Project HOPE Virginia Newsletter

EDUCATION FOR HOMELESS CHILDREN AND YOUTH
Virginia Department of Education
Coordinated by The College of William and Mary

With funding from the McKinney-Vento Homeless Assistance Act Spring 2010

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 9 and 10.

WE'VE MOVED:

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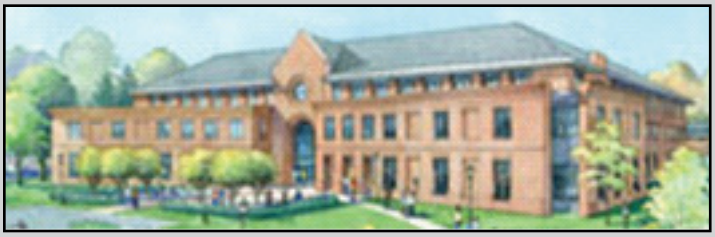
From the Desk of the State Coordinator

As elementary and secondary schools reach the end of their academic year, there is always a great flurry of activity. Our Project HOPE-VA offices are no exception. This is the last newsletter that will be created from our space in Jones Hall. The offices are piled with boxes, labels, and "to do" lists that will help us transition to our beautiful new School of Education on Monticello Avenue in June. We look forward to having all the School of Education projects, faculty, and staff under one roof. The new building will provide greater opportunities for collaboration and a great venue for meetings and trainings within the Professional Development Center. We are already planning events for the upcoming year!



Many thanks to all who participated in our student services seminar this April in Staunton. I heard from many that having an opportunity to look across our "silos" and find ways that our work intersects with our colleagues was valuable. We have begun planning for this coming year. Rather than waiting until the spring, the seminar is being planned for early December. The earlier date will leave opportunities for targeted summits and meetings focusing on specific topics later in the year. If you have suggestions for sessions or topics you would like to see us tackle, please feel free to contact me.

As a mom, I know this is also the season for SOL assessments. This newsletter includes a longitudinal analysis of annual data we report to the U. S. Department of Education. Given the additional subgrants that were awarded through ARRA funding, our 2009-10 report will have achievement data for a greater number of LEAs. Being able to capture the academic progress of our students should assist us in making more efficient decisions about services that are needed and in identifying effective practices. In addition, the current academic year is the first time all school divisions will report unaccompanied homeless youth (UHY) data, which has led to greater awareness of the challenges we face to serve these young people. We have several articles that highlight older and UHY in this issue.

The staff of Project HOPE-VA wishes you and the students you serve a rejuvenating summer, and looks forward to our continued work together.

Patricia A. Popp, Ph.D.

LONGITUDINAL ANALYSES ON HOMELESS EDUCATION STATISTICS IN VIRGINIA

Xianxuan Xu, M.A.

Each year Project HOPE-VA and local school divisions collect data relevant to homeless children and youth in the commonwealth. This includes the number of homeless students enrolled in all school divisions and their housing status. Types of services provided, existing barriers, and students' overall academic performance are collected for school divisions that receive McKinney-Vento subgrant funds. Data serve as an important source to evaluate the effectiveness of the homeless education program and to indicate areas for improvement in service delivery.

Multiple-year analyses of Project HOPE-VA data reveal that the homeless education programs in Virginia are making a difference and progressing in serving our homeless children. The 2008-2009 data provided by local school divisions and reported to the U.S. Department of Education, indicated that 12,570 homeless children and youth in kindergarten through twelfth grade were identified and enrolled in public schools. This is a 19% increase over the past two years. An increasing number of homeless children are being identified and served in our public schools. Whether this is due to greater outreach, current economic crises, or a combination of both cannot be deduced from the data; however, conversations with liaisons suggest that both outreach and the economy are influencing counts.

Figure 1 provides a longitudinal summary of the number of pre K-12 grade homeless children and youth identified and enrolled in school divisions with and without McKinney-Vento subgrants. In 2008-09, 3,488 were enrolled in school divisions without McKinney-Vento subgrants, and 9,280 were enrolled in school divisions with subgrants.

Note: Increases in 2005-06 include students displaced by Hurricanes Katrina and Rita.

Figure 1: Number of Homeless Children and Youth Enrolled in Public School Across Years

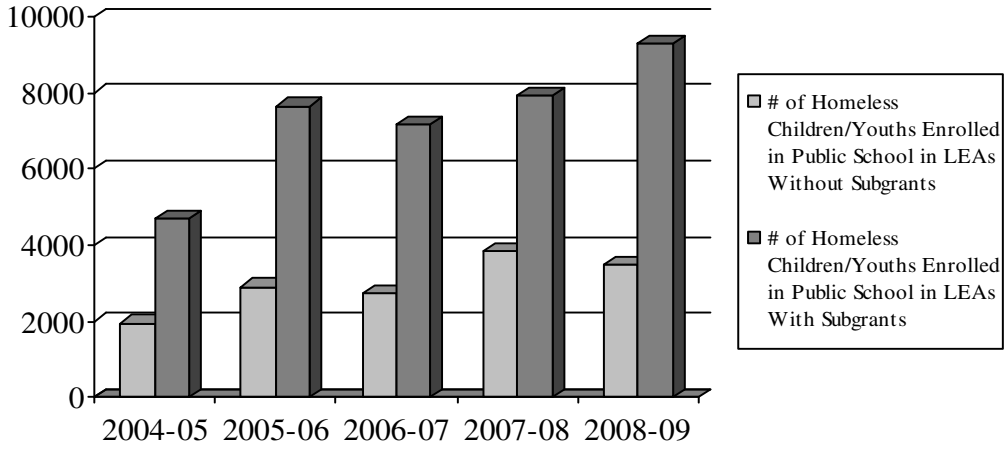


Figure 2 illustrates the distribution of primary nighttime residence classification for homeless children and youth at the time of initial identification by LEAs.

Note: "Unknown" was not an allowable category after 2005-06.

Figure 2: Primary Nighttime Residence of Homeless Children and Youth

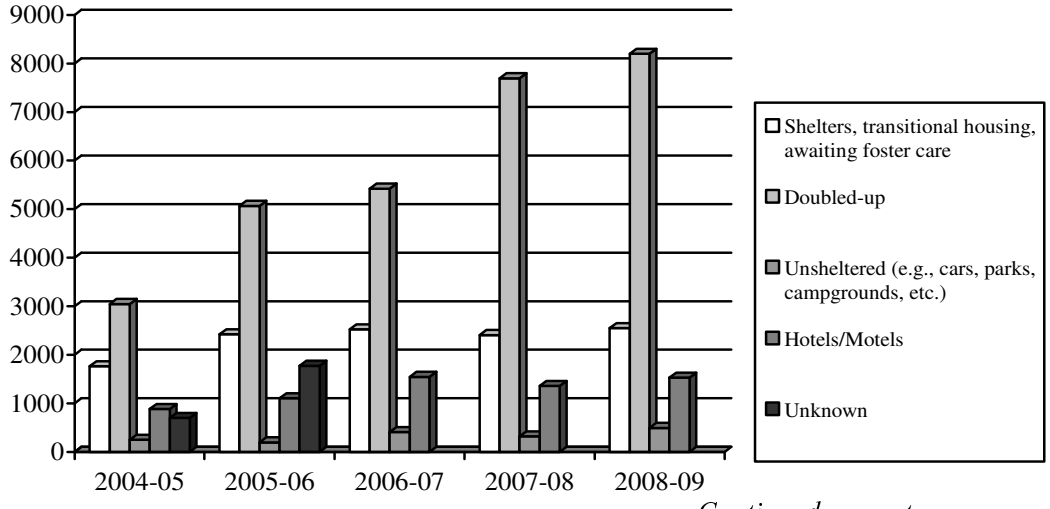


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Figure 3: Subpopulations of Homeless Students Served by Subgrants

Figure 3 presents the number of homeless children and youth identified as subgroups that were served by subgrants and enrolled in school from 2004-09.

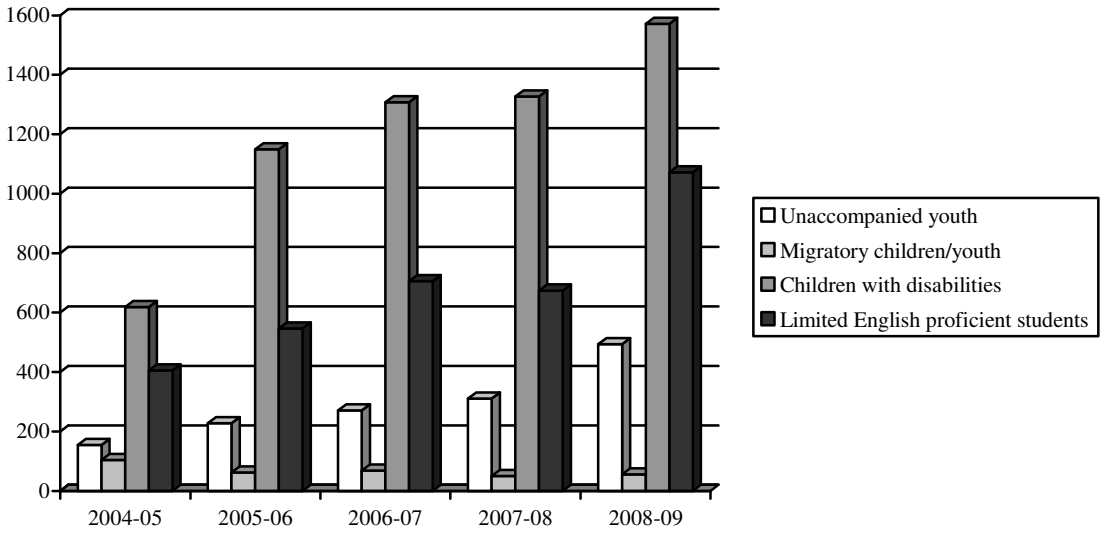

Table 1 includes the number of homeless children and youth served in McKinney-Vento Subgrant school divisions in Virginia, who were tested on state reading/language arts and mathematics assessments for the school years of 2004-09. Achievement data are reported for ALL students identified as homeless, whether or not the student was enrolled long enough to meet criteria for AYP inclusion. Based on the data reported by the school districts with McKinney-Vento subgrants, among the 3,647 homeless students who took the state reading tests in the 2008-09 school year, 2,579 (70.7%) scored at or above proficient; this is a more than a 3 percent increase over the 2007-08 school year and a 16% increase over the past five years. Homeless students' performance on the 2008-09 mathematics assessment improved with an increase of four percentage points from 2007-08 and a 9.5% increase over the past five years.

Table 1. Academic Performance of Homeless Children/Youth Served Under McKinney-Vento Grant

	Reading		Mathematics	
School Year	# Homeless Children/Youths Taking Reading Test	# Homeless Children/Youths Who Scored At or Above Proficient (Percentage)	# Homeless Children/Youths Taking Mathematics Test	# Homeless Children/Youths Who Scored At or Above Proficient (Percentage)
2004-05	1,017	553 (54.4%)	1,220	693 (56.8%)
2005-06	2,062	1,365 (66.2%)	2,089	1,146 (54.9%)
2006-07	2,472	1,598 (64.6%)	2,721	1,539 (58.5%)
2007-08	2,630	1,784 (67.8%)	2,981	1,858 (62.3%)
2008-09	3,647	2,579 (70.7%)	4,174	2,767 (66.3%)

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While a greater percentage of homeless children and youth are passing statewide assessments, comparing four-year data between homeless students and other subgroups of students suggests continuing challenges (Table 2, Figure 4, and Figure 5). There were no striking difference found between homeless students and students with disabilities in their academic performance. However, homeless students seem to have substantially lower academic performance in both reading and mathematics than student groups identified with other risk factors, such as students identified as economically disadvantaged and limited English proficient. (Please note that other student groups are reported only for students who met the AYP criteria for inclusion.) While the difference in AYP vs. all students captured is likely to explain some of the lower performance for students who were homeless, these findings seem to corroborate research that demonstrates the negative impact of homelessness on student achievement. The persistent underachievement of homeless children and youth indicates that our highest-risk students have special needs that schools, teachers, and other service agencies need to address.

Table 2. A Comparison of Academic Performance Between Homeless Students and Other Subpopulations in Virginia (as indicated by the percentage of students scoring at or above proficiency).

Student Groups	2005-06	2006-07	2007-08	2008-09
Reading				
All Students	84%	85%	87%	89%
Students with Disabilities	64	62	67	73
Economically Disadvantaged	73	73	77	81
Limited English Proficient Students	72	67	79	83
Homeless Students	66	65	68	71
Mathematics				
All Students	76%	80%	84%	86%
Students with Disabilities	53	58	65	71
Student Identified as Disadvantaged	62	67	73	77
Limited English Proficient Students	65	70	75	79
Homeless Students	55	59	62	66

Figure 4. Percentage of Students Scoring At or Above Proficiency on State Reading Assessments

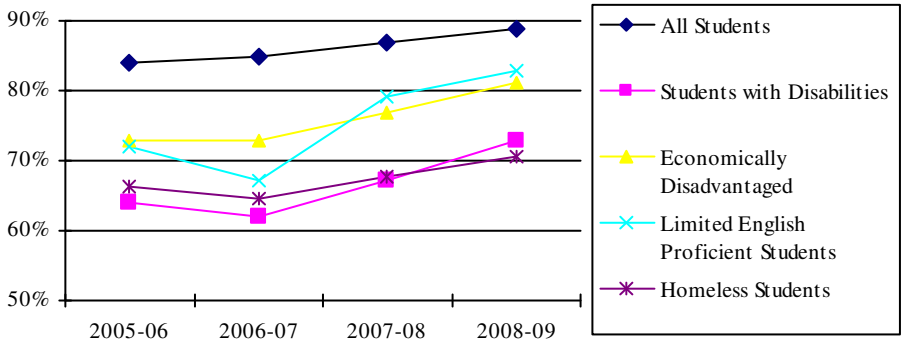
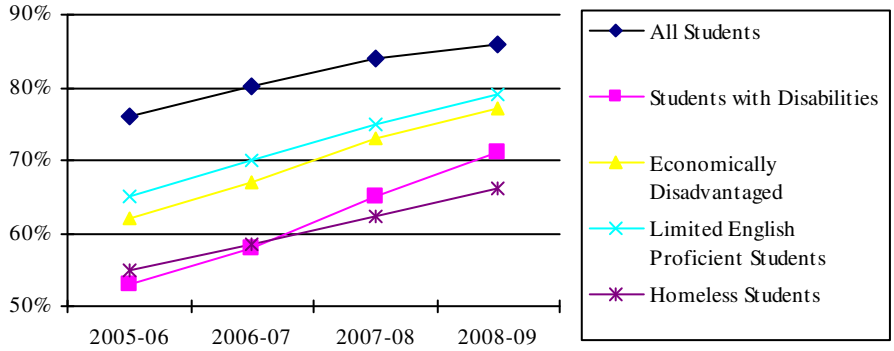
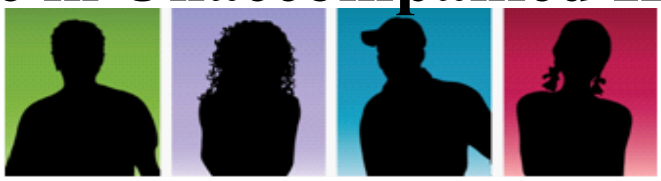


Figure 5. Percentage of Students Scoring At or Above Proficiency on State Mathematics Assessments



The Increase in Unaccompanied Homeless Youth

Sherry Joiner, M.Ed.



Many families throughout the United States face negative impacts from the recent economic downturn and lingering recession. According to the U.S. Bureau of Labor Statistics, the overall unemployment rate for January 2010 was 9.7%[1], slightly lower than the 10% reported in December 2009. For Virginia, the unemployment rate for December 2009 was slightly below the national average at 6.9%[2]. This equates to one out of seven American children living with an unemployed parent. Without jobs, families are also losing their homes and are unable to meet their basic needs. The national foreclosure rate as of December 2009 was 0.273%, while in Virginia there were 4,594 foreclosure filings making the overall rate 0.140%[3]. In addition, with the number of families losing their homes, there has been an increase in competition for rental properties. Extensive waiting lists for public housing have forced more families to remain in shelters or inadequate housing for longer periods of time[4]. According to the American Automobile Association (AAA) of Tidewater Virginia, the current average price of a tank of regular gasoline in the United States is $2.63 a gallon, up from $1.94 just one year ago[5]. With the current unemployment rates and the growing cost of living, many families with children are experiencing increased hardships and, in some cases, homelessness.

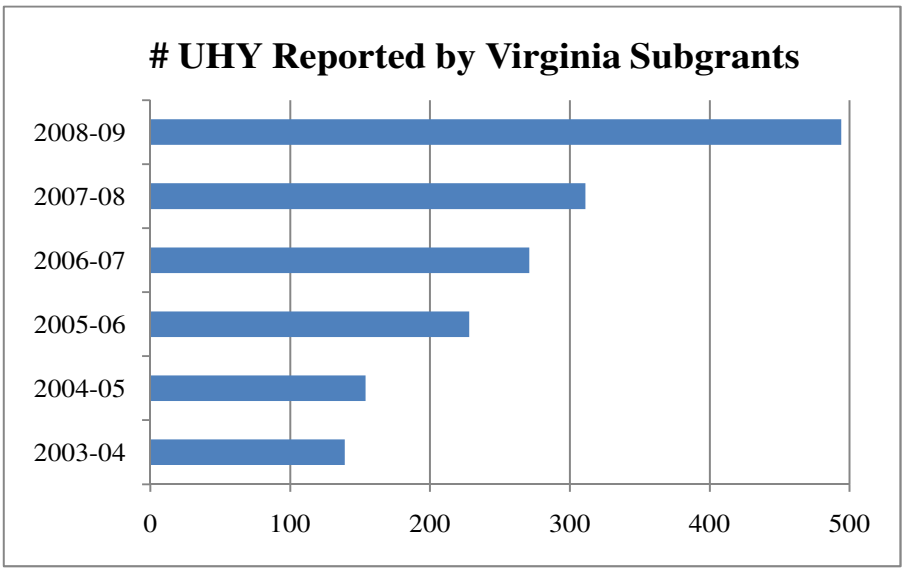
Today 35.2% of persons living in poverty are children and it is estimated that the number of homeless children ranges from 800,000 to 1.2 million, with 1 in 50 children in the United States experiencing homelessness[6]. Due to the current recession, 19 states have collectively reported a 49% increase in homeless children[7].

One unintended consequence that many school divisions are experiencing as a result of these hardships is an increasing number of youth that are unaccompanied. Local Education Agencies (LEA) are serving more youth who are living apart from their parent or guardian and are facing barriers to continue their education. Some of these children are unaccompanied youth who have run away from home to escape an unsafe environment or have been forced to leave home by their parents. Between 1.6 and 2.8 million youth run away from their homes each year to escape dysfunctional family environments that often include physical and/or sexual abuse. Some studies of unaccompanied youth have found that 20 to 50% were sexually abused in their homes, while 40 to 60% were physically abused[8]. In other situations youth have runaway from home to escape parental drug use, alcoholism, and conflicts with stepparents. In some cases, youth are forced out of their homes by parents who cannot afford to take care of them, disapproval of sexual orientation, or pregnancy.

Some unaccompanied youth are placed with a relative or family friend. For others, housing options are temporary situations that include shelters, moving from one friends home to another (couch surfing), camp grounds, cars,

Increase in UHY Reported from 2004-05 to 2008-09: 255%

School Year	# UHY	% Difference
2008-09	494	58.8%
2007-08	311	14.8%
2006-07	271	18.9%
2005-06	228	48.1%
2004-05	154	10.8%
2003-04	139	



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public parks, motels, or abandoned buildings[9]. When unaccompanied youth lack fixed, safe, adequate, stable housing, they are also considered homeless, making them unaccompanied homeless youth. Until 2009-10, only subgrant school divisions reported this category of homelessness. Table 1 highlights the dramatic increase these divisions have observed. Beginning this school year, such students should be flagged by all school divisions, not only as homeless, but as UHY, in the student data collection system that is reported to the Virginia Department of Education. Proper identification and tracking will assist the state in determining the prevalence of UHY and what supports these children and their schools need.

For LEA homeless liaisons, the challenge begins with examining each case and deciphering whether the child's situation should be identified as unaccompanied or as unaccompanied homeless. The McKinney-Vento Act defines unaccompanied youth as young people not in the physical custody of a parent or guardian[10]. Furthermore, to be homeless, the youth must be living in a situation considered homeless. Unaccompanied homeless youth are young people who lack safe, stable housing and who are not in the care of a parent or guardian.

When assisting unaccompanied students to find the right placement and status, liaisons must first consider the meaning of the terms fixed, regular, and adequate and determine how these descriptions apply to the student's current living situation.

(1) Fixed: Securely placed or fastened; not subject to change or fluctuation. (Merriam-Webster's Collegiate Dictionary, Tenth Edition.) A fixed residence is one that is stationary, permanent, and not subject to change[11].

(2) Regular: Normal, standard; constituted, conducted, or done in conformity with established or prescribed usages, rules, or discipline; recurring, attending, or functioning at fixed or uniform intervals. (Merriam-Webster's Collegiate Dictionary, Tenth Edition.) Consistent. (Ballentine's Law Dictionary, 3rd Edition.) A regular residence is one which is used on a regular (i.e., nightly) basis[12].

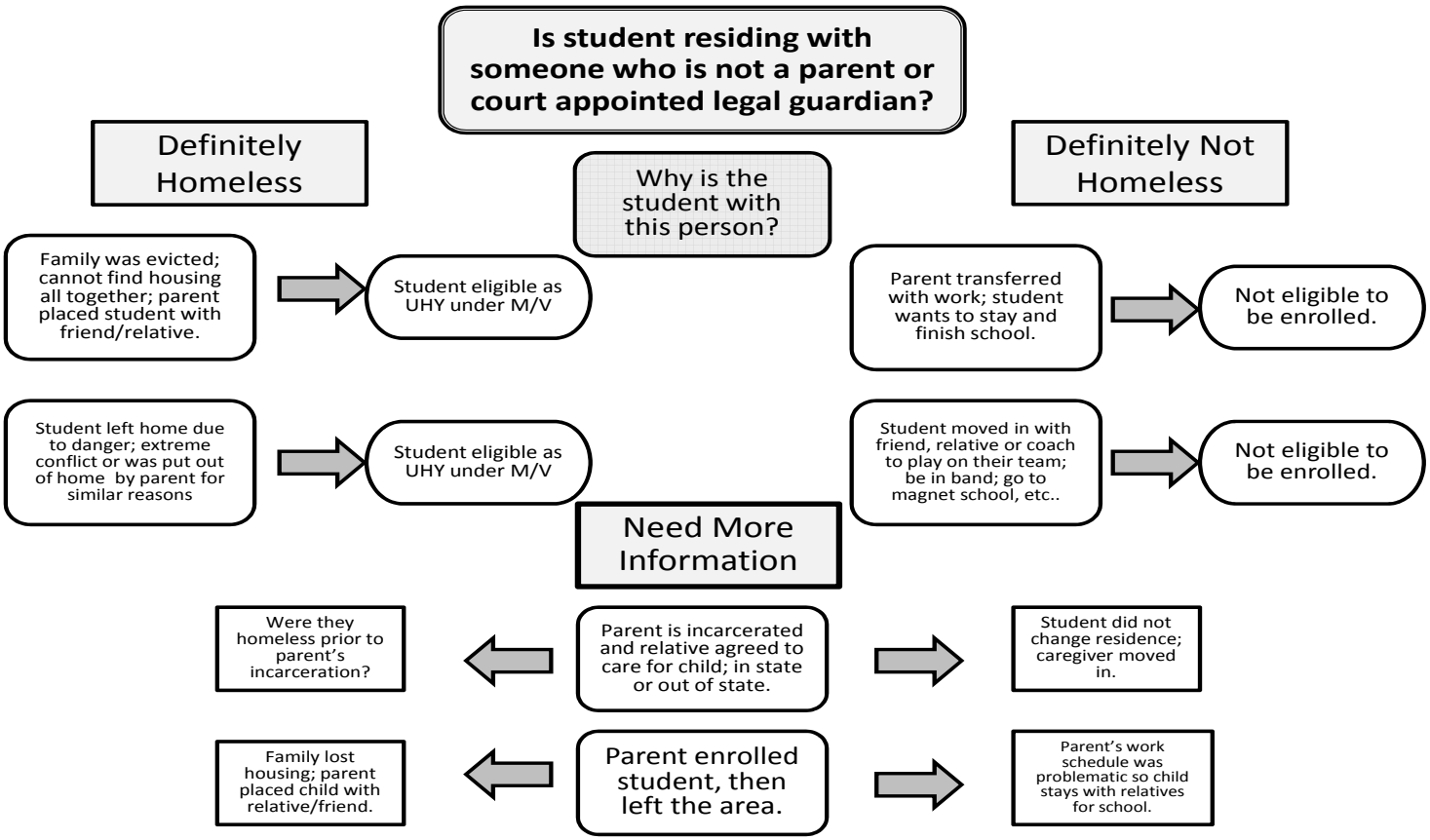
(3) Adequate: Sufficient for a specific requirement; lawfully and reasonably sufficient. (Merriam-Webster's Collegiate Dictionary, Tenth Edition.) Fully sufficient; equal to what is required; lawfully and reasonably sufficient. (Ballentine's Law Dictionary, 3rd Edition.) An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments[13].

One tool that will assist liaisons in identifying unaccompanied youth as also experiencing homelessness is the decision making template that follows. This template guides liaisons through a series of questions and possible situations to determine whether the student is eligible as unaccompanied homeless youth under the McKinney-Vento Act. We acknowledge the work of Gay Thomas, Virginia Beach City Public Schools homeless liaison, for developing this template.

If you are still unsure of the proper identification in a specific case, please feel free to contact Project HOPE-Virginia.

[1]See http://www.bls.gov/
[2]See http://www.bls.gov/eag/eag.va.htm
[3]See http://www.cnn.com/SPECIALS/map.economy/index.html
[4]See http://www.nationalhomeless.org/factsheets/families.pdf
[5]See http://www.aaafuelgaugereport.com/
[6]See http://www.nationalhomeless.org/factsheets/families.pdf
[7]See http://www.firstfocus.net/pages/3663
[8]See http://www.utdanacenter.org/theo/downloads/factsheets/rp52_fafsa_brief.pdf
[9]See http://www.utdanacenter.org/theo/downloads/factsheets/rp52_fafsa_brief.pdf
[10]42 U.S.C. §11434A(6)
[11]See National Association for the Education of Homeless Children and Youth, www.naehcy.org Frequently Asked
[12]Questions on the Education Rights of Children and Youth in Homeless Situations - Updated November 2009.
[13]Ibid.
[14]Ibid.

DETERMINING ELIGIBILITY AS AN UNACCOMPANIED HOMELESS YOUTH



Is the student residing with someone who is not their parent or court appointed guardian?

If yes, continue

Does the student meet the definition of homeless under McKinney-Vento?

These are sample questions that can be asked to determine eligibility. To be eligible, <u>homelessness must be the primary</u> reason the student is staying where they are.

Why is the student living with someone who is not their parent/guardian?
Is the entire family homeless and this student placed in this residence as a temporary plan for housing?
Did the student leave home because of severe family conflicts?
How long can the child stay where they are?
Do they have their own space/bedroom in the house?
Do they have adequate privacy?
Can they come and go as needed?
Where would they be if not where they are?

<u>If the student is considered homeless</u> and this is the primary reason they are not with their parent or legal guardian, <u>then they can be registered as an Unaccompanied Homeless Youth.</u>

<u>If the student is not homeless</u> and they are residing with a person other than the parent or court appointed guardian, <u>the student does not qualify as an Unaccompanied Homeless Youth.</u>

Developed by M. Gay Thomas, MSW Coordinator School Social Work Services, Homeless Liaison, Virginia Beach City Public Schools
(2 page version available on HOPE Web site)

Unaccompanied Homeless Youth and College Bound!

Sherry Joiner, M.Ed.

The College Cost Reduction and Access Act of 2007

As many high school juniors and seniors are beginning to look forward to their last year in high school and the possibilities of college, many unaccompanied youth who are experiencing homelessness may miss out on college opportunities because of financial barriers. Most unaccompanied homeless youth (UHY) are unlikely to be able to access postsecondary education without federal student aid. The Free Application for Federal Student Aid (FAFSA) is the federal application form that students must complete in order to apply for virtually all types of financial aid: Pell Grants, State Grants, Institutional Grants, Tuition Waivers, Work Study, and Loans. However, the FAFSA requires all students not considered "independent" to provide financial information from their parents or guardians in order to determine student eligibility for aid. This application requires a parental/guardian signature to make the application complete. While these requirements are logical for most applicants, they create a barrier for unaccompanied homeless youth who do not receive financial support from their parents and do not have access to parental information and/or signatures.

The College Cost Reduction and Access Act of 2007 (P.L. 110-84) eliminated this barrier for unaccompanied homeless youth applying for aid beginning with the 2009-2010 school year. The definition of "independent student" has been expanded to include youth who are: (1) unaccompanied homeless youth; (2) youth who were in foster care at any time after the age of 13 or older, and; (3) youth who are emancipated minors or are in legal guardianships as determined by an appropriate court in the individual's state of residence.

This legislation requires youth to be verified as unaccompanied and homeless during the school year in which they apply for aid, or as unaccompanied, at risk of homelessness, and self-supporting. Verification must be made by one of the following: (1) a McKinney-Vento Act school district liaison; (2) a U.S. Department of Housing and Urban Development homeless assistance program director or their designee; (3) a Runaway and Homeless Youth Act program director or their designee, or; (4) a financial aid administrator.

Resources: Helping Unaccompanied Homeless Youth Access Financial Aid

FinAid: The Smart Student Guide to Financial Aid - www.finaid.org
A comprehensive and reputable public service Web site on student financial aid information, including scholarships.

LeTendre Education Fund – www.naehcy.org/letendre_app.html
The NAEHCY scholarship program for youth who have experienced homelessness and wish to pursue higher education. This year's applications must be received by **September 17, 2010**.

National College Access Network (NCAN) – www.collegeaccess.org/NCAN
National College Access Network (NCAN) improves access to and success in postsecondary education for first-generation, under-represented and low-income students. NCAN supports a network of state and local college access programs that provide counseling, advice, and financial assistance. State and local college access programs can be found on the directory on the NCAN web site.

NAEHCY – www.naehcy.org/higher_ed.html
Includes sample liaison verification letter.

Student Aid on the Web – www.studentaid.ed.gov
U.S. Department of Education Web site on preparing for college and applying for financial aid.

Materials Order Form

All publications are available on our Web site www.hope.wm.edu

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

Project HOPE Publications	Publication Date	Maximum Order*	Quantity
Family Brochure "What Every Family Should Know"	Fall 2006	250	
Family Brochure (Spanish Translation) "Todo Lo Que Las Familias Deben Saber"	Fall 2006	150	
McKinney-Vento Poster 8.5 x 14	Fall 2006	25	
McKinney-Vento Poster (Spanish Translation) 8.5 x 14	Fall 2006	25	
Bibliography of Homeless Education Resources	Fall 2006	1	
Information Briefs	***	***	***
When School Is Home & Family: Supporting the Attendance and Success of Youth on Their Own	Fall 2007	25	
Identifying Homeless Youth on Their Own	Winter 2008	25	
Enrolling Homeless Students: First Step to the Schoolhouse Door	Summer 2006	25	
Unlocking Potential: What Educators Need to Know About Special Education and Homelessness	Fall 2003	25	
Unlocking Potential: What Families and Shelters Need to Know About Special Education and Homelessness	Fall 2003	25	
Helping Young Children Grow and Learn: A Guide for Families and Shelters	Fall 2003	25	
Using the Best That We Know: Supporting Young Children Experiencing Homelessness	Fall 2003	25	
Questions and Answers on Homeless Education	Fall 2007	25	
School Nurses: It's Not Just Bandages Anymore	Fall 2004	25	
Resilience: Strengthening Relationships, Fostering Hope	Summer 2008	25	
Tips for Supporting Highly Mobile Students	Winter 2004	25	
What Educators Can Do	Winter 2004	25	
Standards of Learning Support for Virginia Schools	***	***	***
Standards of Learning At-A-Glance K-5	Fall 2006	---	
Standards of Learning At-A-Glance Middle School	Fall 2006	---	
Standards of Learning At-A-Glance High School	Winter 2007	---	
Other Resources			
Support to Students Whose Families Have Lost Their Homes to Foreclosure brochure	Fall 2008	25	
Support to Students Whose Families Have Lost Their Homes to Foreclosure poster	Fall 2008	25	
Questions and Answers on Special Education and Homelessness	Spring 2008	25	
Navigating the Intersections of IDEA and M-V: A Problem-Solving Process	Summer 2008	25	

*For larger quantities, contact Project HOPE-Virginia

Name _____

Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

Fax this form to: 757-221-5300

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

RE 10/08

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. REVISED FALL 2006

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 SPRING 2006

Information Briefs

When School Is Home & Family: Supporting the Attendance and Success of Youth on Their Own is designed to help your school support the attendance and success of youth on their own – whether they have run away or are independent for other reasons – by providing background information about unaccompanied youth, sharing some of the challenges they face, and suggesting positive policies and programs for school divisions. FALL 2007

Identifying Youth on Their Own provides basic information and strategies for each step to support school divisions in their efforts to identify unaccompanied homeless youth. WINTER 2008

Enrolling Homeless Students: First Step to the Schoolhouse Door provides enrollment personnel with tips on identifying and serving families experiencing homelessness during the enrollment process.

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. FALL 2007

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

Resilience: Strengthening Relationships, Fostering Hope explores resiliency with suggestions for ways to nurture this protective factor. REVISED SUMMER 2008

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.

Standards of Learning Support for Virginia Schools

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. **Now also available for download in Spanish!**

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.

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.

These publications are not copyrighted. They can be downloaded from our Web site and copied with appropriate reference to Project HOPE-Virginia. The Project HOPE-Virginia Web site contains additional resources for supporting students and families experiencing homelessness, as well as news updates regarding resources and policy. Check it out!

www.wm.edu/hope

NEW RESOURCES

Legislative Updates from NAEHCY

- http://www.naehcy.org/update.html

Find out what is happening with 2011 funding for the education for students experiencing homelessness. Review the House and Senate proposal for the reauthorization of the education of homeless children and youth program.

***Exploring Homelessness Through Young Adult Literature. Retrieved May 10, 2010, from* http://education.wm.edu/centers/hope/resources/index.php**

Within the pdf file titled Annotated Bibliography, you will find a brief introduction for each of the literature works and their appropriate grade reading level. The book titles that are marked by an asterisk have related learning activities, and you can find them in the other pdf file titled Learning Activities.

***Maximizing Credit Accrual and Recovery for Homeless Students*. (Winter, 2010). Retrieved April 29, 2010, from http://center.serve.org/nche/new_resources.php**

Young people experiencing homelessness often have many responsibilities outside of school to help themselves and their families meet their basic needs. Therefore, being able to support these students in accruing graduation credits is essential to keeping students in school and moving towards graduation and independence. This brief provides teachers, administrators, and liaisons with suggestions to assist students experiencing homelessness to recover credits and graduate from high school in a timely manner.

***On the Ground: Innovative Programs to Help End Child Homelessness*. Retrieved April 29, 2010, from http://www.homelesschildrenamerica.org**

This Web site provides brief summaries of innovative practices being implemented in cities across the country to end child homelessness.

***Runaway and Homeless Youth and Relationship Violence Toolkit*. Retrieved April 29, 2010, from http://www.nrcdv.org/rhydvtoolkit/**

This Web site provides guidance, and intervention and prevention strategies for working with students experiencing homelessness who also may be experiencing relationship abuse or intimate partner violence. This toolkit includes definitions, research, resources and suggestions for program implementation.

Tars, E. (2010). *Separate & unequal in the same classroom.* Retrieved May 6, 2010, from http://www.nlchp.org/view_report.cfm?id=331

This article introduces and describes the educational barriers faced by homeless students and the legal mechanisms developed in response. The author compares the homeless movement and the desegregation and equity movements and concludes with possible joint solutions to help all youth experience their right to education.

Upcoming Events

5th Young Children Without Homes National Conference
June 15, 2010
Worchester, MA
http://www.horizonsforhomelesschildren.org

National Conference on Ending Homelessness 2010
July 12-14, 2010
Washington, DC
http://www.endhomelessness.org

Shining Stars Early Childhood Conference
July 14-16, 2010
The Cavalier Hotel
Virginia Beach, VA

2010 NAEHCY Conference
November 6-9, 2010
Intercontinental Hotel Galleria District
Houston, TX
http://www.naehcy.org/conf/conf_2010.html

NAEHCY's LeTendre Education Fund
Scholarship Deadline
September 17, 2010
http://www.naehcy.org/letendre_app.html

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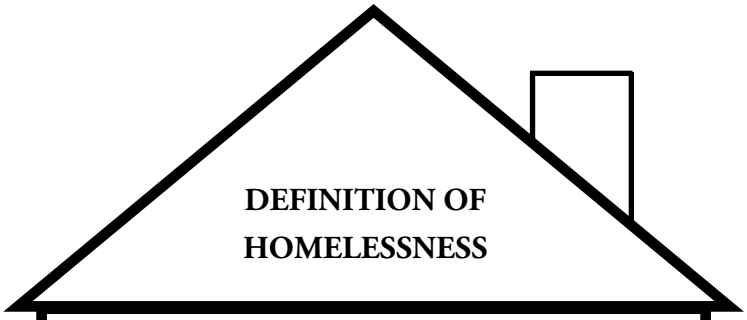

DEFINITION OF HOMELESSNESS

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 child or youth not in the physical custody of an adult (unaccompanied youth*),
- In these conditions and is a migratory child or youth.

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

* Unaccompanied youth - a youth without fixed, regular, and adequate housing who are not in the physical custody of a parent or guardian. This would include runaways living in homeless situations and those denied housing by their families (sometimes referred to as throwaway children and youth).

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) 221-5300
E-mail: homlss@wm.edu

www.wm.edu/hope