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 Education Assistance Act **Winter/ Spring 2004**

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.

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

James H. Stronge, Ph.D.
Faculty Liaison

Extra Mile Award

Nominate the people and programs that have made a difference!

Nomination materials are available on our website.

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From the Desk of the State Coordinator

As winter melts into a welcome spring, our office has been busy with legislative updates, developing and revising resources, and organizing training opportunities around the commonwealth. It is challenging to stay abreast of changing legislation and build collaborative relationships with people, departments, or agencies to ensure students benefit from the educational opportunities our schools provide. We hope the resources included in this newsletter will enhance your work with students experiencing homelessness.

As this newsletter goes to press, changes to Virginia Code to align Virginia's educational requirements to those in the McKinney-Vento Homeless Education Assistance Act have been considered by the General Assembly. Senate Bill 270, sponsored by Senator Quayle, was approved unanimously by the Senate and the House of Delegates. Updates and the full text of the proposed changes can be found at http://www.pen.k12.va.us/VDOE/PolicyPub/legis98/bills.html. Our office will provide further updates as they become available.

HOPE has been revising a number of information briefs to align with the *No Child Left Behind Act* and creating additional resources, particularly in the area of special education and homelessness. As you review our order form, you may wish to look for items that are "NEW" or "Revised." Remember, these documents can be ordered free of charge in Virginia and are available at our website. (Note our new, simpler web address found on page 11.)

In our continuing effort to build awareness about the requirements of the McKinney-Vento Act and the educational needs of children and youth experiencing homelessness, we will be hosting a two-day seminar this summer. Details can be found on pages 5-8. Please consider attending, sharing your successes through a poster display, and nominating a person or program that has made a significant difference in the education of children and youth experiencing homelessness. This is a wonderful opportunity to network with colleagues, identify new practices, and celebrate accomplishments.

Project HOPE-Virginia is here to support your work. Please let us know the challenges you experience. Your questions, calls, and emails shape the initiatives we pursue. As always, thank you for your efforts to reach out and serve families and youth without stable housing and to make education a vehicle to create a promising future for these children and youth.

Patricia A. Popp
Virginia State Coordinator

Teens and Domestic Violence

by Karen Gattuso

Domestic violence is most often associated with adult relationships, but it also affects adolescents who have witnessed it in the home. Youth may experience violence in their interpersonal relationships. Teens who have been exposed to violence may exhibit depression, feelings of isolation and withdrawal, poorly developed social skills, or developmental delays. In addition, during adolescence, witnesses to and victims of domestic abuse may act out in increasingly dangerous ways, including drug and alcohol use, truancy, pregnancy, running away, or attempting suicide.

Adolescence is a time of self discovery and identity building for young men and women. Boundaries for acceptable behavior are determined in large part by what teenagers see happening around them. Violence in and around the home teaches adolescents that aggression is an acceptable way to resolve situations and that stereotypical gender roles are appropriate. According to a recent study, one third of teenagers experience some form of abuse in their dating relationships.[1] Abuse also may continue the cycle of violence. Research indicates that children's exposure to their father abusing their mother is the single most powerful risk factor for violence continuing from one generation to the next.[2]

Young women between the ages of 16 and 24 are most vulnerable to relationship violence and are almost *three times as likely* as their older counterparts to be victimized by a dating partner.[3] When women have been exposed to violence in the home or in their dating relationships, they are more likely to engage in risky sexual behavior.[4] This may occur because "love" has been defined in the abusive home in a manner that blurs the line between affection and abuse. In seeking the acceptance and love they do not find at home, teens may enter unhealthy relationships. Often, jealousy is mistaken for romance or control for concern. In addition, these same emotions can push young men and women into dangerous friendships or to join gangs for acceptance.

Tips For Parents

Despite these statistics about adolescent victims of domestic and dating violence, there are a number of actions parents. They should start talking with their children about sensitive issues (e.g., sex, alcohol and drugs, violence) early.[5] This open communication lets children know that they can approach their parents when difficult issues arise. If the parent or the child has experienced violence in the home, counseling should be sought through a domestic violence and sexual assault program or a local mental health agency.

Tips For Schools

Schools and shelters can use violence awareness and prevention programs in their curricula as tools to initiate discussions and increase awareness. Violence prevention programs and workshops aimed at adolescent audiences appear to have a positive impact that increases teenagers' self-esteem and self-worth, while decreasing psychological, sexual, and physical abuse in dating relationships.[6] Below are two examples of resources available for educators and shelter employees working with adolescents.

- **PeaceLine**,[7] Women's Resource Center of the New River Valley in Roanoke, VA
  This education program for middle and high school-aged youth contains lesson plans and activities.
- **Relationship Abuse Project (RAP)**,[8] the Family Violence Law Center in Oakland, CA
  This program encourages frank discussion of gender stereotypes, the dynamics of violence and society, and how to recognize danger signs in a relationship. A plan of action for safe schools is included.

In the Fall 2003 issue of the Newsletter*, the article "Children and Domestic Violence," contained tips on working with children and adolescents in groups and suggestions for forming community collaborations. The* Newsletter *is available on our website or by contacting our office.*

End notes:

1. Halpern, C. T. (2001). Partner violence among adolescents in opposite-sex romantic relationships: Findings from the national longitudinal study of adolescent health. *American Journal of Public Health,* 91(10), 1679-1685.
2. Break the Cycle. (n.d.). *Startling statistics*. Retrieved January 12, 2004, from www.breakthecycle.org
3. Bureau of Justice Statistics. (2001, October). *Intimate partner violence and age of victim, 1993-1999*. Washington, DC: U.S. Department of Justice.
4. Cole, K. (2002). Teens who witness domestic violence are more likely to engage in risky sex. *George Street Journal, 27*. Retrieved January 12, 2004, from http://www.brown.edu
5. Harrington, D., Lynch, C.O., & Dubowitz, H. (1999). *Violence: A growing threat to adolescents.* Retrieved January 15, 2004, from www.naspag.org
6. Advocates for Youth. (n.d.). *Dating violence among adolescents.* Retrieved January 12, 2004, from www.advocatesforyouth.org.
7. Women's Resource Center of the New River Valley. (n.d.). *PeaceLine: A violence prevention education curriculum for middle and high school aged youth*. Contact Peaceline Coordinator at 540-639-9592**.**
8. Family Violence Law Center. (n.d.). *What schools can do*. Retrieved January 12, 2004, from www.fvlc.org

In Your Neighborhood

If you only had a day, a week, or a month to work with a child: What would you want to leave with him or her?

Yellow School Bus Project

Most children look forward to going to school each day, getting on the bus, talking with their friends and classmates. However, for some children, getting on the bus is not a fun experience. For homeless and highly mobile children, going to school can be scary and intimidating. These children may move from school to school as their families relocate wherever housing and/or jobs are available. Families struggling to afford fundamental needs are frequently unable to provide new clothes, school supplies, and other items that are taken for granted by more stable households. As such, children in these families often have second-hand clothing, books, and backpacks. Lack of personal resources can be scary and stressful for children and may lead to teasing and rejection by their peers. The fears resulting from this poverty and lack of resources can be devastating to children and increase the stress they face in their living situations.

Homeless and highly mobile children often lack needed support to succeed in school, such as computers and internet access, library cards, or home libraries. In fact, it can be challenging to find a quiet space to do homework or to get help with a difficult assignment from a parent. This puts these students at further academic disadvantage.

As students move around, schools, shelters, and service organizations can help homeless and highly mobile children get ready for school throughout the year. An example of such efforts is a collaborative model called *The Yellow School Bus Project* developed in Durham, New Hampshire, to address the needs of these children. This project focuses on three key elements and can be readily adapted to other communities around the country.

1) Identify the needs of the community.

- Collaborate with schools, shelters, medical facilities, etc., to identify children and families who could benefit from the project's services.

2) Develop interagency support.

- Tap into the organizations and businesses in your community and create sponsorship and service opportunities.
- Publicize the project in a variety of forms and locations.

3) Create links between the donors and children.

- List specific and detailed information about items needed to help donors connect with the project and the children in need (e.g., size 5 pants for 7-year-old girl, size 8 sneakers for 12-year-old boy).
- Send a personalized letter with the list of requested items to each organization involved.
- Invite donors to help with distribution of items, to personalize the experience.

For more information about the Yellow School Bus Project, contact Yvonne Vissing at yvonne_vissing@salemstate.edu. Read about it in the December 2003 issue of *Phi Delta Kappan*, pages 321-3.

Loudoun County's First Emergency Warming Center

An emergency warming center run by the nonprofit organization Good Shepherd Alliance opened recently in Loudoun County. Self sufficiency is a major focus at the center, which is open to a wide variety of individuals, including runaway youth and individuals and families experiencing homelessness.

During the day, the site serves as a drop-in center for individuals trying to find jobs, housing, and services. Guests at the center have their own PO Boxes and voicemail accounts, as well as access to phone, fax, computers, and the internet. In addition, guests are able to do their laundry, take a hot shower, or make use of a locker for temporary safe keeping. On cold nights, the center provides shelter and a place to sleep for 7-9 individuals, on a first come, first served basis.

For additional information, see "Homeless Population Growing in Loudoun" in the January 25, 2004 issue of the *Washington Post.*

Legislative Update

This past fall, Congress reauthorized two separate laws, the *Runaway and Homeless Youth Act* (RHYA) and the *Missing Children's Assistance Act*, as the ***Runaway, Homeless, and Missing Children Protection Act*** (H.R. 1925). This law provides funding for programs that aid, support, and protect runaway, missing, homeless and sexually-exploited children. Phil Gingrey (R-GA), who introduced the bill to Congress stated, "This bill provides both emergency short-term assistance, as well as long-term programs that will help keep children off the streets and out of danger."

Funding for the Runaway and Homeless Youth Act increased approximately $17 million for services to at-risk children and youth and now totals $105 million. The majority of these funds will be distributed through grants to three major programs: the Basic Centers Program, Transitional Living Programs, and the Street Outreach Program. The Missing Children's Assistance Act reauthorizes and doubles funding for the National Center for Missing and Exploited Children for five years.

Congress stated in its report of findings that runaway children and youth "have a disproportionate share of serious health, behavioral, and emotional problems because they lack sufficient resources to obtain care…" Congress also noted that these young people need services "outside the welfare system and the law enforcement system," respecting their situations and native languages and offering access to educational opportunities. This bill requires that federal programs authorized to serve this population work together. For example, McKinney-Vento homeless education liaisons are required to coordinate services for runaway and unaccompanied youth in their communities.

Project HOPE-Virginia has been collaborating with state agencies and collecting resources to assist liaisons in meeting this responsibility. This topic will be covered during Homeless Education Liaison Trainings and at the Project HOPE-Virginia Summer Seminar, scheduled for June 14-15, 2004.

The National Picture

- **In 1999, an estimated 1,682,900 children ran away from home.** [1]
- **In that same year, 150,700 youth were arrested for running away from home. Females account for most juvenile arrests for running away (59%).** [2]
- **In one study, 38% of runaway and homeless youth reported emotional abuse by a parent figure.**[3]
- **In another, 46% had been physically abused and 17% had been forced into unwanted sexual activity by a family or household member.** [4]
- **In 1999, approximately 70,000 youth were served by RHYA programs, including shelters, transitional living programs, and street outreach.** [5]

1. Hammer, H.; Finkelhor, D.; & Sedlak, A.J. (2002). *Runaway/thrownaway children: National estimates and characteristics*. Available online at http://virlib.ncjrs.org/juvenilejustice.asp. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
2. Snyder, H.N. (December 2001). Law enforcement agencies in the U.S. made 2.5 million arrests of persons under age 18 in 1999. *National Report Series Bulletin: Law Enforcement and Juvenile Crime*. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
3. Caliber Associates. (1997). *Analysis and interpretation of new information concerning runaway and homeless youth*. Washington, DC: U.S. Department of Health and Human Services (HHS), Administration on Children, Youth, and Families (ACYF).
4. Westat. (1997). *National evaluation of runaway and homeless youth*. Washington, DC: HHS, ACYF.
5. National Network for Youth. (2001). *Fact sheet: Runaway and homeless youth act*. Washington, DC: Author.

Hunger and Homelessness Survey 2003

Results from the *United States Conference of Mayors Hunger and Homelessness Survey* for 2003 was released in December. Twenty-five major cities from around the nation were included in the survey. Here are some findings:

Hunger:

- Officials estimate that emergency food assistance requests increased by an average of 17%.
- An average of 14% of requests for emergency food assistance went unmet in 2003.
- The overall level of resources available to emergency food assistance facilities increased by 11%.

Homelessness and Housing:

- Approximately 17% of those identified as homeless were employed.
- It is estimated that 40% of those who are homeless are families with at least one child.
- Unaccompanied youth make up 5% of the homeless population.
- Requests for emergency shelter increased an average of 13% in 2003.
- Approximately 30% of emergency shelter requests went unmet last year, often due to a lack of resources.
- 83% of cities reported an increase in requests for assisted housing by low-income families and individuals.
- Applicants for public housing wait an average of 24 months for assistance. The average wait is 26 months for Section 8 Certificates, and 27 months for Section 8 Vouchers.

Outlook:

- Officials expect requests by families and individuals for emergency food and shelter assistance to continue to increase in 2004.

The full report can be found at: http://www.usmayors.org/uscm/news/press_releases/documents/hunger_121803.asp

June 14-15, 2004

Unlocking Potential!

Reaching, Teaching, and Meeting the Needs of Our Students

University Center
The College of William and Mary
Williamsburg, VA

EXTRA MILE AWARD

2004 Nomination Packet

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 gone above and beyond normal expectations to support children, youth, and/or families experiencing homelessness.

Nomination packets are available on our website. Completed nominations must be received by Project HOPE-Virginia by **Monday, May 17, 2004**.

SHARE YOUR SUCCESS!

Request to Display

The seminar provides school, shelter, and Virginia Department of Education personnel, along with other service providers, an opportunity to network and exchange ideas. Promote your program and publicize your project's great ideas and accomplishments through the poster display during the seminar. There is no charge to display. The *Request to Display* packets are available on our website, under seminar information and are due by **Saturday, May 1, 2004**.

Early Registration and On Campus Housing Deadline May 1, 2004

Unlocking Potential!

Reaching, Teaching, and Meeting the Needs of Our Students

The College of William and Mary University Center
Williamsburg, VA
June 14-15, 2004

Additional registration forms and seminar details are available by visiting: http://www.wm.edu/hope
Early Registration Due: May 1, 2004

Initial Agenda

Monday, June 14, 2004		
12:00 p.m. – 4:00 p.m.	Registration	University Center Lobby
1:00 p.m. – 4:00 p.m.	Concurrent Sessions I	Chesapeake A & B
1:00 p.m. – 2:20 p.m.	Concurrent Sessions IIa	Chesapeake C, Commonwealth
2:40 p.m. – 4:00 p.m.	Concurrent Sessions IIb	Chesapeake C, Commonwealth
	Dinner on your own	
Tuesday, June 15, 2004		
7:30 a.m. – 4:00 p.m.	Registration	University Center Lobby
7:30 a.m. – 8:30 a.m.	Continental Breakfast	Tidewater A & B
8:30 a.m. – 10:00 a.m.	General Session	Commonwealth
10:00 a.m. – 10:15 a.m.	Coffee Break	Tidewater A & B
10:15 a.m. – 11:45 p.m.	Concurrent Sessions III	See schedule
12:00 p.m. – 1:15 p.m.	Luncheon	Chesapeake A
1:30 p.m. – 2:45 p.m.	Concurrent Sessions IV	See schedule
2:45 p.m. – 3:00 p.m.	Refreshment Break	Tidewater A & B
3:00 p.m. – 4:00 p.m.	General Session	Commonwealth
4:00 p.m.	Adjourn	

Make checks payable to:
The College of William and Mary
Federal Identification Number: 54-6001718
For questions, contact:
Jodi Mincemoyer
757-221-4002 jaminc@wm.edu

Return registration to:
Project HOPE-Virginia
The College of William and Mary
P. O. Box 8795
Williamsburg, Virginia 23187
Fax: 757-221-2988

Refund and Cancellation Policy: Name substitutions are permitted. Please contact Project HOPE-Virginia as soon as possible to make such a change**.** A $10 processing fee will be assessed on cancellations. Requests for refunds must be submitted in writing and received by Project HOPE-Virginia (contact information above) by **June 7, 2004**. Refund requests received after that date will be considered on a case by case basis.

Project HOPE-Virginia
Summer Seminar June 14-15, 2004
Registration Form

Please type or print all information legibly.

Name: _____

(As you would like it to appear on your name badge)

Organization/ Agency: _____

Mailing Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____

Email: _____

Special Needs: (Please specify) _____ ❑ Vegetarian Meals

Arrival Date: _____ **Time:** _____

Departure Date: _____ **Time:** _____

Please help us control costs for future conferences and reduce food waste!
Note which meals you plan to attend on Tuesday, June 15:

❑ Breakfast
❑ Luncheon

Please see lodging information on the next page.

(√ where applicable**)**

√	Events	Cost	Subtotal
	Full Conference (by May 1)	**$70**	
	Full Conference (after May 1)	**$80**	
	One-day attendance (check date)		
____	Monday, June 14, 2004	**$30**	
____	Tuesday, June 15, 2004	**$60**	
	Lodging in William & Mary dormitory	**$45 per night**	
	Lodging in Colonial Williamsburg hotel	**Contact the hotel directly. See information on the next page.**	
	Total Due:		

Unlocking Potential!
Reaching, Teaching, and Meeting the Needs of Our Students

The College of William and Mary
University Center Williamsburg, VA

Travel and Lodging Information

Lodging Options

Colonial Williamsburg

Make your reservations directly with the **Woodlands Hotel & Suites** through the central reservation office at 1-800-261-9530. The conference rate per night for single/double occupancy is $99.00 plus tax. To ensure the conference rate, please identify yourself as a participant of the Project HOPE-Virginia seminar. The conference rate is available until **May 14, 2004,** or until rooms in the conference block run out. Make your reservations early! ***Hotel Parking*** is free. Transportation is available via bus from the hotel to the conference location.

William and Mary Dormitory

Register for these rooms by May 1, 2004 using the conference registration form. Dorm rooms are available in the Randolph Complex on the campus of William and Mary. The rate per night for single/double occupancy is $45 per person, per night, including tax and linen. There are shared restrooms on the hall. Check in and check out times are restricted. ***Campus Parking*** is free with permit, available from Project HOPE-Virginia. Dorms are within walking distance of the conference site. You may also use the campus bus system.

Travel

Driving Directions

To the Woodlands Hotel & Suites
From Interstate 64, take exit 238 onto Route 143 East. Follow Route 143 to the second traffic light and bear right onto Route 132. Continue on Route 132, following signs to the Visitor Center. At second left, turn onto a concrete aggregate road, Route 132Y. Turn at the first left; the Woodlands Hotel & Suites is at the top of the hill.

To the University Center on the Campus of William & Mary
From Interstate 64, take Exit 238. Follow Route 143 to the second traffic light and bear right onto Route 132. Turn right again at the next set of lights onto Route 60 Bypass. Follow Bypass Road to the end where it meets Richmond Road. Turn left onto Richmond Road. At the third set of lights, you will see the Walter F. Zable Stadium on the right. Turn right into the football stadium parking lot. Park in any of the Student or Resident spaces in front of the stadium, as long as your permit is displayed. The University Center is located at the opposite end of the parking lot from which you entered, just beyond the football stadium.

To the Randolph Complex on the Campus of William & Mary
From Interstate 64, take Route 199. Continue to the intersection with Jamestown Rd. Turn south onto Jamestown Rd. Lake Matoaka and a W&M sign are on the left as the two lanes merge into one. Continue a little further and turn left onto Campus Drive immediately after the first parking lot. Go down Campus Dr. and turn left at the stop sign. The first set of buildings on your right is The Randolph Complex. Just past these buildings is a small parking lot on the right. You can unload your bags there. If that parking lot is full, a larger lot is just a few yards past that entrance. You may park in any Student or Resident spaces, as long as your permit is displayed.

Transportation

Amtrak trains stop right in the heart of Williamsburg in the morning and the afternoon. You can view schedules and purchase tickets at www.amtrak.com.

The College of William and Mary, Colonial Williamsburg, and the City of Williamsburg have **buses** that operate from 6:00 a.m. to 10:00 p.m. each day, connecting visitors to attractions such as the Prime Outlets, Busch Gardens, and shopping centers and restaurants. For more information on these bus services, visit http://www.williamsburgtransport.com/. We will have brochures and maps that we can provide to you.

Materials Order Form

💻 Publications with this symbol can now be downloaded from our website: http://www.wm.edu/hope

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

Project HOPE Publications	Maximum Order*	Quantity Requested
💻 Family Brochure "What Every Family Should Know"	250	
💻 Family Brochure (Spanish Translation) "Todo Lo Que Las Familias Deben Saber"	100	
💻 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	***	***
💻 **NEW Fall 2003! *Special Education and Homelessness* For Educators**	25	
💻 **NEW Fall 2003! *Special Education and Homelessness* For Families and Shelters**	25	
💻 *Questions and Answers*	25	
💻 *School Social Workers: A Necessary Link* **Revised Winter 2004!**	25	
💻 *School Nurses: It is Not Just Bandages Anymore* **Revised Winter 2004!**	25	
💻 *Supporting Resilience of Children and Youth*	10	
💻 *Tips for Supporting Highly Mobile Children* **Revised Winter 2004!**	25	
💻 *What Educators Can Do* **Revised Winter 2004!**	25	
Standards of Learning Support	***	***
💻 *Standards of Learning K-5 Children's Literature Correlation*	1	
💻 *Standards of Learning At-A-Glance K-5*	10	
💻 *Standards of Learning At-A-Glance Middle School*	10	
💻 *Standards of Learning At-A-Glance High School*	10	

* For larger quantities contact Project HOPE

Name: _____

Title: _____

Organization: _____

Address: _____

City: _____, State: _____ Zip: _____

Phone: _____ Fax: _____

Email: _____

Fax this form to: 757-221-2988 **or mail to:** Project HOPE-Virginia

Project HOPE Materials Descriptions

Awareness and Outreach

- **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:** This resource 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

- **NEW INFORMATION BRIEF Fall 2003! Unlocking Potential: What Educators Need to Know About Special Education and Homelessness:** This information brief provides educators with tips on supporting families experiencing homelessness through the special education process.
- **NEW INFORMATION BRIEF Fall 2003! Unlocking Potential: What Families and Shelters Need to Know About Special Education and Homelessness:** This information brief 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.
- **Questions and Answers for Supporting the Academic Success of Children and Youth Experiencing Homelessness:** This information brief answers basic questions regarding the educational needs of children and youth experiencing homelessness. It is a useful resource for school administrators.
- **School Nurses: It's Not Just Bandages Anymore:** This information brief is a combination of research statistics and checklist-style practical suggestions for providing medical care to students experiencing homelessness.
- **School Social Workers: A Necessary Link to School Success for Students Experiencing Homelessness:** This information brief offers concrete suggestions that school social workers may find helpful when assisting a family who is experiencing homelessness.
- **Supporting Resilience of Children and Youth:** This information brief is an eight-page review of resiliency with suggestions for ways to nurture this protective factor. (Revised: Winter 2003)
- **Tips for Supporting Highly Mobile Students:** This information brief provides suggestions for meeting the needs of highly mobile students at the division level, school level, and classroom level. (Revised: Winter 2004)
- **What Educators Can Do**: This information brief introduces teachers to the topic of homeless education with practical suggestions to welcome and support homeless students in the classroom.

Standards of Learning Support

- **Standards of Learning K-5 Children's Literature Correlation:** This resource provides a listing of more than 700 children's books with the SOL that the content addresses. A process for nominating additional books is included. (Revised: Summer 2003)
- **Standards of Learning At-A-Glance (K-5):** This resource summarizes the standards for grades K through 5 in easy-to-understand terms. This document offers parents and non-educators a quick reference to the content students must master at each grade level. Educators also may find the one-page per grade level format useful. (Revised: Summer 2003)
- **Standards of Learning At-A-Glance (Middle School):** This resource summarizes the standards for grades 6 through 8 in easy-to-understand terms. This document offers parents and non-educators a quick reference to the content students must master at each grade level. (Revised: Summer 2003)
- **Standards of Learning At-A-Glance (High School):** This resource summarizes the standards for grades 9 through 12 in easy-to-understand terms. This document offers parents and non-educators a quick reference to the content students must master at each grade level. (Revised: Summer 2003)

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

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! www.wm.edu/hope

Resources

Homeless Management Information System (HMIS)

By September 2004, all HUD funded programs must have an HMIS in place. This will be an opportunity for all homeless service providers to pool their knowledge and resources, increasing the speed with which consumers can be served and accuracy of information, as well as decreasing workload. Homeward Helpnet can assist with technical questions as you take this step. Contact Jay Stroble at 804-261-0012.

FREE Since 1997, more than 30 Federal agencies have been working to make hundreds of federally supported teaching and learning resources easier to find. The result is Federal Resources for Educational Excellence (FREE). Each month, new teaching and learning resources are added to the website. To see what is available, visit www.ed.gov/free.

Educator's Desk Reference

The creators of AskERIC have announced The Educator's Desk Reference, which provides a search interface to the ERIC Database, including access to over one million bibliographic records on educational research, theory and practice. Although the AskERIC service was discontinued in December, the 2000+ lesson plans and 3000+ links can still be accessed by going to the new service at http://www.eduref.org.

Homelessness & Literacy

The Dec./Jan.issue of *The Reading Teacher* (vol. 57, no.4, pages 362-71) has an article by Elizabeth Noll and Robin Watkins that explores the impact of homelessness on children's literacy experiences. The article includes practical information that may be useful to classroom teachers working with homeless students.

Nutrition Guidelines

The Division of Community Pediatrics, Children's Hospital at Montefiore, and The Children's Health Fund have developed materials to address concerns about food and nutritional guidelines for homeless children and families. Access these resources at:
http://www.childrenshealthfund.org/hfsni.html.

First Book is a national non-profit organization that puts new books into the hands of children in low-income families. In the past two years, First Book has provided almost 15 million books to children who, for economic reasons, have little or no access to books. For more information, go to www.firstbook.org.

www.wm.edu/hope

Project HOPE-Virginia has a new web address!

Our website contains information about the McKinney-Vento Act, tips for Homeless Education Liaisons, all of our publications, and links to many helpful resources. As more materials become available, our site is updated.
This spring, find the latest information on working with unaccompanied and runaway youth.

www.wm.edu/hope

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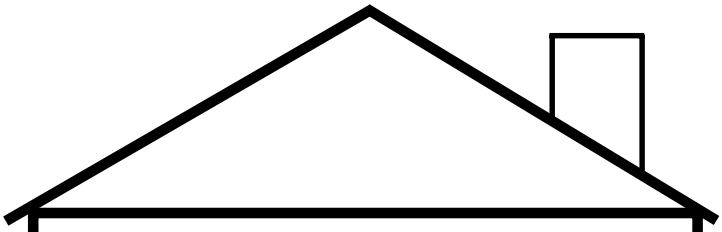

DEFINITION OF HOMELESS

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.

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**
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