the weekly SST check-ins are helpful to receive updates about the housing availability and needs in our community. The housing crisis is also impacting our ability to staff our schools.
- -I would appreciate a one-pager with an overview of this information.
- -Yes! I feel like the system changes frequently and it is hard to keep up! I wonder about offering some trainings or possibly providing some “cheat sheets” or “at-a-glance” resources.
- -Yes, it would be helpful. I think check-ins and even basic training would be useful.

Question 3:

Do you think having more information about housing and housing resources in our community will help you identify and refer students and families who need assistance with housing to the housing support services? Why or why not?

Question 3 Responses:

- Yes!
- Not sure?
- Yes, I think that it would. Ever since this resource became available it has given me another thing that I can talk about with families and potentially refer to.

- I know that understanding housing and housing resources is something I need to learn more about. I wonder if an annual workshop to help those of us in support positions know the resources, steps, etc. would help with timely and appropriate referrals. So my answer is yes.
- No. Typically families are referred to us through these resources or find us themselves.
- I think our counseling team does an excellent job establishing trusting relationships with families and connecting them to community resources. I think our school personnel does a great job identifying families in need, but your role helps our staff make those connections to the community supports/resources.
- Honestly, I don't think anyone at the school level can take on the work without extra support. Maybe the Howard Center Social Workers for those on their caseload but I'm not sure.
- Yes, because knowing what resources are out there might help me realize that there is a family who would qualify for support that I didn't know was eligible. It might help me look at a family's needs in a different way.
- Yes, because it provides context and more information for each situation

Question 4:

Over the past several years there has been a substantial increase in the number of unhoused families living in the CVSD due to an increase in transitional and emergency housing units in the district. If applicable, do you feel that having staff in the district who can focus on working with families and students to navigate housing instability and homelessness enhances your capacity to prioritize your primary role in the school? Why or why not?

Question 4 Responses:

- Yes, our jobs are crazy busy so the support/expertise is always appreciated.
- Yes, 100% it does. I think housing is becoming a major barrier to the majority of the population that I work with. Since we started working with Jennie it has been a way to get families connected with someone who is informed and skilled at navigating the housing market, which is extremely complicated. If the district did not have the resource, I feel that a lot of that work would be falling to me as the social worker (and has fallen to me in the past) or would just not be happening at all. In either case, I am not nearly as knowledgeable or skilled as Jennie is in this type of work, which means numerous CVSD families would continue to lack housing stability.
- Yes, definitely. I am so thankful that I could refer families to Jennie and/or talk with Jennie about resources and families, etc. I feel having staff that focus on this need is a priority for our district and enables me to focus on my duties as a school counselor.
- YES, YES and YES. Not only does it allow me to prioritize my primary role, it enhances the work and the relationship families have with the school 10-fold. Jennie's work with our schools has been unmatched. She has effortlessly developed trusting relationships with families in crisis and surviving trauma- not an easy feat. Often in my position I just put out academic and social emotional fires that pop up in the school realm, Jennie is making a lasting impact on family's safety and security. What that does for our students is immeasurable.
- I think our ultimate goal here is to reduce the transience of our students and really understanding the McKinney-Vento Law. We'd like to see all of our families maintain consistent and safe housing. Some families in this situation could benefit more from adult education courses, support getting and maintaining jobs, reliable transportation etc.

The person in this role can also have a positive impact on improving student attendance/truancy.

- Yes, having a go-to person at the district level has been wonderful.
- Yes, it has been very helpful to be able to refer families for housing support, and allows me the time to focus on other needs.
- Absolutely. It's been incredibly helpful and essential for our students and families. It ensures that they are in competent hands who know the housing realm which feels complicated.

Question 5:

Are there any other suggestions, ideas or feedback you would like to provide regarding housing support services within the Champlain Valley School District?

Question 5 Responses:

- I greatly appreciate the work you have done and feel this position is really important to continue. I have reached out to you and we have collaborated, I hope this continues!
- Jennie has really done amazing work with several families that I work with. She has not only helped them find housing, but I know she has become another provider for them to trust. She goes above and beyond in her work and I am so thankful that she is here to help children and families find stable housing and navigate a very complex system.
- I would like to make sure this position remains in CVSD. It is so important and helpful for our students and their families.
- I appreciate all of the support for all of the families I have referred!
- None that I have-Jennie is awesome and I know our families and students appreciate what she does!

Recommendations/Next Steps

- Continue and expand the role of Family Outreach and Assessment Coordinator to include staff training to help school staff have a more in-depth understanding of the housing system and how it works, how housing instability affects learning, barriers to housing and navigation of housing resources and, most critically.
- Create a best practices model for other school districts which can serve as a guideline for the implementation of a housing support position.
- Continue and expand collaboration with community housing organizations to ensure all student and family needs are being met in a timely, effective and efficient manner.
- Expand and enhance the Family Outreach and Assessment Coordinator presence in all district schools to ensure the resource is being accessed most effectively and as needed by staff, students and families.
- Gather and communicate data regarding cost savings for school districts re: transportation for schools when students move out of district
- Expand the position to include facilitating access to resources for other basic needs, such as employment, continuing education, childcare, and transportation in order to ensure sustainable long-term stability for families and students within the district

Conclusion:

The statistics about how many families and children in our community are unhoused, or housing insecure, are meaningless without context. They do not capture the everyday reality that children face when they are homeless. There is no consistency in their lives. They often don't know where each night will be spent, or with whom they will spend it. Will they have food the next day? A bed? A blanket? Clean clothes, or any clothes? Will they be staying with safe people? Will they be able to sleep given all the noise in the place they are staying? These are concerns that don't even begin to address the other social, emotional, psychological and educational needs of these children.

As stated earlier, homelessness is traumatizing. The relentless vigilance on the part of the children who have to navigate a world with zero stability harms them in ways we likely can't even imagine. While we like to say children are resilient, and they often are, this does not excuse us as the people in the community who have the information, and the access to resources, to help mitigate housing instability and homelessness.

The community we live in is shaped by the decisions we make. As we all know, children are always watching, listening, learning, and growing. The best way we can teach our children about what it means to be a responsible part of the community is to be models of appropriate behavior for them. Providing housing support services to families and students in the CVSD reflects the district's commitment to every student's ability to achieve and thrive. The foundation of everything we do every day is our home and home life. When students and families are free of the constant worry about housing it gives them the opportunity to focus on education, social skills, physical and emotional health, sports, hobbies and any number of the other wondrous things that make up the lives of each and every child.

Breaking the cycle of poverty begins with education. We cannot learn and grow when we live with constant anxiety, fear and stress about our basic needs, most fundamentally our housing and home life.