



Newsletter

With funding from the McKinney-Vento Homeless Assistance Act

Fall 2005

Project HOPE-Virginia is Virginia's Program for the Education of Homeless Children and Youth. The College of William and Mary administers the program for the Virginia Department of Education. Funding is authorized under the McKinney-Vento Homeless Education Act, Title X, Part C of the *No Child Left Behind Act* (P.L. 107-110).

The purpose of Project HOPE-Virginia is to ensure the enrollment, attendance, and success of homeless children and youth in school. The Project HOPE-Virginia Newsletter is an effort to increase awareness and identify resources regarding the issues of homeless education. For a listing of the other resources available from Project HOPE-Virginia, see pages 5 and 6.

Patricia A. Popp, Ph.D.
Virginia State Coordinator

James H. Stronge, Ph.D.
Faculty Liaison

Project HOPE-Virginia Seminar
February 27-28, 2006

Featuring Jonathan Kozol,
Author of *The Shame of the Nation*, *Savage Inequalities*, and
Amazing Grace

See page 4 for more information.

From the Desk of the State Coordinator

Thank you for your patience with the delayed publication of this edition of our HOPE newsletter. We strive to have the fall issue distributed early in the school year; however, this year's weather patterns provided very different tasks that needed to be addressed. While the massive devastation caused by the recent hurricanes overloaded many support services, the communication and support structure developed in the field of homeless education over the past decade, and especially during the last five years, can be credited with providing a level of normalcy to hundreds of thousands of students throughout our country. Here in Virginia, local liaisons responded quickly to ensure the more than 1900 children and youth from hurricane affected states were enrolled immediately and received appropriate services in our public schools. The leadership of our State Superintendent, Dr. JoLynn DeMary was a vital link in ensuring a smooth process. With the first call from a local school division, Dr. DeMary recognized that the hurricane displaced students met the definition of homeless and should be served under the McKinney-Vento Act. She provided a rapid response with guidance to all local school divisions.

Now that immediate enrollment and access to school services have been addressed, children's emotional needs have risen to the foreground. This newsletter includes highlights of resources to serve children and youth made homeless by natural disasters and the emerging needs for mental health services to address the impact of homelessness and other catastrophic events on our students. The hurricanes provide us with an opportunity to remind our communities that homelessness can be a personal catastrophe that children across the commonwealth experience on a daily basis. While media attention is waning, the needs of our children and youth, have not subsided. We must look for creative ways to maintain increased awareness and sensitivity to ongoing and emerging needs.

I hope you will consider joining us in February for our statewide HOPE Seminar. We are so pleased to have Jonathan Kozol providing our keynote address and sharing his observations of high poverty students. More information about this important event can be found in this newsletter. Registration materials are already posted to our website.

I wish you and the special children you serve a peaceful and joyful holiday season! I look forward to seeing you in the new year at our seminar.

Patricia A. Popp, Ph.D.,
Virginia State Coordinator

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Disaster and Recovery

Compiled by Sarah Bratton

HURRICANES

The McKinney-Vento Response

Imagine losing your home. Imagine how frightened and worried you might be about where you would sleep and how you would find stability for your family. Would you have the means to claim your possessions, such as a car to transport them or a place to put them? Would you perform well on your job in the midst of such trauma? How might your children respond to such a crisis?

Much has been said and written about the devastation caused by the hurricanes that pummeled the Gulf Coast this fall. Thousands of families have been displaced due to the loss of their homes or the loss of their jobs that enabled them to pay for housing. As families relocated through the weeks that followed Hurricanes Katrina, Rita, and even Wilma they were faced with questions of where to go and how to stabilize their children in school settings. Thanks to the McKinney-Vento Act, schoolhouse doors all across the country were open to these students who were lacking many of the records normally required for enrollment, such as birth certificates, transcripts and immunization records.

In Virginia, State Superintendent Jo Lynne DeMary issued a press release on August 31 advising school divisions to enroll these children immediately under the McKinney-Vento Act because they had lost their homes. Subsequent efforts have been

made to obtain documents, and many state and national agencies have pulled together to provide records for displaced students. The infrastructure already established by homeless education liaisons enabled a smooth transition for these students, allowing them to gain some normalcy by going to school.

Project HOPE-Virginia has been tracking evacuee enrollment numbers across the state. Virginia public schools enrolled approximately 1900 students from areas devastated by the hurricane. Many of them are fortunate to have returned to their homes in the Gulf region. The confusion and helplessness wrought by the hurricanes gave us a glimpse into the disarray and instability that homeless families face every day. Thank you for all you have done to assist students experiencing homelessness across Virginia.

Ways to Help

- Katrina Book Project: Create, write, illustrate, and “publish” books to help children deal with loss due to Hurricane Katrina. The University of the Pacific is organizing this effort and hopes to distribute the books they collect through national relief organizations. For more information, please email sueeskridge@mac.com
- Project Back Pack: This organization links school districts in need of school supplies with those individuals who are willing to donate and organizations that have sponsored collection drives. Their website, <http://back-pack.random-assortment.com/>, contains an explanation of the process, suggestions for supplies, and contact information for school districts in the Gulf region.
- If you are looking for ways to volunteer, USA Freedom Corps provides a database of volunteer opportunities that can be sorted according to interest. It can be accessed at http://www.usafreedomcorps.gov/content/for_volunteers/overview/index.asp
- For those looking for places to donate specific supplies, the US Department of Education has set up a website to match donors with schools in need. The website can be found at <http://hurricanehelpforschools.gov>
- The Bush-Clinton Katrina Fund is accepting donations to provide relief and rebuild devastated areas. More information can be found at <http://www.bushclintonkatrinafund.org/>

Hurricane Kids

After experiencing two direct hits from hurricanes in one year, fourth graders in Gulf Breeze, Florida, decided to write a book to help others in hurricane affected areas. *When the Hurricane Blew: The Story, The Tips, The Games by Hurricane Kids for Hurricane Kids*, contains a story to help children understand what is happening. Included are tips and games children can play while evacuating, when there is no power, or during displacement. For more information, including how to purchase, visit their website at www.hurricanekidsnetwork.org/default.asp.

& SCHOOLS

Trauma and Recovery

Compiled by Sarah Bratton

Children's Responses to Trauma

The severity of children's reactions to trauma depends upon many different factors, such as:

- Age and developmental level,
- Exposure to the actual event,
- Personal injury or loss of a loved one,
- Level of parental support and family function,
- Dislocation from home or community, and
- Level of physical destruction.

In some cases, the response may be magnified because of a previous traumatic experience or the presence of mental illness. Teachers, professionals, and parents must understand the short term effects of trauma as temporary and not diagnose a child based on behaviors presented during the aftermath of a crisis event. The disruption experienced can delay normal development in young children and interrupt the learning ability of older children.

Often behavior returns to normal after approximately two weeks. After the immediate recovery period, normal behavior may include disruptive feelings. A professional therapist or counselor should be involved if there are dramatic changes in behavior or the following symptoms are present for an extended period of time. For more information on trauma and recovery, see Resources on page 7.

Short Term Effects of Traumatic Events by Age

0-3	3-5	6-11	12-17
Children's reactions respond to adults' reactions. <ul style="list-style-type: none">• regressive behavior (i.e., inappropriate for age; e.g., thumb sucking, bedwetting)• loss of appetite• change in sleeping or eating patterns• clinging to parents or caregivers• crying• repetitive play and speech	Children's reactions respond to adults' reactions. <ul style="list-style-type: none">• regressive behavior (i.e., inappropriate for age)• irritability• aggression• fear of separation• clinging to parents or caregivers• loss of appetite• change in sleep patterns, including nightmares• withdrawal from friends and routines	<ul style="list-style-type: none">• regressive behavior (i.e., inappropriate for age)• change in sleeping or eating habits• increase in agitation or interpersonal conflicts• increase in delinquent behavior• physical complaints• lack concentration• fear, depression, and anxiety• withdrawal from activities or friends	Reactions are more like those seen in adults. <ul style="list-style-type: none">• generalized anxiety• depression• substance abuse• event-related fears (e.g., planes, storms)

Helping Children Cope with Disaster

Although coping with a traumatic event is never easy, there are things parents and teachers can do to ease children's stress levels. Because children often look to adults for direction in how to handle these situations, it is important for adults to remain calm and to reassure children to the extent possible that life will return to normal and that family and friends will take care of them. Encourage, without pushing, students to talk and express their feelings about the events they have seen or witnessed, and listen as they retell their experiences. Whenever possible, try to resume regular activities and schedules. Help children identify successful strategies they have used in the past to deal with events that frightened or upset them, and discuss ways they can apply those strategies to the present situation. Focusing on the positive outcomes from the tragedy also may be helpful. Children with strong emotional support from others cope better with stressful events. By strengthening children's friendships and peer support, they are less likely to feel isolated. When children have been relocated, maintaining contact with friends from previous locations can facilitate the transition. Additionally, working on a project designed to help the situation (e.g., collecting school supplies) can empower students, allowing them to focus on the things they *can* do.

Flinging Our Arms Wide: Providing School Stability for Students in Need

Williamsburg Hospitality House

February 27-28, 2006

Tentative Seminar Agenda*

Monday February 27, 2006

- 8:00 – 9:00 a.m. Registration and Continental Breakfast
9:00 – 12:00 noon General Session A: Panel Discussion
Providing School Stability for Students in Need: A Collaborative Approach
12:15 – 1:15 p.m. Luncheon
1:30 – 2:50 p.m. Breakout Sessions I
2:50 – 3:00 p.m. Afternoon Break
3:00 – 4:20 p.m. Breakout Sessions II
4:20 p.m. Remember to turn in your evaluation for a gift!

Tuesday February 28, 2006

- 7:30 – 8:15 a.m. Registration and Continental Breakfast
8:15 – 10:00 a.m. General Session B:
Keynote Address by Jonathan Kozol
10:00 – 10:15 a.m. Coffee Break
10:15 – 11:45 a.m. Breakout Sessions III
12:00 – 1:15 p.m. Luncheon: Extra Mile Award presentation (see below)
1:30 – 2:45 p.m. Breakout Sessions IV
2:45 – 3:00 p.m. Afternoon Break
3:15 – 4:30 p.m. Breakout Sessions V
4:30 p.m. Remember to turn in your evaluation for a gift!

*This agenda is subject to change. Complete session details and descriptions will be posted to our website as they are confirmed. A preliminary list will be available by December 1, 2005.

We are pleased to welcome Jonathan Kozol on Tuesday, February 28, to present the keynote address for our seminar, ***Flinging Our Arms Wide: Providing School Stability for Students in Need***. Mr. Kozol is a lifelong educator and activist, reporting on the inequities he has found in academic settings for children living in poverty. His insights and observations have been published in numerous books over his career, including such award winning efforts as: *Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools*, *Rachel and Her Children: Homeless Families in America*, *Savage Inequalities*, and *Amazing Grace: The Lives of Children and the Conscience of a Nation*. Recently published, *The Shame of the Nation: The Restoration of Apartheid Schooling in America*, has received wide acclaim.

As a teacher at a segregated public elementary school in the Roxbury section of Boston, Mr. Kozol was fired for reading from a Langston Hughes book of poetry that was not part of the approved curriculum. The title of this seminar is inspired by a Langston Hughes poem.

**Earn 13 relicensure points
for full conference
attendance**

Concurrent Sessions will include*:

- Homeless Liaison Toolkit
- Homeless Liaison Update
- Identification and Tracking
- Data Collection and Program Evaluation
- Understanding the Child Welfare System
- Advanced McKinney-Vento
- Domestic Violence and Children
- Serving Hispanic Communities
- School and Community Collaboration
- Accessing Title I Funds to Expand Services
- Strategies for Reaching and Teaching At-Risk Students
- IDEA 2004 and Students Experiencing Homelessness
- Working with Unaccompanied Youth

EXTRA MILE AWARD 2006

Nominations may be submitted for individuals or organizations who have demonstrated a high level of commitment to meeting the educational needs of children and youth experiencing homelessness. There may be multiple recipients selected for recognition.

The following criteria will be used in considering the nomination:

- Description of the nominee's work
- Nominee's understanding of the needs of children and youth experiencing homelessness
- Consistent recognition from peers, colleagues, and others that the individual/organization is dedicated to improving the lives of children and youth in homeless situations (This recognition may be formal or informal.)
- Positive outcomes resulting from the nominee's efforts
- Specific examples of how the nominee has exceeded normal expectations to support children, youth, and/or families experiencing homelessness

Note: When nominating an organization, please list an individual to act as representative for the organization.

Nomination packet is available on our website or by contacting the Project HOPE-Virginia office.

Deadline for nominations 5:00 p.m. January 5, 2006

Materials Order Form

All publications are available on our website <http://www.wm.edu/hope>

They are not copyrighted and can be copied with appropriate reference to Project HOPE-Virginia.

Project HOPE Publications	Maximum Order*	Quantity
Family Brochure "What Every Family Should Know"	250	
Family Brochure (Spanish Translation) "Todo Lo Que Las Familias Deben Saber"	150	
McKinney-Vento Poster 8.5 x 14	25	
McKinney-Vento Poster (Spanish Translation) 8.5 x 14	25	
Bibliography of Homeless Education Resources	1	
Information Briefs	***	***
<i>Unlocking Potential: What Educators Need to Know About Special Education and Homelessness</i>	25	
<i>Unlocking Potential: What Families and Shelters Need to Know About Special Education and Homelessness</i>	25	
<i>Helping Young Children Grow and Learn: A Guide for Families and Shelters</i>	25	
<i>Using the Best That We Know: Supporting Young Children Experiencing Homelessness</i>	25	
<i>Questions and Answers on Homeless Education</i> Revised Fall 2005!	25	
<i>School Nurses: It's Not Just Bandages Anymore</i>	25	
<i>School Social Workers: A Necessary Link</i> Currently Under Revision	---	
<i>Supporting Resilience of Children and Youth</i>	25	
<i>Tips for Supporting Highly Mobile Students</i>	25	
<i>What Educators Can Do</i>	25	
Standards of Learning Support for Virginia Schools	***	***
Standards of Learning K-5 Children's Literature Correlation	see http://www.fcps.edu/cpsapps/connections/	
<i>Standards of Learning At-A-Glance K-5</i> Revised Fall 2005!	---	
<i>Standards of Learning At-A-Glance Middle School</i> Revised Fall 2005!	---	
<i>Standards of Learning At-A-Glance High School</i> Revised Fall 2005!	---	

*For larger quantities, contact Project HOPE-Virginia

Name _____

Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

Email _____

Fax this form to: 757-221-2988

Or mail to: Project HOPE-Virginia
The College of William & Mary
P O Box 8795
Williamsburg, VA 23187-8795

Project HOPE Materials Descriptions

Awareness

Family Brochure & Poster: Provides a summary of the rights to an appropriate education for students experiencing homelessness. The brochure includes suggestions for successful transitions and a listing of state agencies that may be accessed for additional support.

Bibliography of Homeless Education Resources: Offers a comprehensive listing of articles and reports, books and chapters, audiovisual materials, curricula and resource kits, legal sources, and newsletters related to the education of students experiencing homelessness. (Revised Winter 2003)

Information Briefs

Unlocking Potential: What Educators Need to Know About Special Education and Homelessness Provides educators with tips on supporting families experiencing homelessness through the special education process.

Unlocking Potential: What Families and Shelters Need to Know About Special Education and Homelessness Provides families experiencing homelessness and service providers who work with these families with an overview of the special education process and tips for working through the process.

Helping Young Children Grow and Learn: A Guide for Families and Shelters Emphasizes ways that families and shelter providers can encourage the development of young children and become aware of potential concerns. It provides resources and strategies to assist when delays are observed.

Using the Best That We Know: Supporting Young Children Experiencing Homelessness Provides educators with information, resources, and strategies for supporting families with young children who are experiencing homelessness and may have special needs.

Questions and Answers on Homeless Education Answers basic questions regarding the educational needs of children and youth experiencing homelessness. It is a useful resource for school administrators. **Revised Fall 2005**

School Nurses: It's Not Just Bandages Anymore Combines research statistics and checklist-style practical suggestions to provide health care to students experiencing homelessness. Revised Fall 2004

School Social Workers: A Necessary Link to School Success for Students Experiencing Homelessness This brief offers concrete suggestions that school social workers may find helpful when assisting a family who is experiencing homelessness. *Currently under revision to include all student support services.*

Supporting Resilience of Children and Youth Explores resiliency with suggestions for ways to nurture this protective factor.

Tips for Supporting Highly Mobile Students Provides suggestions for meeting the needs of highly mobile students at the division level, school level, and classroom level.

What Educators Can Do Introduces teachers to the topic of homeless education with practical suggestions to welcome and support homeless students in the classroom. Revised Spring 2004

Standards of Learning Support for Virginia Schools

Standards of Learning K-5 Children's Literature Correlation Available online as a searchable database at <http://www.fcps.edu/cpsapps/connections/>. Extends through 8th grade in most subject areas.

Standards of Learning At-A-Glance Kindergarten Through Grade 5 Summarizes the standards for grades K through 5 in easy-to-understand terms. This document was prepared to offer parents and non-educators a quick reference to the content students must master at each grade level. Includes parent and student resources. **Revised Fall 2005**

Standards of Learning At-A-Glance Middle School Summarizes the standards for grades 6 through 8 in easy-to-understand terms. This document was prepared to offer parents and non-educators a quick reference to the content students must master at each grade level. Includes parent and student resources. **Revised Fall 2005**

Standards of Learning At-A-Glance High School Summarizes the standards for grades 9 through 12 in easy-to-understand terms. This document was prepared to offer parents and non-educators a quick reference to the content students must master at each grade level. Includes parent and student resources. **Revised Fall 2005**

These publications are not copyrighted. They can be downloaded from our website and copied with appropriate reference to Project HOPE-Virginia.

The Project HOPE-Virginia website contains additional resources for supporting students and families experiencing homelessness, as well as news updates regarding resources and policy. Check it out!

News and Resources

Mental Health Support for Children and Youth Experiencing Trauma

- New York University Child Study Center
www.aboutourkids.org/
- The National Child Traumatic Stress Network
www.NCTSNet.org
- National Association of School Psychologists
www.nasponline.org/NEAT/katrina.html
- National Institute of Mental Health
www.nimh.nih.gov/healthinformation/traumaticmenu.cfm
- School Mental Health Project
<http://smhp.psych.ucla.edu/>
- US Department of Education Brochure:

Tips for Helping Students Recovering From Traumatic Events

www.ed.gov/parents/academic/help/recovering/part_pg4.html

More guidance for helping children, including online trainings and curricula, is available on the Project HOPE-Virginia website. Follow the link to Katrina and Rita Resources.

Hurricane Help

Connect for Kids has created a website to collect and post information and resources for families affected by the hurricanes and professionals working with them. It is divided into three sections:

- Emergency Guidelines for Helping Victims
- Giving & Getting Help
- Help with Healing

www.connectforkids.org/node/3372

National Center for Homeless Education provides guidance and resources for schools and families.

www.serve.org/nche/

Project HOPE-Virginia has collected state and federal guidance on working with families affected by the hurricanes, contact information for accessing records for displaced students, and resources for helping children who are affected by the traumatic events. www.wm.edu/hope

Project HOPE Staff

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Research Assistants	Sarah Bratton
	Jessica Murray

Upcoming Events

Title I Conference: <i>A Galaxy of Stars</i> January 28-31, 2006	Dallas, TX
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National Association of Federal Education Program Administrators <i>Charting the Course: Implementing NCLB</i> March 26-29, 2006	Washington, DC
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LeTendre Education Fund for Homeless Students Scholarship Deadline September 2006 www.naehcy.org	
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Project HOPE-Virginia Seminar February 27-28, 2006	Williamsburg, VA see page 4 and our website
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Early Intervention Conference Infant and Toddler Connecton of Virginia April 25-26, 2006	Roanoke, VA
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National Association for the Education of Homeless Children and Youth November 11-14, 2006	Little Rock, AR www.naehcy.org
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Virginia PTA Votes to Support Homeless Education!

On November 12, the VA PTA passed a resolution recognizing that homelessness is a grave problem facing children nationwide. Further, the resolution supports the McKinney-Vento Act as an effective response to providing academic opportunities for students experiencing homelessness. The resolution is available on our website.



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After reading, please distribute
among your colleagues. Pass it on!



Fall 2005
Newsletter

DEFINITION OF HOMELESS

Anyone who, due to a lack of housing, lives:

- In emergency or transitional shelters;
- In motels, hotels, trailer parks, campgrounds, abandoned in hospitals, awaiting foster care placement;
- In cars, parks, public places, bus or train stations, abandoned buildings;
- Doubled up with relatives or friends;
- In these conditions and is a migratory child or youth.

*To determine homelessness, consider the permanence and adequacy of the living situation.

Register for the Project HOPE-Virginia Seminar by December 15, 2005 to guarantee space. Forms and information are on our website.

www.wm.edu/hope

WHERE CAN I GO
FOR ASSISTANCE AND
RESOURCES?

Project HOPE-Virginia

If you would like to be added to our mailing list, have questions related to the education of homeless children and youth, or would like additional information, brochures, posters, or resource materials, please contact:

Toll free (in VA):

(877) 455-3412

Phone: (757) 221-4002

TDD: (757) 221-2302

Fax: (757) 221-2988

E-Mail: homlss@wm.edu

www.wm.edu/hope

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