

NEWSLETTER  
OF PROJECT  
HOPE-VIRGINIA

# HOPE letter

Winter 2015

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### PROGRAM DESCRIPTION

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 page 10.

Published with funding from  
the McKinney-Vento  
Homeless Assistance Act

## From the Desk of the State Coordinator

Happy New Year to all our readers! I hope your holidays were joyful and that the new year brings much happiness and fulfillment.

In December, HOPE hosted its statewide seminar, HOPE for the Future: Reaching New Heights! While our participants were less than 100, the content was very well received and meaningful connections were made. The program and many of the presentation resources can be found at: <http://education.wm.edu/centers/hope/professionaldev/Seminars/seminar14/index.php>.

In this installment, we have attempted to include articles that address issues that are confronting our schools more and more frequently, including immigration, sex trafficking, LGTBQ youth, and safety technology. Please feel free to let us know if there are topics you would like us to explore in the future. Our graduate assistants love a research challenge!

Page 5 highlights some exciting state level initiatives related to youth experiencing homelessness in which Project HOPE-VA is at the table. If you have information related to these projects that you would like to share, I would love to hear from you.

As always, thank you for all your efforts to provide a safe, stable environment for our young people. Please let us know how we can better support you and the children you serve.

## Unaccompanied Immigrant Youth

In recent years, significant numbers of unaccompanied immigrant youth have arrived in the United States. By May 31, 2014, 34,611 unaccompanied youth were apprehended in the U.S., ten times the number reported for 2009.<sup>1</sup> Many of these youth confront the dangers and challenges of homelessness without the care of a parent or legal guardian.

After crossing into the U.S., many unaccompanied immigrant youth are apprehended by U.S. officials near the border, while others are apprehended in the interior of the U.S. An unknown number of additional young people come alone to the U.S. and are not known to U.S. officials. They live in urban, suburban and rural communities across the United States.<sup>2</sup>

Unaccompanied immigrant youth struggle with both homelessness and the lack of lawful immigration status. They face the challenges of homelessness without a parent or guardian and without the rights and benefits available to United States citizens or lawful permanent residents. For instance, they have no parents to pay for their basic needs; they may live in homes with total strangers, in shelters, or sleep in parks and abandoned buildings, putting them at risk for many health problems.<sup>3</sup>

Upon being apprehended, an unaccompanied immigrant child goes through a two-phase process: initial detention, which leads to temporary shelter, often on a military base (average length of stay is 35 days); and ultimately a longer-term placement, most often with individuals (87% of children placed with sponsors are placed with individuals, which may include a parent, relative, legal guardian, or family friend/acquaintance).<sup>4</sup> All children receive a health screening and all needed immunizations. The Centers for Disease Control and Prevention (CDC) believes that the children arriving at U.S. borders pose little risk of spreading infectious diseases to the general public.<sup>5</sup>

The Department of Health and Human Services (DHHS) has the legal obligation to meet the basic needs of children who are in detention and temporary shelter. It includes: shelter, food, health care and education. Once children have been placed in longer-term accommodations, whether in a group home, shelter, foster family or with another individual, their education becomes the responsibility of the local school district.<sup>6</sup> Undocumented students have the same right to public education as U.S. citizens.<sup>7</sup> Resources that may be helpful when enrolling immigrant children include: Services for Educationally Disadvantaged Children (Title I, Part A), Individuals with Disabilities Education Act (IDEA), English Language Acquisition Program (Title III), McKinney-Vento Act, Migrant Education Programs (MEP, Title I, Part C), and the National Clearinghouse for English Language Acquisition.<sup>8</sup>

### Homelessness

Determining homeless status and services under the McKinney-Vento Act's Education of Homeless Children and Youth program always requires a case-by-case analysis of a child's actual living situation.<sup>9</sup> According to DHHS, children's average stay in temporary placement is 35 days. Once they are moved to a longer-term placement in the community, they may be eligible for McKinney-Vento services. The following practices can assist with case-by-case determinations:<sup>10</sup>

- Eligibility hinges upon the child's living situation: Ask, "Is the living situation fixed, regular, and adequate for the child?" The sponsor's housing status is not relevant, unless the sponsor is homeless (in which case the child living with the sponsor necessarily also would be homeless).
- Consult the NCHE brief, *Determining Eligibility for Rights and Services Under the McKinney-Vento Act*, which provides tools and guidance for evaluating each child's living situation.
- Provide McKinney-Vento Act information in Spanish to unaccompanied immigrant children enrolling in the district. This information will help them identify themselves to the liaison if they are homeless or become homeless later.

The living situations of unaccompanied immigrant children tend to be extremely unstable, making it important to review their eligibility for McKinney-Vento services. Consider the following trends:<sup>11</sup>

- Immigrant children placed with family members often have never met, or cannot remember, the adults with whom they are placed. Essentially, the adults are acting as foster parents, but without financial or service coordination support and with the added challenges of managing the children's legal proceedings, English language limitations, and the extent of integration.
- Children placed with family friends or acquaintances (27% of unaccompanied immigrant children) commonly have no relationship whatsoever with that adult and are at a particularly high risk of labor and sex trafficking. There have been multiple reports of children placed with supposed acquaintances only to be sold to sex or labor traffickers within days of placement. The children are afraid to inform authorities that they do not know these supposed acquaintances.
- According to children's advocates and McKinney-Vento liaisons, many unaccompanied immigrant children are forced out of their sponsor's home or leave after experiencing abuse or exploitation.
- Sponsors sign an agreement stating they will care for the child placed with them; however, there is little, if any, monitoring of compliance with this agreement.
- Sponsor agreements do not grant any kind of legal guardianship, leaving the children with no one legally empowered to get them medical care, enroll them in school, or take other actions on their behalf that would require legal guardianship.

Project HOPE-VA is trying to monitor the challenges our schools experience. Please share your stories with us.

#### Resources:

- ⇒ Catholic Legal Immigration Network, Inc. <https://cliniclegal.org/>
- ⇒ Kids in Need of Defense <http://www.supportkind.org>
- ⇒ National Association for the Education of Homeless Children and Youth, "Immigration and Schools: Supporting Success for Undocumented and Unaccompanied Homeless Youth." <http://www.naehcy.org/sites/default/files/images/dl/immig.pdf>
- ⇒ National Center for Homeless Education, Immigrant and Refugee Resources. [http://center.serve.org/nche/ibt/sc\\_imm.php](http://center.serve.org/nche/ibt/sc_imm.php)
- ⇒ Office of Refugee Resettlement <http://www.acf.hhs.gov/programs/orr/programs/ucs/about>
- ⇒ USCCB and Lutheran Immigration and Refugee Service, "Post-Release Services: Family Preservation Services for Immigrant Children Released from Federal Custody." <http://www.rcusa.org/uploads/pdfs/LIRS-and-USCCB-Post-Release-Services-FAQs-Final.pdf>
- ⇒ US Department of Education, "Educational Services for Immigrant Children and Those Recently Arrived to the United States." <http://www2.ed.gov/policy/rights/guid/unaccompanied-children.html>
- ⇒ Vera Institute of Justice, "The Flow of Unaccompanied Children Through the Immigration System." <http://www.vera.org/sites/default/files/resources/downloads/the-flow-of-unaccompanied-children-through-the-immigration-system.pdf>
- ⇒ Education Week articles  
<http://www.edweek.org/ew/articles/2014/06/27/36unaccompanied.h33.html>  
[http://blogs.edweek.org/edweek/learning-the-language/2014/06/surge\\_of\\_unaccompanied\\_minors\\_.html](http://blogs.edweek.org/edweek/learning-the-language/2014/06/surge_of_unaccompanied_minors_.html)  
[http://blogs.edweek.org/edweek/learning-the-language/2014/07/for\\_districts\\_bracing\\_for\\_infl.html](http://blogs.edweek.org/edweek/learning-the-language/2014/07/for_districts_bracing_for_infl.html)

<sup>1,4,5,6,9,10,11</sup>National Association for the Education of Homeless Children and Youth (NAEHCY). (August 2014). Unaccompanied immigrant children education and homelessness.

Retrieved from <http://www.naehcy.org/sites/default/files/dl/uic-brief.pdf>.

<sup>2,3</sup>Kids in Need of Defense, & NAEHCY. (2010). Immigration and schools: Supporting success for undocumented and unaccompanied homeless youth. Retrieved from <http://www.naehcy.org/sites/default/files/images/dl/immig.pdf>.

<sup>7</sup>Plyler v. Doe, 457 U.S. 202 (1982) as cited in NAEHCY. (August 2014). Unaccompanied immigrant children education and homelessness. Retrieved from <http://www.naehcy.org/sites/default/files/dl/uic-brief.pdf>

<sup>8</sup>U.S. Department of Education. (2014). Educational Services for Immigrant Children and Those Recently Arrived to the United States. Retrieved from <http://www2.ed.gov/policy/rights/guid/unaccompanied-children.html>.

## Homeless LGBTQ Youth

LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youths face multiple challenges that may lead to homelessness. Research shows that since the 1970s, LGBTQ youths are coming out earlier, usually in their teens, rather than waiting until after they leave their parents' home.<sup>1</sup> The most frequent factor contributing to LGBTQ homelessness cited was family rejection. Discrimination in federally-funded institutions also contributes to the growing rates of homelessness among LGBTQ youth. The National Coalition for the Homeless reported:<sup>2</sup>

- Gay and transgender students are two-times less likely to finish high school or pursue a college education compared to the national average.
- 86 percent of gay and lesbian students reported being verbally harassed at school due to their sexual orientation in 2007.
- 44 percent gay and lesbian students reported being physically harassed at school because of their sexual orientation in 2007.
- 22 percent of gay and transgender students reported having been physically attacked in school in 2007, with 60% saying they did not report the incidents because they believed no one would care.
- 31 percent of gay and transgender students reported incidents of harassment and violence at school to staff, only to receive no response.

### The Number of LGBTQ Youth

Data for 2013 from Youth Count!, a federal interagency initiative that aims to improve counts of unaccompanied homeless youths, sheds some light on the issue. Six sites surveyed youths in shelters and on the streets about gender identity and sexual orientation. Among them, 19 percent of youths surveyed identified as lesbian, gay, or bisexual, and 3 percent identified as questioning (see Figure 1).<sup>3</sup> There was significant variation by site (Table 1).<sup>4</sup> According to research statistics, LGBTQ youths are “more likely to experience poor mental health, more likely to exhibit risky sexual behavior and use drugs, more likely to use survival sex and sex trade strategies for coping with their situation and more likely to be HIV positive”.<sup>5</sup>

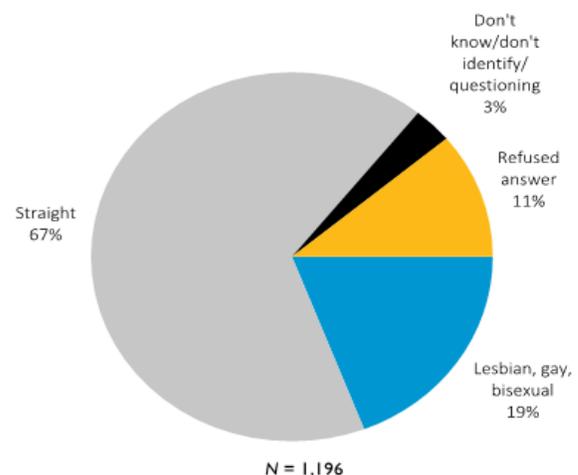
**TABLE 1**

**LGB Youths by Youth Count! Site**

Site	Share identifying as lesbian, gay or bisexual
New York City	43%
King County, WA	19%
Winston Salem, NC	10%
Cuyahoga County (Cleveland), OH	21%
Hennepin County, MN	13%
Houston, TX	18%

*Note:* Cuyahoga County included “questioning” within its category of lesbian, gay, or bisexual.

**FIGURE 1**  
Sexuality Self-Identification<sup>6</sup>



## Proposed Actions

Regardless of a person's gender, sexual preferences, or questioning manner, all people deserve the right to safe shelter. The National Coalition for the Homeless has proposed the following actions to reduce homelessness among this population and to improve services if homelessness is experienced.<sup>6</sup>

- Create schools that are safe havens for all youth, including LGBTQ youth. We need to address the role that unsafe schools have in promoting youth homelessness, and address school bullying.
- Recognize that LGBTQ homeless youth, and homeless youth in general, face challenges as special-needs populations and could benefit from protections from discrimination by federal grantees.
- Expand housing options so LGBTQ homeless persons have safer access to housing that will respect their sexuality and personal identity, as well as provide a safe environment. This includes training for shelter staff on how to be an ally to LGBTQ individuals and written policies to keep discrimination from occurring.

## Resources:

- ◆ The Ali Forney Center
- ◆ National Coalition for the Homeless
- ◆ United States Interagency Council on Homelessness
- ◆ Pathways to Employment

<sup>1</sup>Quintana, Mico Sifra, Josh Rosenthal, and Jeff Kreheley. 2010. *On the Street: The Federal Response to Gay and Transgender Homeless Youth*. Washington, DC: Center for American Progress.

<sup>2,6</sup>The National Coalition for the Homeless <http://nationalhomeless.org/issues/lgbt/>.

<sup>3, 4, 5</sup>Mary Cunningham, Michael Pergamit, Nan Astone, Jessica Luna. 2014. *Homeless LGBTQ Youth*. Urban Institute.

## HOPE at the Table: State Initiatives

Patricia Popp was appointed by Governor McAuliffe to the Commonwealth Council on Childhood Success. The Council will serve as a central coordinating entity to identify opportunities and develop recommendations for improvement including, but not limited to: 1) funding for preschool, 2) kindergarten readiness, 3) strategies to close the achievement gap in early elementary years, 4) the quality and accountability of child care programs and providers, and 5) coordination of services for at-risk families. Visit [http://www.ltgov.virginia.gov/ini\\_childhoodsuccess.htm](http://www.ltgov.virginia.gov/ini_childhoodsuccess.htm) for developments.

On December 9<sup>th</sup>, 2014, the Interagency Partnership to Prevent and End Youth Homelessness (IPPEYH) presented its strategic plan which was approved by the Governor's Coordinating Council on Homelessness. Its four goals for youth experiencing homelessness and youth ages 14 to 24 who are at risk for homelessness are to: 1) increase stable housing; 2) build and enhance permanent connections; 3) increase access to and success in education and employment; and 4) increase social and emotional functioning. Several of the objectives will be tasked to the Virginia Higher Education Network being led by Project HOPE-Virginia. Contact Patricia Popp for more information.

## Keeping Our Students Safe

On September 30, the Project HOPE Advisory Board met. Concerns were shared about our students' safety when utilizing public transportation. Many college campuses have endorsed apps to promote student safety, but what about our students? While a number of apps are customized for use on college campuses, the good news is that many of these safety apps are available for the general public. Listed below are a few apps that may be suitable for your students:

Rave Guardian-- <http://www.ravemobilesafety.com/rave-guardian/>

The Rave Guardian app allows users to designate guardians to receive alerts about potential safety threats. The user can set a timer that, if not deactivated, sends an alert to pre-designated contacts (guardians) with a GPS location. Alerts are routed through the app, so your designated guardians must also sign up and install the Rave Guardian app.

Circle of 6-- <http://www.circleof6app.com/>

With one touch of a button, the Circle of 6 app allows users to send a text message to six pre-designated contacts that says, "Come and get me. I need help getting home safely." The text also includes a link to the user's approximate location using the GPS on the phone. The app is free and does not require a subscription fee, but requires user action in order to deploy help.

Lifeline Response-- [www.llresponse.com/index.html](http://www.llresponse.com/index.html)

Open the Lifeline Response app before heading into a potentially dangerous situation. If the user's thumb slips off the phone or a user-set timer expires, and the deactivation code is not entered, an alarm sounds, authorities are dispatched to the phone's GPS location and the user's lifelines are notified of the emergency situation. The personal version requires a subscription fee of \$9.99 per year.

## The Many Faces of Doubled Up

While many understand that students experiencing homelessness are not a homogenous group, there is growing understanding that even categories such as doubled up are heterogeneous. Recent research by Ronald Hallett exposed two distinct family structures in doubled up households, and found that merged families, wherein responsibilities such as preparing meals and helping with homework were shared, tended to support educational participation. Separate households, or residences in which two or more families live as independent units, tended to be less supportive of educational participation.

In "Worn Out Welcome Mat," filmmaker Diane Nilan portrays the realities of doubled up living situations and exposes several of the stressors associated with overcrowding and living in uncertainty. Students and parents share their experiences and struggles in a way that brings new light to an old problem.

For more information, check out the resources below:

Hallett, R. E. (2012). *Educational experiences of hidden homeless teenagers: Living doubled-up*. New York: Routledge.

Nilan, Diane. (HEAR US). (n.d.) *Worn Out Welcome Mat*. Retrieved from <http://www.youtube.com/watch?v=ev5XVRPwC30&feature=youtu.be>

## Magic of Everyday Moments

ZERO TO THREE has released a new set of materials that show how adult interactions shape the growth and learning of infants and toddlers. The set includes four videos that explore key aspects of early childhood development for use in work with families and professionals, including:

- Brain Wonders: Nurturing Healthy Brain Development From Birth
- Literacy Skills: The Roots of Reading Start at Birth
- Power of Play: Building Skills While Having Fun
- Temperament: What Makes Your Child Tick?



The videos are all available to view online at no cost.  
[www.zerotothree.org/MOEM](http://www.zerotothree.org/MOEM)

## Community Highlight

### Spotsylvania

#### Camp Out, Rock Out, Knock Out Homelessness Event

Spotsylvania County Public Schools held their fourth annual *Camp Out, Rock Out, Knock Out Homelessness* event on November 1<sup>st</sup>, 2014. This public event raises awareness about and collects donations to meet the needs of the county students experiencing homeless. It is a community-wide event.

This year's camp was held at the local Wal-Mart. Shoppers were asked to purchase items of toiletries, food, and school supplies to support Treasure House (a building that offers those items to families at no cost). There was a festive atmosphere with face painting, a local radio station, and appearances by the school mascots. The entire school district was involved in making the event successful.

School Board members, Superintendent Baker, school social workers, counselors, teachers, and administrators, along with business partners, and concerned citizens, braved the cold, wet elements, to make a difference in the lives of Spotsylvania County Schools students.

**This event raised more than \$2,000.00 in gift cards and cash along with a truck load of new, donated items, to fill Treasure House! Way to go SPOTSYLVANIA!**

**A shout out to Spotsylvania homeless liaison Michelle Swisher, school social worker, Lisa Dolan, and school board members Amanda Blalock and Dawn Shelley, for presenting, "No Place Like Home," at the National Association for the Education of Homeless Children and Youth Conference in Kansas City, MO., in October, 2014.**

**This exemplary level of support is appreciated!**

What is your organization or community doing to support homeless children, youth, or families?

Be featured in the Spring 2015 Newsletter Community Highlight!

## Sex Trafficking

The National Center for Homeless Education at SERVE recently released a best practices brief on sex trafficking of minors, offering guidance for identifying and supporting youth that may be affected by sex trafficking. Homeless youth are particularly at risk for becoming involved in sex trafficking. Estes and Weiner cite homelessness as the number one risk factor for becoming involved in sex trafficking, because homelessness is often a result of a number of other vulnerabilities.<sup>1</sup> In fact, some estimate that within 48 hours of leaving home, one-third of teen runaway or throwaway youth will turn to prostitution in order to survive.<sup>2</sup>

***The brief lists several warning signs that school personnel can observe that may signal involvement in sex trafficking:***

- ◆ Unexplained school absences
- ◆ Abrupt change in attire, behavior, or relationships
- ◆ Presence of an older “boyfriend”
- ◆ Travel with an older male who is not a guardian
- ◆ Sudden presence of expensive material possessions
- ◆ Chronic running away
- ◆ Homelessness
- ◆ Signs of psychological coercion, such as depression, anxiety, and/ or an overly submissive attitude
- ◆ Lack of control over schedule, money, or proof of identification
- ◆ Signs of physical trauma, including bruises, cuts, burns, and/or scars
- ◆ Tattoos or other branding marks
- ◆ Poor health, as evidenced by STDs, malnutrition, and/ or serious dental problems
- ◆ Substance abuse or addictions<sup>3</sup>

NCHE at SERVE offers the following tips for schools:

1. Train school personnel to recognize and respond to the signs of trafficking
2. Develop and implement a protocol for sex trafficking if your school or district doesn't have one
3. Offer prevention curriculum to students
  - The Prevention Project <http://www.prevention-project.org/home.php>
  - A21 Campaign— *Bodies Are Not Commodities* <http://www.thea21campaign.org/content/bodies-are-not-commodities/gjdpjv>
  - Not for Sale Campaign High School Curriculum <http://jp.notforsalecampaign.org/resources/>

For more information, visit: <http://center.serve.org/nche/downloads/briefs/trafficking.pdf>

From the HOPE website, click on the Human Trafficking Link on the home page to access other state & federal resources. <http://education.wm.edu/centers/hope/>

<sup>1</sup>As cited in Institute of Medicine and National Research Council. (2013). *Confronting commercial sexual exploitation and sex trafficking of minors in the United States*. Washington, DC: The National Academies Press.

<sup>2</sup>U.S. House of Representatives. (2011). *Testimony of Ernie Allen, President and CEO of the National Center for Missing and Exploited Children, on domestic minor sex trafficking*. Retrieved from <http://judiciary.house.gov/files/hearings/pdf/allen100915.pdf> .

<sup>3</sup>National Center for Homeless Education. (2014). *Sex trafficking of minors: what schools need to know to recognize and respond to the trafficking of students*. Retrieved from <http://center.serve.org/nche/downloads/briefs/trafficking.pdf> .



## Materials Order Form

All publications are available on our Web site: [www.wm.edu/hope](http://www.wm.edu/hope)

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 2013	250	
Family Brochure (Spanish Translation) "Todo Lo Que Las Familias Deben Saber"	Fall 2013	150	
McKinney-Vento Poster 8.5 x 14	Fall 2011	25	
McKinney-Vento Poster (Spanish Translation) 8.5 x 14	Fall 2011	25	
<b>Information Briefs</b>	***	***	***
<i>Tips for Supporting Highly Mobile Students</i>	Spring 2014	25	
<i>Unlocking Potential: What Educators Need to Know About Special Education and Homelessness</i>	Winter 2014	25	
<i>Unlocking Potential: What Families and Shelters Need to Know About Special Education and Homelessness</i>	Winter 2014	25	
<i>Standards of Learning At-A-Glance K-5</i>	Fall 2013	25	
<i>Standards of Learning At-A-Glance K-5 (Spanish Translation)</i>	Fall 2013	25	
<i>Using the Best That We Know: Supporting Young Children Experiencing Homelessness</i>	Fall 2013	25	
<i>What Educators Can Do</i>	Fall 2013	25	
<i>Identifying Homeless Youth on Their Own</i>	Winter 2008	25	
<i>Resilience: Strengthening Relationships, Fostering Hope</i>	Summer 2008	25	
<i>Questions and Answers on Homeless Education</i>	Fall 2007	25	
<i>When School Is Home Family: Supporting the Attendance and Success of Youth on Their Own</i>	Fall 2007	25	
<i>Enrolling Homeless Students: First Step to the Schoolhouse Door</i>	Summer 2006	25	
<i>Helping Young Children Grow and Learn: A Guide for Families and Shelters</i>	Fall 2003 (revised 2014)	25	
<b>Parent Pack</b>	***	***	***
Parent Pack folder & inserts (includes items listed below, Family Brochure "What Every Family Should Know," and various children's books when available)	Fall 2011	25	
<i>Virginia's Early Intervention and Public Preschool Programs</i> pamphlet	Fall 2013	25	
Parent Pack Folder	Fall 2011	25	
Reading Tips Bookmarks (assortment)	Fall 2011	25	
<i>from Crib to Kindergarten</i> Development Wheels	Fall 2011	25	
<i>from Crib to Kindergarten</i> Development Wheels (Spanish Translation)	Fall 2011	25	
<b>Resources Available Only Online</b>			
<i>Exploring Homelessness Through Young Adult Literature</i>	Spring 2010	Available Online	
Bibliography of Homeless Education Resources	Fall 2006	Available Online	
<i>School Nurses: It's Not Just Bandages Anymore</i>	Fall 2004	Available Online	

\*For larger quantities, contact Project HOPE-Virginia at 757-221-4002

Name \_\_\_\_\_  
 Title \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone \_\_\_\_\_ Fax \_\_\_\_\_  
 Email \_\_\_\_\_

## Project HOPE Materials Descriptions

### Project HOPE Publications

The family brochure and poster provide 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.

### Information Briefs

*Standards of Learning At-A-Glance K-5* provides a one-page overview of the Virginia SOL per grade from Kindergarten to fifth grade, along with reading suggestions and useful resources.

*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.

*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.

*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.

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 Web site contains additional resources for supporting students and families experiencing homelessness, as well as news updates regarding resources and policy. Check it out!

*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.

*Resilience: Strengthening Relationships, Fostering Hope* 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.

### Early Childhood Parent Pack

Parent Pack Folder & Inserts: were developed by state and local representatives from Early Childhood Special Education, Title I, Part C, Head Start/Early Head Start, and homeless education. It contains information on the basic educational rights under the McKinney-Vento Act for children and youth and provides a means of keeping important documents in one place. The inserts describe the federal and state-sponsored education programs in Virginia, share tips on early childhood reading, and provide guidelines of growth and development in children from the ages of one month to five year.

## Upcoming Events

### Virginia Council for Learning Disabilities Spring Symposium

March 21, 2015

The Inn at Virginia Tech & Skelton Conference Center  
Blacksburg, VA

### Virginia Head Start Association Annual Conference

March 24—26, 2015

Southwest VA Higher Education Center  
Abingdon, VA

### Commonwealth of Virginia Comprehensive Services Act Conference

April 20—21, 2015

Hotel Roanoke Conference Center  
Roanoke, VA

*Creating Connections to Shining Stars*

### State Early Childhood Conference

July 9—10, 2015

Wyndham Beachfront Hotel  
Virginia Beach, VA

### Virginia Association of Federal Education Program Administrators

October 12—14, 2015

Hilton Short Pump  
Richmond, VA

### Virginia School Counselor Association Fall Conference

October 14—16, 2015

Hampton Roads Convention Center  
Hampton, VA

### National Association for the Education of Homeless Children and Youth 27<sup>th</sup> Annual Conference

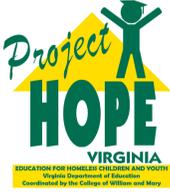
Phoenix, AZ

November 15-17, 2015

Preconference Institutes: November 14, 2015

### Project HOPE - Virginia Staff

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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 other resource materials, please contact:

Toll free (in VA): (877) 455-3412

Phone: (757) 221-4002

Fax: (757) 221-5300

E-mail: [homlss@wm.edu](mailto:homlss@wm.edu)

Website: <http://hope.wm.edu>