

NEWSLETTER
OF PROJECT
HOPE-VIRGINIA

HOPE letter

FALL 2013

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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

It is hard to believe that the summer is already behind us and we are well into another academic year. As the weather begins to cool, I hope everyone is settling into a successful school year. The HOPE office has been busy with fielding back-to-school questions and providing regional trainings across the commonwealth for McKinney-Vento and the Fostering Connections Act. With those trainings completed, we are moving full force to hosting our December seminar which will be held at the Hotel Roanoke on December 2-3, 2013. This is the first statewide seminar dedicated to homeless education issues that we have hosted in a number of years. All those in the schools and broader community who work with children and youth experiencing homelessness are welcome to join us. Topics will range from early childhood issues through accessing college and will feature national, state, and local speakers and programs. See page 11 for registration information and the link to more seminar details.

Our office has some new faces along with staff that are continuing in their roles. Kathryn Wallace is reaching her first year anniversary with our office as the office manager. Dr. Xianxuan Xu has graciously agreed to continue assisting our office several hours per week on special projects. Auggy Kang, our former doctoral graduate assistant, has completed his coursework and begun his dissertation. He has returned to

Maryland to teach sixth grade science while completing the dissertation process. Auggy spent the summer working with one of our new GA's, Linda Innemee, a school psychology major working on her educational specialist degree. Having Linda work with Auggy over the summer certainly eased the transition to new staff. Yi Hua, a new doctoral student in Educational Policy, Planning, and Leadership arrived from China in late August and is already settling in. Linda and Yi are responsible for much of the research and writing that went into this edition of the newsletter.

I hope you find the information in this edition useful, especially the two key articles. Safe sleep for infants is receiving more attention in Virginia and the risk factors for infant mortality related to sleep environments correlate with many of the struggles our young families experiencing homelessness face. Please be sure to share this information with expectant and young parents. Reaching our students experiencing homelessness through counseling requires some additional skill sets. The counseling article offers a number of tips for building trust and supporting our youth.

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.

Legislative Updates Affecting Children in Foster Care

In January 2013, changes made to the Family Educational Rights of Privacy Act of 1974 (FERPA) went into effect. Called the Uninterrupted Scholars Act (USA), this legislation is designed to improve child welfare agencies' ease of access to educational records. In the past, these agencies experienced significant delays in receiving educational records they needed in order to make important decisions and recommendations. Not only did this cause problems for the agencies, it also had a negative impact on the lives of the children these agencies served. Since child welfare agencies are responsible for ensuring children are enrolled, have all records available, and are placed in a stable school environment, it is crucial for them to have reliable and efficient access to previous educational records.

Two key changes have been made to FERPA, including:

1. Schools can release a child's education records to local child welfare agencies without prior written parental consent. However, it is advised that an effort should be made to involve parents in the process as much as possible.
2. Schools no longer have to notify parents before releasing education records because of a court order when the parent is a party to the case.

To learn more about this legislation and its impact on child welfare agencies and education agencies, please visit: <http://www.fostercareandeducation.org>

Virginia's Foundation Blocks for Early Learning



The Virginia Department of Education Office of Humanities and Early Childhood has updated *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*, which outlines the skills and knowledge children need to be successful when entering kindergarten.

It covers standards in literacy, math, science, history/social science, as well as health and physical development, personal and social development, music, and visual arts.

These standards are aligned with Virginia's Kindergarten Standards of Learning (SOL) and Virginia's Phonological Awareness Literacy Screening (PALS), and are meant to be used by educators to guide the development of curriculum and class activities.

In this document, several key points are emphasized. One, educators should try to integrate subject areas, even though they are presented separately in the document. Two, oral language and critical thinking skills are essential and should be emphasized throughout instruction. Three, students should learn how to self-regulate, as this has been shown to predict academic achievement.

Virginia's Foundation Blocks for Early Learning

http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf

New SNAP Federal Guidelines for Unaccompanied Youth

The USDA made policy clarifications in May, 2013, allowing unaccompanied youth to access SNAP (food stamp) benefits more easily. Some of the issues that have been clarified include:

- Photo ID is *not* required.
- A permanent address is *not* required.
- There is *no* minimum age, so unaccompanied youth under 18 can apply for SNAP on their own.
- Youth not living with their parents are *not* required to apply for SNAP as a part of their parents' household.
- Youth temporarily staying with others may apply for SNAP independently if they are considered their own "household" (i.e., they purchase and prepare food on their own). If food is purchased and prepared together, youth can apply as part of that household.

USDA Policy Memorandum

<http://www.naehcy.org/sites/default/files/dl/legis/usda-snap-youth.pdf>

NAEHCY Food and Nutrition

<http://www.naehcy.org/educational-resources/food>



Special thanks to Patricia Julianelle, Legal Director of NAEHCY

Recent Resources

Cortes, A., et al. (2012). *Linking human services and housing assistance for homeless families and families at risk of homelessness*. Abt Associates, Inc. Available online:

http://www2.ncfy.com/literature/docs/21141-Linking_human_services.pdf

[Linking_human_services.pdf](http://www2.ncfy.com/literature/docs/21141-Linking_human_services.pdf)

⇒ This report describes the characteristics and structure of programs that link human services and housing supports, and provides a summary of the promising practices that emerged from the programs.

Family and Youth Services Bureau (2013). *Report to Congress on the Runaway and Homeless Youth Program, 2010-2011*. Available online: http://www.acf.hhs.gov/sites/default/files/fysb/rhy_congress_2010_11.pdf

⇒ A framework for measuring the effectiveness of projects funded by the Runaway and Homeless Youth Program is described. The report discusses the purposes, populations served, and outcomes of the funded programs under the Runaway and Homeless Youth Act.

Federal Interagency Forum on Child and Family Statistics (2013). *America's children: Key national indicators of well-being, 2013*. Available online: <http://childstats.gov/americanchildren/>

⇒ This report details the updated indicators of American children's well-being. Through thorough and consistent data collection, changes in these indicators are identified and monitored.

National Alliance to End Homelessness (2013). *The state of homelessness in America 2013*. Available online: <http://www.endhomelessness.org/library/entry/the-state-of-homelessness-2013>

⇒ This report examines the changing trends in homelessness in America between 2011 and 2012 within the context of economy, housing, and demography.

National Center for Homeless Education at SERVE (2013). *Housing and education collaborations to serve homeless children, youth, and families*. Available online: <http://center.serve.org/nche/downloads/briefs/hud.pdf>

⇒ The brief provides basic information to help homeless service providers and homeless education staff understand each other's role in supporting children, youth, and families experiencing homelessness, while offering tools to enhance collaboration among agencies.

National Center for Homeless Education at SERVE (2013). *Supporting the education of unaccompanied homeless students*. Available online: <http://center.serve.org/nche/downloads/briefs/youth.pdf>

⇒ This report defines unaccompanied homeless students and highlights related laws. It analyzes the education barriers students face and provides resources and solutions for helping them, including resources to access higher education.

National Center on Family Homelessness (2011). *America's youngest outcasts 2010*. Available online: http://www.homelesschildrenamerica.org/media/NCFH_AmericaOutcast2010_web.pdf

⇒ This report documents the numbers of homeless children in every state, their well-being, the risk for child homelessness, and state level planning and policy activities. Using findings from numerous sources that include well-established national data sets as well as research, it ranks the states in each of four domains and then develops a composite of these domains to rank the states from 1 (best) to 50 (worst).

National Runaway Switchboard (2011). *The runaway youth longitudinal study*. Available online: http://www.1800runaway.org/assets/1/7/NRS_Longitudinal_study_report_FINAL.pdf

⇒ The first goal of this study was to identify differences between runaways and non-runaways in terms of demographics and risk factors. The second goal was to understand the association between running away from home as an adolescent and health, economic, and justice system outcomes in adulthood.

Schweitzer, D., Helmer, C., Lee, L., Linderman, M., Moore, D., & Schwiegeraht, C. (2013). *Asking for directions: Partnering with youth to build the evidence base for runaway and homeless youth services*. Pacific University CommonKnowledge. Available online: <http://commons.pacificu.edu/cgi/viewcontent.cgi?article=1053&context=casfac>

⇒ This study provides guidance for helping runaway and homeless youth based on focus groups studies. It shows how different services and programs work for helping these youth.

Safe Sleep: Facts and Tips

According to the Final Report for Child Deaths FY 2010-2011, the Virginia State Child Fatality Review Team reviewed 81 cases of infant and child deaths. Of the deaths, 59% were unfounded.¹ However, the majority of the unfounded cases were related to unsafe sleep. In 2009, 119 infants died in a sleep environment.² Sleep-related death is the leading cause of infant death in Virginia after natural disease. After reviewing, the Team determined that 95% of these deaths were definitely or probably preventable and that 90% were related to an unsafe sleeping environment. The causes of death in these cases were SIDS (Sudden Infant Death Syndrome) and asphyxia deaths occurring in the sleep environment, such as wedging or smothering.

What is SIDS?

"SIDS is the sudden, unexplained death of a baby younger than 1 year of age that doesn't have a known cause even after a complete investigation."³ The term SUID (Sudden Unexpected Infant Death) is now often used instead of SIDS because some coroners prefer to use the term "undetermined" for a death previously considered to be SIDS.⁴ In addition, the U.S. Centers for Disease Control and Prevention (CDC) has recently proposed that such deaths be called "sudden unexpected infant deaths" (SUID) and that SIDS is a subset of SUID.⁵

Sleep-related causes of infant death are those related to how or where a baby sleeps or slept. "They are due to accidental causes, such as: suffocation; entrapment, when baby gets trapped between two objects, such as a mattress and wall, and can't breathe; or strangulation, when something presses on or wraps around baby's neck, blocking the baby's airway. These deaths are not SIDS."⁶

Who is most at risk?⁷

- African-American infants
- Male infants
- Infants born prematurely
- Infants between two and four months of age
- Infants exposed to secondhand smoke

What factors might result in SIDS?⁸

When considering which babies could be most at risk, no single risk factor is likely to be sufficient to cause a SIDS death. Rather, several risk factors combined may contribute to cause an infant to die of SIDS. Some of these potential risk factors include:

- Poor prenatal care
- Prematurity or low birth weight
- Mothers younger than 20
- First live birth
- Tobacco smoke exposure following birth
- At least one caregiver impaired by alcohol or drugs
- Overheating from excessive sleepwear and bedding
- Stomach sleeping

Parents-To-Be⁹

1. Get medical care early in pregnancy, preferably within the first three months, followed by regular checkups at the doctor's office or health clinic. Make every effort to assure good nutrition. These measures can reduce the risk of premature birth, a major risk factor for SIDS.
2. Do not smoke, use cocaine, or use heroin. Tobacco, cocaine, or heroin use during pregnancy increases the infant's risk for SIDS.
3. Don't get pregnant during your teenage years. If you are a teen and already have one infant, take extreme caution not to become pregnant again. The SIDS rate decreases for babies born to older mothers. It is highest for babies born to teenage mothers. The more babies a teen mother has, the more at risk they are.
4. Wait at least one year between the birth of a child and the next pregnancy.



"This is what a safe sleep environment looks like. It has no bumpers, pillows, blankets, or toys."⁶

Safe Sleep: Facts and Tips, continued

Do's and Don'ts^{8,9,10}

1. First and foremost, place your baby on his or her back to sleep, never face-down on their stomachs, especially for babies younger than 1 year old.
2. Place your baby to sleep in a baby bed with a firm mattress, covered by a fitted sheet. Don't put any soft objects (e.g., covers, pillows, bumpers, pads and toys) or loose bedding on or around baby.
3. Keep your baby's sleep area in the parents' room. If you bring your baby into your bed to breastfeed, make sure to put him or her back in a separate sleep area in your room.
4. Don't place your baby to sleep in an adult bed. Don't fall asleep with your baby on a couch or in a chair.
5. Don't overheat your baby and the baby's room. Don't over-clothe your baby while he or she sleeps. Just use enough clothes to keep the baby warm without having to use cover. Keep the room at a temperature that is comfortable for you.
6. Consider using a "baby sleep bag" or "sleep sack" for your baby. This is a soft bag with holes for the baby's arms and head. A zipper allows the bag to be closed around the baby. The protective effects of a sleep sack include reducing the incidence of turning from back to front during sleep, reinforcing putting a baby to sleep on its back for placement into the sleep sack and preventing bedding from coming up over the face which leads to increased temperature and carbon dioxide rebreathing.
7. Offer your baby plenty of Tummy Time when he or she is awake and when someone is watching.
8. Breast-feed your baby. It could reduce the SIDS rate.
9. Consider using a pacifier for the baby's naps and bedtime (after the first month, if the baby is breast-feeding).
10. Don't expose your baby to tobacco smoke. Don't have your baby in the same house or car with someone who is smoking.
11. Don't expose your baby to people with respiratory infections. Avoid crowds. Carefully clean anything that comes in contact with the baby. Have people wash their hands before holding or playing with your baby.
12. Get regular health checkups for your baby and follow the routine immunization schedule.
13. Don't use products marketed as reducing the risk, such as home heart or breathing monitors.
14. If your baby has periods of not breathing, going limp or turning blue, tell your pediatrician at once.
15. If your baby stops breathing or gags excessively after spitting up, discuss this with your pediatrician immediately.

Resources

⇒ **Training Materials (Centers for Disease Control and Prevention)**

<http://www.cdc.gov/sids/TrainingMaterial.htm>

⇒ **Safe to Sleep (Eunice Kennedy Shriver National Institute of Child Health and Human Development)**

<http://www.nichd.nih.gov/SIDS/Pages/sids.aspx>

¹Virginia Department of Social Services Regional Child Fatality Review Team. (2013). Final Report for Child Deaths for Fiscal Year 2010-2011.

²Unsafe Sleep-Related Infant Death in Virginia: A Preliminary Overview from the State Child Fatality Review Team.(2013).

³Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Other Sleep-Related Causes of Infant Death. (2012). Eunice Kennedy Shriver National Institute of Child.

⁴Sudden Infant Death Syndrome(SIDS). Wikipedia. Retrieve from: http://en.wikipedia.org/wiki/Sudden_infant_death_syndrome

⁵Centers for Disease Control and Prevention. <http://www.cdc.gov/SIDS/index.htm>

⁶Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Other Sleep-Related Causes of Infant Death. (2012). Eunice Kennedy Shriver National Institute of Child.

⁷Unsafe Sleep-Related Infant Death in Virginia: A Preliminary Overview from the State Child Fatality Review Team. (2013).

⁸Floyd R. Livingston Jr. Sudden Infant Death Syndrome (SIDS). (2011). Kids Health. Retrieved from: <http://kidshealth.org/parent/general/sleep/sids.html#>

⁹Reducing the risk of SIDS. American SIDS Institute. Retrieve from: <http://www.sids.org/nprevent.htm>

¹⁰Kendall Powell. (2013). New research into SIDS gives parents clearer guidelines. *Dallas News*. Retrieved from: <http://www.dallasnews.com/lifestyles/health-and-fitness/health/20130902-new-research-into-sids-gives-parents-clearer-guidelines.ece>

Counseling Homeless Students

“Neurological, social, emotional, psychological, behavioral, and cognitive impacts on children who are homeless hinder their developmental growth and place them at risk for ongoing mental health problems.”¹ Homeless students tend to exhibit higher rates of mental health concerns compared to the general population.² When these students present problems in the classroom, such as frequent absences, depressed mood, poor hygiene, or inattention due to lack of sleep, teachers or other staff may approach the school counselor for help.³ School counselors can play a vital role in helping students who are homeless “better realize their psychological and academic potentials.”³ According to Robson (2005), counseling can also help students cope with the various losses they may have experienced, including “loss of identity, loss of friends, loss of family relationships, and the physical loss of a home.”⁴

Reaching Homeless Students



A qualitative study done by Cormack⁴ at two residential projects in the UK describes some of the obstacles counselors may encounter as they reach out to students who are homeless. For one, the media may play a large role in students’ perception of counseling. Specifically, students may think of counseling as the stereotypic psychoanalyst with a client on the couch scenario, or may believe that people who see counselors must be “crazy.”⁴ This misconception and stigma may discourage students from seeking counseling or cause students to be reluctant to participate when referred by school staff. Two additional obstacles Cormack found were distrust of the counselor as well as distrust and dislike of the counseling process.⁴

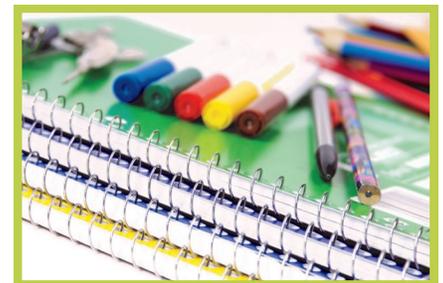
Building Trust

Counselors can build more trusting relationships with homeless students by being aware of legislation changes as well as specific school requirements that may prevent students from fully participating in the education setting. These educational barriers may include enrollment requirements, transportation issues, or inappropriate educational placement due to missing previous records.⁵ By advocating for students, counselors can slowly build the trust they need to form a genuine therapeutic relationship. Counselors should also be aware of the effects of homelessness, such as a lack of clothing, poor hygiene, lack of sleep and proper nutrition, and poor social interaction.⁵ Educating students about the counseling process gives counselors the opportunity to reframe any misconceptions students may have.

Addressing Basic Needs

In order for students to be able to focus on other aspects of their lives such as academic achievement and peer relationships, their basic needs should be met within the school environment.⁵ These needs include nutrition, healthcare, clothing, hygiene, and so on. Some ways in which counselors can help meet these needs include:

- Signing students up for free meals at school
- Asking the school nurse to complete a basic health screening
- Collecting donations for school supplies and clothes
- Signing students up for after school programs (e.g., mentoring, tutoring, sports)
- Providing parents with information about community resources, such as free health clinics, food pantries, and homeless shelters
- Providing access to locker room showers and/or washing machines through consumer science teachers
- Ensuring consistent and reliable transportation to and from school



Counselors must decide what role they want to play in providing or seeking out such services for homeless students through collaboration with other school personnel.⁵ Providing students with a stable and welcoming school environment will go a long way in addressing their needs. By helping students in tangible ways and “becoming a visible and trusted presence” before beginning a therapeutic relationship, students may be more willing to seek out and participate in counseling.⁴

Counseling Homeless Students, continued

Therapeutic Approaches

Since peer interactions are often an area of difficulty for homeless students due to the stigma of homelessness and frequent moves, group counseling may help them improve social skills and build friendships.³ In addition, it is suggested to try other therapeutic approaches besides the “traditional dyadic, dialogical model,” such as art, drama, or play therapy.⁴ Allowing students to express themselves through different avenues and building on their strengths in certain areas may be more comfortable and effective for them. In addition, counselors could present themselves as more approachable through type of dress and room decorations. Providing students with options such as the location of counseling or the length of sessions also gives them some say in the counseling process.⁴

Some promising research findings have indicated that child-centered play therapy (CCPT) can have significant positive effects on the lives of elementary school children who are homeless. Providing a quiet and safe environment for students to explore thoughts and feelings through play may help meet many of their needs, and may improve their behavior and social interactions in the classroom.¹ In a study on child-centered group play therapy with homeless students, results showed increased self-esteem as well as decreased depression and anxiety.² Although these results are encouraging, more research needs to be done to confirm these findings.

Mental Health Prevention⁵

Preventing the occurrence of significant mental health problems in homeless students would of course be preferable. The following suggestions may serve to alleviate future problems for homeless students and families.

1. Promote “classroom activities designed to increase self-esteem, social skills, awareness of diversity, and adjustment to situational stress.”
2. Assign new students a partner or mentor who can help them adjust to the school.
3. Provide workshops on “parenting skills, assertiveness, career exploration, adjustment to homelessness issues.”
4. Refer parents who need help to outside individual counseling.
5. Provide staff training on homelessness misconceptions, resources, useful interventions and programs for students.
6. Stay in contact with the school district’s homeless liaison.
7. Create a quick reference binder of resources and interventions for teachers.

¹ Baggerly, J., & Jenkins, W. W. (2009). The effectiveness of child-centered play therapy on developmental and diagnostic factors in children who are homeless. *International Journal of Play Therapy, 18*(1), 45-55.

² Baggerly, J. (2004). The effects of child-centered group play therapy on self-concept, depression, and anxiety of children who are homeless. *International Journal of Play Therapy, 13*(2), 31-51.

³ Daniels, J. (1992). Empowering homeless children through school counseling. *Elementary School Guidance & Counseling, 27*(2).

⁴ Cormack, J. (2009). Counselling marginalised young people: A qualitative analysis of young homeless people's views of counselling. *Counselling and Psychotherapy Research, 9*(2), 71-7.

⁵ Strawser, S., Markos, P. A., Yamaguchi, B. J., & Higgins, K. (2000). A new challenge for school counselors: Children who are homeless. *Professional School Counseling, 3*(3), 162-72.

Educating Students Left Homeless Due to Natural Disasters

The *Homeless Education Advocacy Manual: Disaster Edition* was published by the National Law Center on Homelessness and Poverty (NLCHP) in January, 2013. After natural disasters, the educational needs of students left homeless are often not a primary concern. However, it is crucial to ensure the stability and continuation of education for these students. The manual addresses each part of the McKinney-Vento Act as it relates to this population, including issues surrounding school of origin, transportation, enrollment, students living separate from their parents after the disaster, and special services. In addition, the NLHCP included a list of steps to follow for helping individual students who are affected, as well as ways to change the education system as a whole to better serve homeless students.

Homeless Education Advocacy Manual: Disaster Edition

<http://www.nlchp.org/content/pubs/DisasterManual1.pdf>

Older Youth Summit: Youth Panel

On June 24-25, 2013, Project HOPE-Virginia, in collaboration with the National Association for the Education of Homeless Children and Youth (NAEHCY), held a conference at The College of William and Mary addressing the needs of older homeless youth in terms of McKinney-Vento eligibility, healthcare, food stability, access to PreK-12, access to higher education, and safe and stable housing. To open up the conversation, the conference started with a panel of four young adults who have experienced homelessness first-hand. Each panelist was at a different point in life, with one



panelist in high school, one who recently graduated from high school, one who recently graduated from college, and another currently pursuing a Master's degree.

Experiencing housing instability for the first time between ages 12 and 18, these students were forced to grow up quickly. Homelessness affected them in many ways, including losing trust in others, lacking solid peer and family relationships, and experiencing difficulty in school and preparing for college. Many of the panelists also stated that they did not know about McKinney-Vento for many years. They "fell through the cracks," perhaps because they did not exhibit acting out behav-

iors, did well academically, or were always able to provide some form of address. To help ensure that homelessness is not overlooked, the panelists stated that no assumptions should be made about living situations based on dress, academic performance, or behavior. Make all students and faculty aware of available services and discuss any myths about homelessness by, for example, holding a school-wide function or assembly.

Listening to their stories, it was clear that being supported by at least one adult, participating in after school activities, or putting all efforts into academics helped these students tremendously. Some of the final suggestions given by the panel included: show students that you care, don't be afraid to ask questions, and most of all, don't ever give up.

LeTendre Scholarship Announcement

Deadline: June 14, 2014

The National Association for the Education of Homeless Children and Youth provides scholarship assistance to students through the LeTendre Education Fund, established in 1998 in memory of Andre E. LeTendre, husband of Mary Jean LeTendre, former Director of Compensatory Education for the U.S. Department of Education. The scholarship funds are available to students who are homeless or who have been homeless during their school attendance, and who have demonstrated average or higher than average achievement. Students who have not reached their 21st birthday by September 1, 2013 and who have completed no more than one year of college are eligible to apply. Applicants may be high school seniors, students enrolled in a GED or other alternative education program, or recent graduates/GED recipients. The scholarship may be used to help defray the costs of college tuition, fees, books, prep courses, or other educational expenses. The Scholarships will be awarded at the National Association for the Education of Homeless Children and Youth conference in Atlanta, Georgia in November 2013.

Application forms may be downloaded from the NAEHCY website at:
<http://www.naehcy.org/letendre-scholarship-fund/about-the-fund>





Materials Order Form

All publications are available on our Web site: 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) "To do 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	
Information Briefs	***	***	***
<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 Schools 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>Tips for Supporting Highly Mobile Students</i>	Winter 2004	25	
<i>What Educators Can Do</i>	Winter 2004	25	
<i>Unlocking Potential: What Educators Need to Know About Special Education and Homelessness</i>	Fall 2003	25	
<i>Unlocking Potential: What Families and Shelters Need to Know About Special Education and Homelessness</i>	Fall 2003	25	
<i>Helping Young Children Grow and Learn: A Guide for Families and Shelters</i>	Fall 2003	25	
<i>Using the Best That We Know: Supporting Young Children Experiencing Homelessness</i>	Fall 2003	25	
Parent Pack	***	***	***
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	
Parent Pack Folder	Fall 2011	25	
<i>Virginia's Early Intervention and Public Preschool Programs</i> pamphlet	Fall 2013	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	
Resources Available Only Online			
<i>Exploring Homelessness Through Young Adult Literature</i>	Spring 2010		Available Online
<i>Standards of Learning At-A-Glance High School</i>	Winter 2007		Available Online
<i>Bibliography of Homeless Education Resources</i>	Fall 2006		Available Online
<i>Standards of Learning At-A-Glance K-5</i>	Fall 2006		Available Online
<i>Standards of Learning At-A-Glance Middle School</i>	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 _____
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Fax this form to: 757-221-5300

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

Project HOPE Materials Descriptions

Project HOPE Publications

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.

Information Briefs

When Schools 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.

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 years.

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!

Upcoming Events

Virginia College Access Network's 9th Annual Conference

Stronger Together
December 4-6, 2013
Portsmouth, VA

Virginia Head Start Association Conference

Putting Families First
March 25-27, 2014
Williamsburg, VA

Institute for Children, Poverty, and Homelessness Conference

Beyond Housing: A National Conversation on Child Homelessness and Poverty
January 16-17, 2014
New York, NY

Council for Exceptional Children 2014 Convention & Expo

April 9-12, 2014
Pennsylvania Convention Center
Philadelphia, PA

2014 National Conference on Ending Family and Youth Homelessness

National Alliance to End Homelessness
February 18-19, 2014
New Orleans, LA

Virginia Homeless Education Conference

Hope for the Future: Enhancing Support for Students Experiencing Homelessness

December 2-3, 2013
Roanoke, VA

Join us on Monday December 2 and Tuesday December 3, 2013, at The Hotel Roanoke and Conference Center in Roanoke, Virginia, for our annual Virginia homeless education conference. Sessions will include:

- McKinney-Vento 101
- Early Childhood and Challenging Behaviors
- Collaboration with Housing Partners
- Using Data to Improve Your Programs
- Landlord and Tenant Rights
- Pre-K Programming
- Older Youth Initiatives
- Accessing Higher Education

... and more!

REGISTER TODAY

<http://hopeforthefuture.eventbrite.com>

To learn more about the event such as lodging information, please visit:

<http://education.wm.edu/centers/hope/announcements/>

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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

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