

HOMELESSNESS AND TRANSIENCY

- Whereas, Homelessness is defined as an individual or family with 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, including a car, park, abandoned building, bus or train station, airport, or camping ground, and transiency is defined as the condition where a person (transient) or family only lives or works in place for a short time;^{1, 2, 3} and
- Whereas, In 2017, 35 percent of the homeless in Utah were families or children and homelessness and transiency are complex social and economic problems that affect Utahns from all walk of life;^{4, 5} and
- Whereas, Rising rents, rapidly declining number of low-income housing units, and slow wage growth have all contributed to homelessness and transiency;^{6, 7} and
- Whereas, When affordable housing is not available, family stability is affected; housing is affordable when families pay less than 30 percent of their income for housing; when families pay more than that, they are considered cost burdened and may experience difficulties meeting other basic needs such as food, clothes, transportation, or medical care, and many families have to break up when entering homelessness in order to be sheltered;^{8, 9, 10} and
- Whereas, As is the case with intergenerational poverty, homelessness and transiency is often intergenerational and ending it requires more than a place to sleep, just as ending intergenerational poverty requires more than financial resources;^{11, 12} and
- Whereas, Homelessness is devastating to the normal development and physical and mental health of a child;^{13, 14} and
- Whereas, When members of our community experience homelessness, we all suffer and our whole community must be part of the solution;^{15, 16} and
- Whereas, The challenge for the school community with high rates of homeless and transient students are: poor attendance rates, high dropout rates, lack of parent involvement and school contribution, lack of community cohesiveness, loss of consistency in educational impact and low predictability in school budget planning;^{17, 18} now, therefore, be it
- Resolved, That Utah PTA and its constituent associations support adequate funding for federal and state housing programs that increase the number of affordable housing units including rental and homeownership options; and be it further
- Resolved, That Utah PTA and its constituent associations support Permanent Housing Options as researched and proven long term solutions for homelessness; and be it further
- Resolved, That Utah PTA and its constituent associations support the companion programs that address mental/behavioral health issues, offer educational opportunities to increase employment opportunities, transportation limitations that often lead to homelessness and urge the legislature adequately fund said programs; and be it further

Resolved, That Utah PTA and its constituent associations support educational guidelines and procedures that support students in homeless situations so that homelessness does not disrupt their right to a fair and free public education.

Documentation:

¹ <https://patch.com/georgia/smyrna/bp--understanding-transiency-and-how-it-affects-schoo29673d4c6f>

² <https://ed.psu.edu/crec/research/poverty>

³ <https://www.law.cornell.edu/uscode/text/42/11302>

⁴ <https://jobs.utah.gov/housing/scso/documents/homelessness2017.pdf>

⁵ <https://www.anawimhouse.com/what-causes-homelessness-homelessness-as-a-social-problem/>

⁶ <http://www.coalitionforthehomeless.org/ending-homelessness/proven-solutions/>

⁷ <https://www.anawimhouse.com/what-causes-homelessness-homelessness-as-a-social-problem/>

⁸ <https://www.anawimhouse.com/what-causes-homelessness-homelessness-as-a-social-problem/>

⁹ <https://jobs.utah.gov/housing/scso/documents/homelessness2017.pdf>

¹⁰ <http://www.nationalhomeless.org/publications/facts/families.html>

¹¹ <https://jobs.utah.gov/housing/scso/documents/homelessness2017.pdf>

¹² <https://jobs.utah.gov/edo/intergenerational/igp17.pdf>

¹³ <https://jobs.utah.gov/housing/scso/documents/homelessness2017.pdf>

¹⁴ <http://www.nationalhomeless.org/publications/facts/families.html>

¹⁵ <https://ed.psu.edu/crec/research/poverty>

¹⁶ VanderStel, Alyssa, "The Impact of Demographics in Education" (2014). Honors Projects. 329.
<http://scholarworks.gvsu.edu/honorsprojects/329>

¹⁷ <https://patch.com/georgia/smyrna/bp--understanding-transiency-and-how-it-affects-schoo29673d4c6f>

¹⁸ <https://ed.psu.edu/crec/research/poverty>