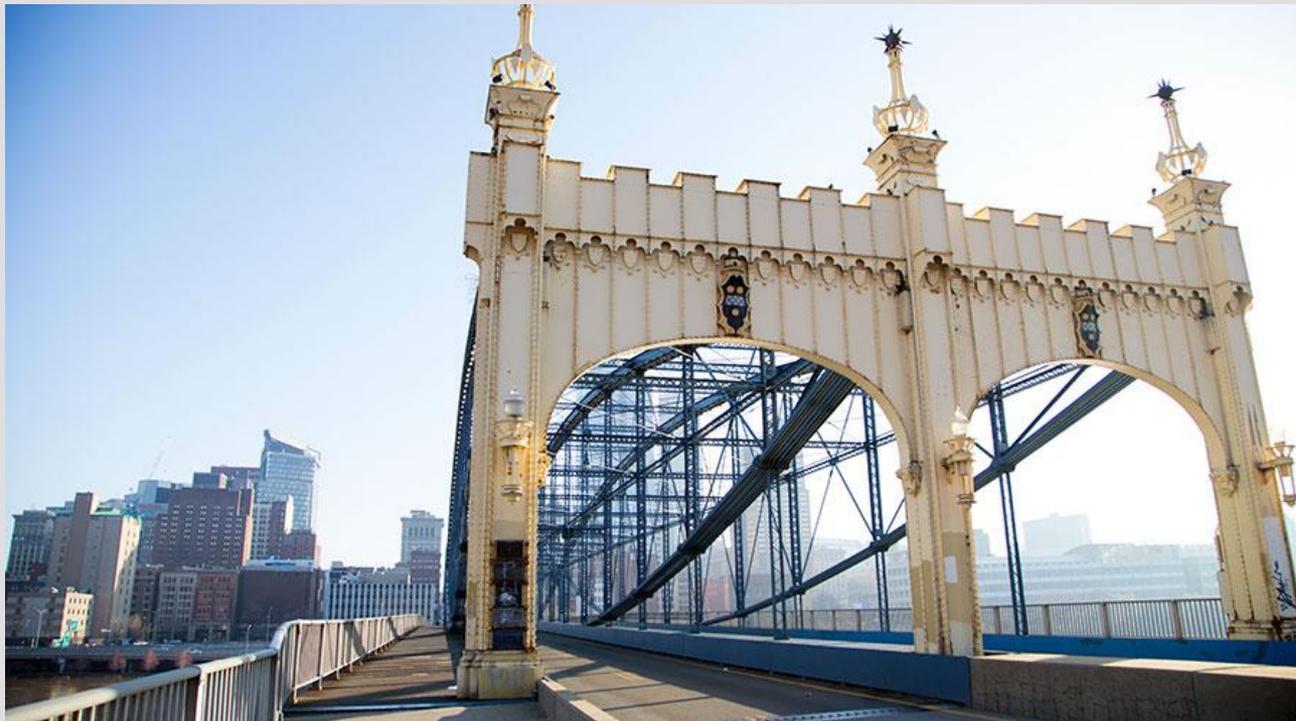


9<sup>th</sup> Annual  
DHS Local Government Case Competition  
Team Smithfield



# Consultant Members:



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# The Problem

Housing  
Instability



Transportation  
Challenges

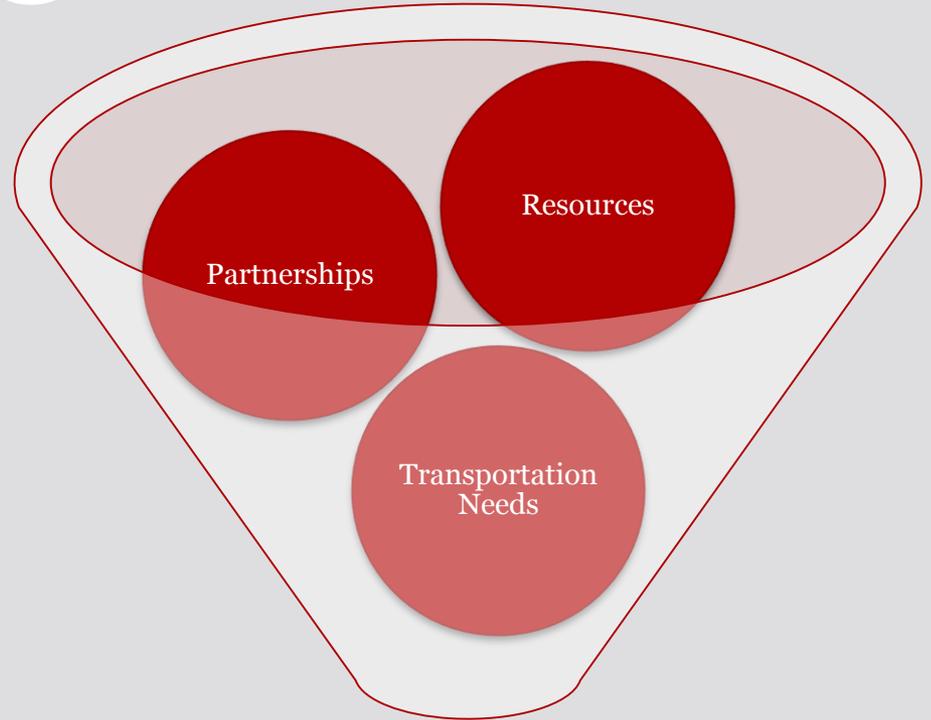


Unequal  
Educational  
Opportunities

- The United States has over 1.6 million homeless children.<sup>1</sup>
- Unstable housing often negatively impacts grades, attendance, graduation and emotional well-being of students.
- McKinney Vento Homeless Assistance Act funding is often used inefficiently.
- Lack of coordination among involved partners results in inefficient means of transportation.

# Our Approach: Project CORES

**C**oordination  
**O**pportunities  
**R**eliability  
**E**fficiency  
**S**tability



Project CORES  
Online Coordination System



## Goals:

1. Effective transportation through a coordination support system.
2. Efficient transportation through advanced technologies and data analysis
3. Safe transportation through strict implementation standards
4. Financially sustainable transportation system through integrated available resources

## Our Vision:

**“To Offer a Stable Transportation System for Homeless Youth through a Coordinated System of Support.”**



# Overview of Implementation



- ① Break school districts into zones
- ② Appoint head caseworker to each zone
- ③ Cultivate new partnerships in each zone
- ④ Collect resource data
- ⑤ Create Project CORES online system
- ⑥ Train community partners to utilize online system and identify homeless youth
- ⑦ Coordinate transportation needs on weekly basis

# Timeline

6 months

- Break district into zones
- Appoint head caseworkers to each zones

Year 1

- Collect resource data
- Create Project CORE online system

1.5 years

- Train community partners
- Launch Project CORES

# Evaluation: Measurable Components



<b>Quantitative:</b> Is the online system improving access to transportation?	<b>Qualitative:</b> Is the coordinating communication improved?
-Response of community engagement	-Interviews with Community Partners
-Customer satisfaction survey	-Interviews with case workers
-Data analysis for performance of Community Partners	- Interviews with homeless children

# The Project CORES Pyramid



# Zone by code

- Each school will have their personal zone code.
- Information listed below is fictional and does not represent school's homeless youth status
- Example:  
Arlington PreK-2  
Casework: Betty White  
Displaced population: 31 students
- Zone students are placed within Zone #4423



# Constructing Community Partnerships

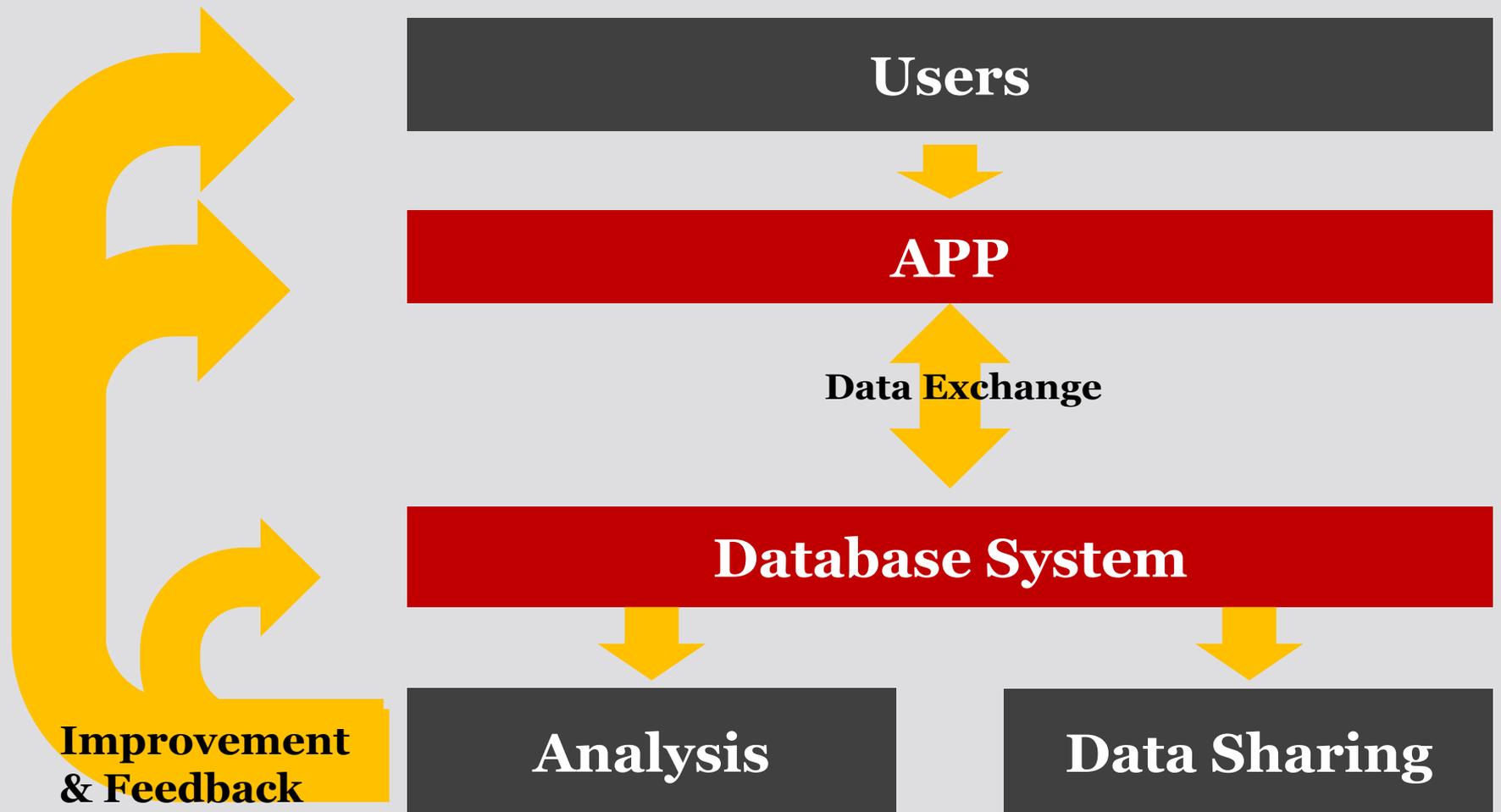
- ① EVALUATE CURRENT ZONE RESOURCES
- ② RESEARCH POTENTIAL PARTNERSHIPS
- ③ ENGAGED IN COMMUNITY OUTREACH
- ④ ESTABLISH NEW PARTNERSHIPS
- ⑤ COMPILE RESOURCE DATABASE
- ⑥ YEARLY ASSESSMENT OF PROJECT CORES



U B E R



# Technical Pathway to Achieve Collaboration



# Technical Pathway: Identifying the Users

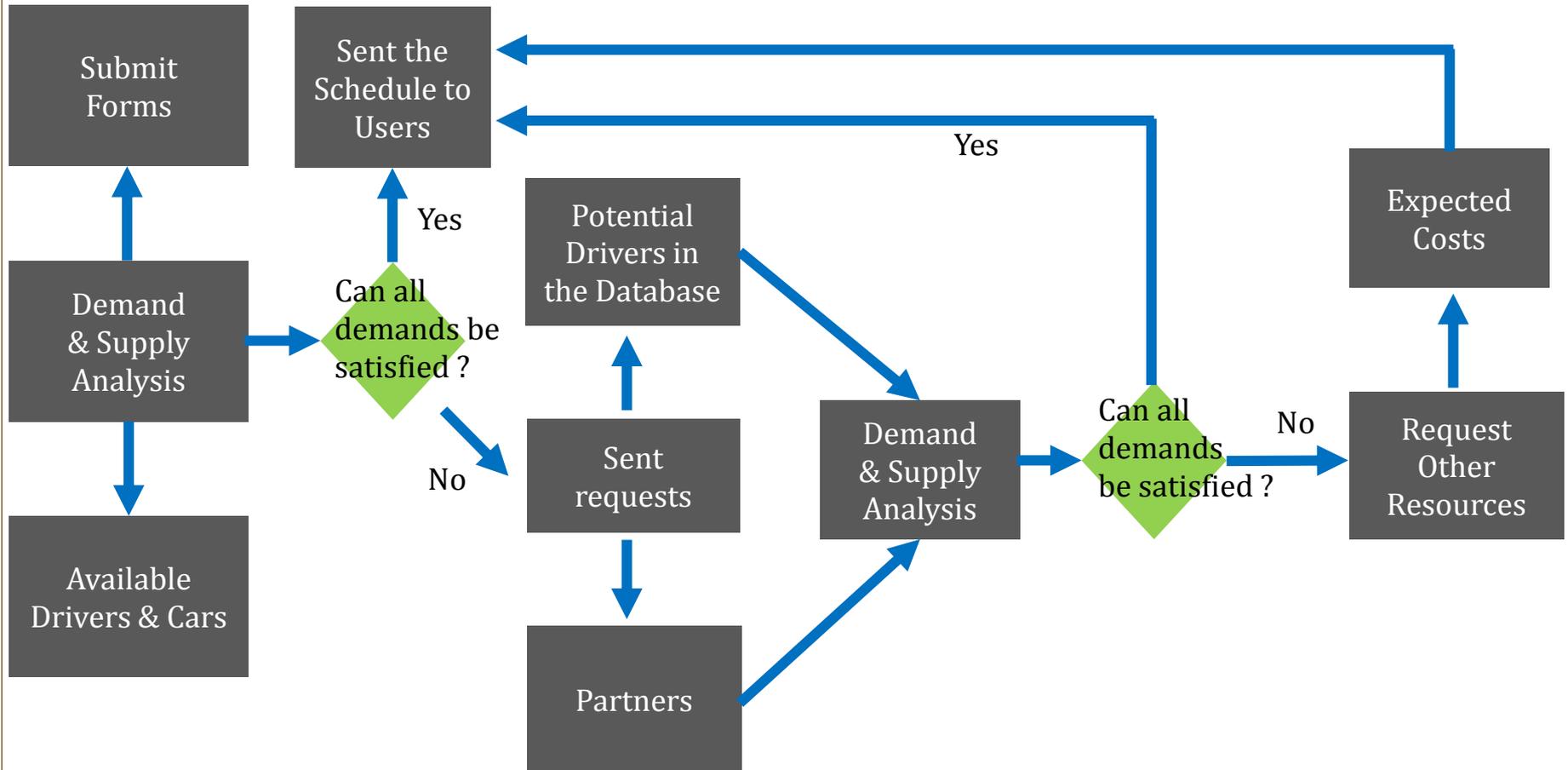


# Technical Pathway: APP Process Map

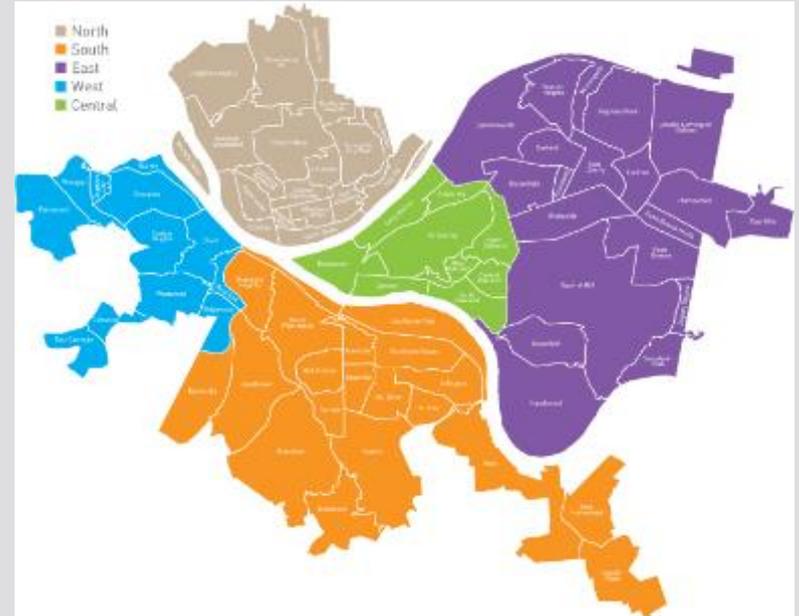


START

FINISH

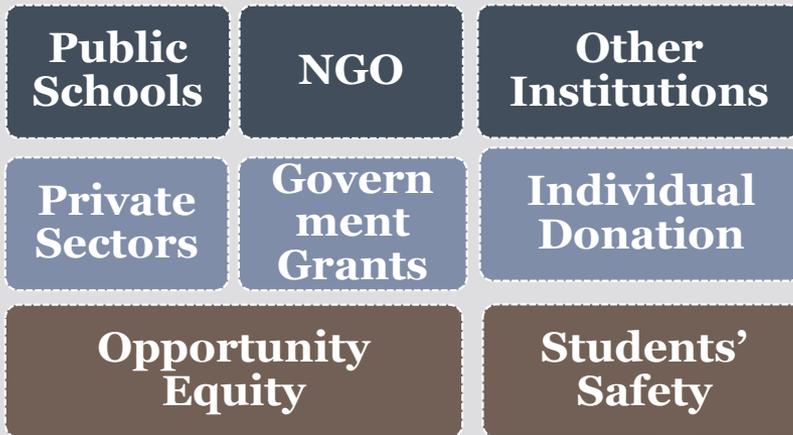


# Technical Pathway: Instructions for the APP



# Financial Sustainability

## 1. Revenue & Benefits:



## 2. Savings:



## 3. Costs:



Financial Sustainability

**Questions??**