From the Desk of the State Coordinator

It’s hard to believe we are ready to embark on another school year. I hope you and your families have had the opportunity to enjoy some much deserved rest and relaxation during the long hot days of the summer!

Here are some updates about our office. Linda Innemee, our school psychology Ed.S. student, will be completing her year-long internship in Maryland and we wish her well. Yi Hua, a doctoral student in educational policy, planning, and leadership (EPPL) will continue to provide our office with support. She is joined by Laura Hackett, a new master’s student in school psychology. Laura joins us after working in the homeless service area at ForKids in Norfolk.

Kathy Wallace will continue to serve as our office manager and Xianxuan Xu continues to provide supplemental support as a research associate.

HOPE recently received its McKinney-Vento award notice for the upcoming school year. The award is $1,043,882; while this is an increase over the past several years, it is still lower than the funding received three years ago. We have just completed our three-year round of subgrant applications and programs are being notified of their funding for the new year. Congratulations to all the funded programs and thank you to all applicants who took the time to submit a request and plan to support their students in homeless settings.

I think you will find the articles in this issue especially relevant. Recent changes to Title I, Part A guidance, immigration and enrollment issues, and a summary of findings from our recent higher education survey of local liaisons are among the highlights.

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.
Back-to-School Enrollment Reminders

Each year, the Virginia Department of Education issues a Superintendent’s Memo that addresses enrollment requirements. This year’s memo was released on July 25, 2014; topics include residency, students with a parent or parents in the military, social security numbers, expulsion statements, homeless students, students in foster care, comprehensive preschool physical examinations, and transfer students. The memo is located at:  http://www.doe.virginia.gov/administrators/superintendents_memos/2014/194-14.shtml.

New US ED/US DOJ Dear Colleague Letter: Access to education for all students, regardless of immigration status

On May 8, 2014, the U.S. Departments of Education (US ED) and Justice (US DOJ) announced updated guidance to assist public elementary and secondary schools in ensuring that enrollment processes are consistent with the law and fulfill their obligation to provide all children—no matter their background—equal access to an education.

In 2011, US ED and US DOJ issued guidance to help schools understand their responsibilities under the Supreme Court's decision in Plyler v. Doe and federal civil rights laws to provide all children with equal access to an education regardless of their or their parents' immigration status. The recent guidance provides important updates to the May 2011 guidance, including examples of permissible enrollment practices, as well as examples of the types of information that may not be used as a basis for denying a student entrance to school.

The guidance includes three documents:


Of note, all three resources make specific mention of the McKinney-Vento Act and its provisions that require the immediate enrollment of homeless children and youth, even if lacking documentation normally required for enrollment.
Additional Immigration Resources

Patricia Julianelle, legal director for the National Association for the Education of Homeless Children and Youth (NAEHCY), created a tip sheet for school staff to assist students with immigration status. This was an outcome of the HOPE Youth Summit in June 2013. A reprint of the tip sheet is located at: http://education.wm.edu/centers/hope/resources/documents/TipSheet.pdf

NAEHCY has a publication on undocumented, unaccompanied youth, which was co-produced with Kids in Need of Defense in 2010. "Immigration and Schools: Supporting Success for Undocumented Unaccompanied Homeless Youth" can be downloaded from: http://www.naehcy.org/educational-resources/naehcy-publications

Specific immigration issues are outside NAEHCY's expertise; the following resources may be of interest.

- The Immigrant Legal Resource Center has a podcast on the DACA educational requirements in English or Spanish. Written (Spanish & English) FAQs on the DACA educational requirements can be found at: http://www.ilrc.org/resources/daca-educational-requirements
- Other resources are available on the DACA web page: http://www.ilrc.org/info-on-immigration-law/deferred-action-for-childhood-arrivals
- Educators for Fair Consideration (http://www.e4fc.org/) offers many excellent resources on this topic.

Deferred Action for Childhood Arrivals" is a process that gives some undocumented youth a deferral of deportation. It does not confer legal residence, citizenship, or other legal immigration status, but it does defer legal action for 2 years.

Use of Title I Funds to Serve Students Experiencing Homeless

The Consolidated Appropriations Act, 2014 provides new authority related to the use of fiscal year (FY) 2014 Title I funds to provide services to children and youth experiencing homelessness. USED originally released a letter on March 21, 2014 providing further guidance regarding this new change. Due to continuing questions, a new letter was released on July 22, 2014 that supersedes the March letter. The new legislation and guidance explain that Title I, Part A funds MAY be used to fund the homeless liaison position and/or the excess cost of transportation to the school of origin. Previous guidance had allowed school divisions to use Title I for the liaison position, but transportation was considered supplanting. The new change is in effect for 2014-15 funds and carryover 2013-14 funds. The letter can be found on the Project HOPE-VA Web site on the main page and under Title I resources.

Barbara Duffield, Director of Policy and Programs for NAEHCY, offered the following analysis of the revised letter in a July 28th email to state coordinators:

1. The previous response suggested that an LEA that had not identified any homeless students would not have to reserve funds pursuant to the homeless set-aside.

   -- The revised response removes that suggestion entirely, recognizing that not identifying homeless students does not necessarily mean there are no homeless students in the LEA, or that there will not be homeless students in the coming school year. Instead, the letter reinforces current law and policy...

2. The revised response clarifies that the homeless set-aside may be used to pay for a homeless liaison or to provide transportation to the school of origin.-- However, it also emphasizes that the requirement to set aside sufficient Title I funds to provide comparable services to homeless children and youth remains in place. In other words, LEAs cannot fail to provide comparable services to homeless students, and instead use the entire set-aside for transportation, for example. LEAs must continue to provide comparable services to homeless children and youth with the Title I set-aside. We suggest that maintaining current effort, or adjusting it in relation to a needs assessment, would be a good way to show that the LEA is continuing to provide those services. In addition, using the set-aside to fund a homeless liaison may be the best way to ensure comparable services are provided to all homeless students in an LEA.

   -- In short, LEAs must continue to meet those comparable service needs, but may also use set-aside funds to pay for transportation to the school of origin and/or a homeless liaison.
Supporting College Access for Students Experiencing Homelessness:

An outcome of Project HOPE’s Older Youth Summit last June was a keen interest in starting a higher education initiative for homeless youth. Following that momentum, Project HOPE-VA is currently engaged with an extensive inter-agency collaboration in Virginia to raise the awareness of post-secondary educational needs of homeless youth and to explore promising practices that can enhance their college access and success. In order to assess the existing needs and challenges, from February through April, 2014, Virginia’s local homeless education liaisons were contacted via email and asked to respond to a brief on-line survey regarding high school students and the transition to higher education. A summary of the results follows.

A total of 50 liaisons submitted responses to the survey. Although the liaisons cannot fully represent all the 132 liaisons statewide, they do constitute the school divisions that identify and serve a majority of the homeless children and youth in Virginia, so the results should be able to depict the needs and challenges that homeless youth face in Virginia in accessing higher education. According to the 50 respondents, their school divisions identify approximately 2,166 students experiencing homeless attending high school each year, among them about 401 are in their senior year and 303 graduate on-time. Most of the liaisons (40 out of 50) know whether the homeless graduates continue on to higher education, and 10 did not know. The homeless seniors are more likely to attend a 2-year college, rather than a 4-year college. Twelve of 50 liaisons maintain ongoing contact with graduates, while 38 indicated having no ongoing contact. Some divisions conduct follow-up surveys with the homeless graduates one year beyond graduation to check their status regarding work and post-secondary training/education through the Career and Technical Education (CTE) and Special Education programs. Some liaisons maintain contact through visits, phone calls, and other community agencies. In many cases, the graduates would reach out to the liaisons to stay in touch or request support and assistance (such as referrals, counseling, FAFSA letter or transcript).

The survey revealed that youth experiencing homelessness face numerous challenges in accessing college:

- Lack of financial support from families. Most of the homeless youth have to support themselves financially and cannot afford out-of-state tuition. Many homeless youth are forced to seek immediate employment after graduation and work full time to meet basic needs.
- Difficulty paying fees that they need prior to entering college, such as for Advanced Placement (AP) exams, college entrance exams such as ACT and SAT, and college application.
- Difficulty acquiring information required to complete the Free Application for Federal Student Aid (FAFSA), for instance parents are not filing taxes, no access of parents’ financial information, and challenges in even getting a parent signature when parents’ whereabouts are unknown.
- Lack of transportation. FAFSA and other financial aid information sessions are often held in the evenings, students experiencing homelessness do not have the means to attend. Parents or guardians are encouraged to attend the FAFSA session, however it can be a deterrent for youth when they do not have family to come and do not have support from parents with the experience and knowledge to assist the college search and application process.
- Difficulty in receiving federal financial aid as unaccompanied youth. Youth have difficulty proving that they are independent and no parents are around to help them pay for school.
- Lack of self-efficacy and belief that higher education is attainable and lack of support from parents in pursuing higher education. Student experiencing homeless sometimes believe they won’t qualify because they have no steady residence or that they are unable to pay tuition.
- Lack of information of the opportunities and supports that are available to them, including financial aid, scholarships, fee waivers, Education Training Voucher (ETV) program for foster youth, and college advising from the school counselor.
Lack of support to visit colleges prior to applying if they are outside of the local area or state.

Struggle with distress caused by homelessness. If students become homeless in their senior year, they are so involved in basic survival that it is hard for them to think about filling out applications, taking the SAT, and meeting all the deadlines needed. Most of the homeless seniors are struggling to even graduate. The instability in the home causes students to miss school days and therefore miss information about post-secondary education. Also, many of unaccompanied youth are living from place-to-place with friends or family and their immediate concern is shelter. Post-secondary education is not their priority concern, whereas, finding a job, steady income and survival come first.

Even with financial aid and acceptance to college, the students have a difficult time transitioning to these opportunities and taking advantage of higher education. Once attending college, students experiencing homelessness often continue to face challenges in providing for their basic need and reach college graduation. The challenges include:

- Lack of financial support, which leads to limited housing options and difficulties in balancing the academic work and the need to work in order to support themselves or families.
- Lack of a college-based Homeless Education Liaison. There is no on-going support to help them persevere and seek resources in college when faced with challenges. Homeless liaisons play a key role in establishing a network of support in high school but their absence in colleges may break the cycle of support.
- Continued financial stress (not just for tuition, but for living and materials resources such as computers and textbooks) and lack of continued motivation or emotional support from others to finish college, which lead to a high dropout rate.
- Lack of transportation to ensure attendance, especially for evening courses in community colleges.
- Lack of housing during breaks when dormitories close.

Homeless youth often do not have the guidance and encouragement from caring adults for the processes of exploring college opportunities and applying for financial aid. Even if against the odds they are able to attend college, they have to face continued financial stress and strive to balance studies with the demands of working to support themselves. Access and success in higher education hold the promise of breaking the cycle of poverty and creating economic opportunities for these youth. It is our hope that the new initiative will promote new collaboration and opportunities between higher education institutions, public schools, and social service agencies in supporting homeless youth achieve their full potential.

We have a new challenge – helping our youth make a smooth and successful transition to higher education. There are a number of resources that have been developed by national homeless education organizations that address some of the challenges listed above.

The National Center on Homeless Education (NCHE) has a dedicated Web page for higher education located at: http://center.serve.org/nche/ibt/higher_ed.php

Resources on this page include:
- Increasing Access to Higher Education for Unaccompanied Homeless Youth: Information for Colleges and Universities
- Making Student Status Determinations for Unaccompanied Homeless Youth: Eligibility Tool for Financial Aid Administrators
- NCHE/NASFAA Higher Education Poster

The National Association for the Education of Homeless Children and Youth (NAEHCY) also has a dedicated Web page for higher education located at: http://naehcy.org/educational-resources/higher-ed.

This page includes information on potential changes to the Higher Education Act as well as resources, including:
- College Access and Success for Students Experiencing Homelessness: A Toolkit for Educators and Service Providers, and
- The NAEHCY Higher Education Helpline: (855) 446-2673 (toll-free) or highered@naehcy.org
The Critical Role of School Counselors

A recent memo from Education Secretary Arne Duncan on the critical role of school counselors can be found at the following link: http://www2.ed.gov/policy/elsec/guid/secletter/140630.html

The Education of Homeless Children and Youth (EHCY) program is mentioned as a potential resource for school counselors. The memo was a deliverable for the U.S. Interagency Council on Homelessness to show how the U.S. Department of Education is leveraging “mainstream” resources to prevent and end homelessness.

New USDA Memo: SP 51 - 2014 - Eligibility Effective Date for Directly Certified Students

The U.S. Department of Agriculture (USDA) recently released Memorandum SP 51 - 2014 - Eligibility Effective Date for Directly Certified Students. This memo clarifies that LEAs may consider the effective date of eligibility for free school meal or milk benefits for students who are directly certified (including homeless students) to be the date on which documentation of eligibility is received, rather than the date on which the documentation is processed.

The memo also clarifies that LEAs may refund any money paid by or on behalf of the student for reimbursable meals or milk during the period from the free meal eligibility effective date through the date the direct certification is actually implemented at the local school, including forgiving accrued debt, for any meals or milk adjusted to free due to the change in effective date. Visit http://www.fns.usda.gov/sites/default/files/cn/SP51-2014os.pdf to download the memo and learn more.

Report from State Child Fatality Review Team

To update readers on the safe sleeping articles in our previous newsletter, the most recent report from the State Child Fatality Review Team was issued in March 2014. The State Child Fatality Review Team spent more than three years reviewing infant deaths occurring when the infant was supposed to be sleeping, including deaths attributed to Sudden Infant Death Syndrome (SIDS), Sudden Unexpected Infant Death (SUID), and asphyxia; as well as undetermined deaths that were potentially related to the sleep environment. In 2009, the year the Team examined, 119 infants died unexpectedly in a sleep environment, approximately one infant death every three days. After natural disease, sleep-related death is the leading cause of infant death in Virginia, a loss of life nearly ten times the number of infants who died as a result of abusive head trauma and almost thirty times the number of infants who died in motor vehicle collisions.

Key findings in this report include:
♦ The Team concluded that 95% of these deaths were preventable and 90% were related to an unsafe sleep environment.
♦ More than 70% of the infants in this review were exposed to secondhand smoke. Half of the mothers smoked while pregnant with the infant who died.
♦ More than half of the infants who died were co-sleeping with at least one other person. Of those infants who were co-sleeping, almost a quarter had at least one co-sleeper who had used alcohol or drugs.
♦ One in five mothers used alcohol or drugs while pregnant with the infant who died.
♦ Consistent with national data findings, Black male infants four months of age and younger are most at risk of sleep-related death. Black infants died at a rate more than twice that of White infants. Male infants died at a rate more than 1.5 times that of female infants. Three out of four infants who died were four months of age or younger.
♦ Infants in Virginia’s Western and Tidewater communities were at highest risk. Infants died in the Western region at a rate of 219.9 per 100,000 and in Tidewater, a rate of 155.2 per 100,000. These rates far surpass the state rate of 111.3 per 100,000.
♦ Fewer than half of the infants were placed on their backs for sleep. More than half were found on their stomachs.

You can review the full report at http://www.vdh.virginia.gov/medExam/childfatality-reports.htm.

Child Maltreatment Data Available Online

The Office of Juvenile Justice and Delinquency Prevention has launched an online access tool of national data gathered from the “Fourth National Incidence Study of Child Abuse and Neglect (NIS–4): Report to Congress.” The NIS–4 data, collected in 2005 and 2006 by the U.S. Department of Health and Human Services’ Administration for Children and Families, provide updated estimates of the number of children who are abused or neglected. NIS-4 data combine information about children whose incidence rates of maltreatment was investigated by child protective services with data on maltreated children identified by professionals. NIS-4 also provides information on the nature and severity of the maltreatment, as well as the characteristics of children, perpetrators, and families involved. Visit https://www.nis4.org/access_nis4.html to access the information.
In the housing world, rapid rehousing is the new buzz word. As more federal dollars are being allocated to help families find permanent housing, the result may be a gap in services for children of families experiencing homelessness. Rapid rehousing programs provide limited subsidies to help families secure their own housing, and often include ongoing case management services to help families become self-sufficient. The goal of the rapid rehousing model is to move families from emergency and transitional shelters to their own homes in less than 30 days. For many families, however, finding their own home means finding that their children are no longer eligible for services under McKinney-Vento. Determination of homelessness should continue to be made on a case-by-case basis. Across the country, McKinney-Vento programs are continuing to serve families in rapid rehousing programs while the family is receiving financial support for their housing. Deciding when the housing is truly fixed, regular, and adequate is the responsibility of the local liaison.

Virginia Beach community has stepped up to offer significant assistance to students

All activities supporting students living in homeless situations within VBCPS are coordinated and operated through School Social Work Services and Project HOPE Virginia Beach. Inquiries are made weekly from groups wanting to assist our students in need and the number of partners grows on a monthly basis. So while the number of students and citizens living in poverty has grown, the others within the community have stepped up to “help their own” and provide much needed support and services.

The Faith Community provides extensive support for our students either directly through their community ministries or via non-profit arms of various churches. For over 10 years, Virginia Beach United Methodist Church (VBUMC) has partnered with Project HOPE Virginia Beach to supplement Anchor Club, by offering Care by Community. Both programs provide afterschool programming for students living in the oceanfront area motels. Each program operates two days a week from October to May. The Care by Community program is volunteer operated and over the years additional churches have joined VBUMC to bring in food and staff. Wave City Care provides mentoring and homework assistance at one of the middle schools with their One Life Mentoring program. AidNow organizes a clothing closet as well as a back to school event, JumpStart, where students are provided with clothing, haircuts, school supplies and shoes. Over 200 volunteers and countless man-hours go into putting on this yearly event.

Businesses have also stepped up to assist. The Real Estate Group (TREG) conducted a school supply drive associated with the Tides baseball team and other corporate sponsors. Food Lion and Walgreens also provide volunteers and goods to give out at JumpStart, our large back-to-school readiness event. The Virginia Beach Schools Federal Credit Union sponsors Operation Back Pack-Give Back, Give a Pack where they collect backpacks throughout the spring and summer months. They guarantee 300 packs a year and purchase additional packs as needed. Other efforts throughout the school community include the Apple Tree supply drive and the City Wide SCA Dodge Ball tournament where over $4,000 was raised and donated to Project HOPE Virginia Beach.

What is your organization or community doing to support homeless children, youth, or families? Be featured in the Spring 2015 Newsletter Community Highlight!
"The more that you read, the more things you will know. The more that you learn, the more places you’ll go."
— Dr. Seuss

Without books, children are at risk of falling behind in the classroom and beyond. The unfortunate reality for children experiencing homelessness is that books are an unaffordable luxury.

First Book is a nonprofit social enterprise. They provide new books to children in need, addressing one of the most important factors affecting literacy—access to books. Title I schools may register, or, you must submit proof that 70% of students served are from low income households.

For more information, contact First Book at (866) READ-NOW or help@firstbook.org

CONGRATULATIONS TO TWO OF OUR HOMELESS LIAISONS!

Sheila Ashworth, McKinney-Vento Homeless Liaison for Lynchburg City Schools, was a 2012 honoree at the Academy of Women Gala. This Gala honors women who have made an extraordinary contribution to the Central Virginia community. Sheila was nominated by Miriam’s House for all that she does for homeless woman and children. Shelia’s overriding goal is to do “whatever it takes” to keep children in school.

Sharon Root, McKinney-Vento Homeless Liaison for Albemarle County Public Schools, was recognized by the National Association of State Directors of Migrant Education as the 2014 National Local Migrant Administrator of the Year. She has served as the Migrant Education Program Coordinator in Albemarle County, Virginia for the past 37 years. This national recognition comes as a result of her ability to offer high quality and extensive services with minimal funding, creatively utilizing all resources within her community. Sharon loves her job, helping her clients, and working collaboratively with her colleagues to serve them.

We are very proud to have such advocates for our homeless youth!

Thank you Sharon and Sheila for all that you do!
**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.

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<td>Fall 2013</td>
<td>25</td>
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<td>Fall 2013</td>
<td>25</td>
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<td>What Educators Can Do</td>
<td>Fall 2013</td>
<td>25</td>
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<td>Identifying Homeless Youth on Their Own</td>
<td>Winter 2008</td>
<td>25</td>
<td></td>
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<td>Resilience: Strengthening Relationships, Fostering Hope</td>
<td>Summer 2008</td>
<td>25</td>
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<td>Fall 2007</td>
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<td>When School Is Home Family: Supporting the Attendance and Success of Youth on Their Own</td>
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**Resources Available Only Online**

- Exploring Homelessness Through Young Adult Literature | Spring 2010 | Available Online |
- Bibliography of Homeless Education Resources | Fall 2006 | Available Online |
- School Nurses: It’s Not Just Bandages Anymore | Fall 2004 | Available Online |

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

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**Name**

**Title**

**Organization**

**Address**

- City ____________________________ State ________________ Zip ________________

**Phone** ____________________________ **Fax** ____________________________

**Email** ____________________________

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

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.

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.

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!

www.wm.edu/hope
Upcoming Events

**McKinney-Vento Annual Subgrant Meeting**
September 26, 2014
William and Mary School of Education
Williamsburg, VA

**HOPE for the Future: Reaching New Heights!**
**Project HOPE-VA Seminar**
December 4 & 5, 2014
The Hotel Roanoke
Roanoke, VA

**19th Annual VAFEPA Institute Conference**
“Leading for Excellence”
October 13—15, 2014
Hotel Roanoke Conference Center
Roanoke, VA

**NAEHCY 26th Annual Conference**

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**Project HOPE - Virginia Staff**

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<th>Role</th>
<th>Name</th>
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<tr>
<td>State Coordinator</td>
<td>Patricia A. Popp, Ph.D.</td>
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<tr>
<td>Faculty Liaison</td>
<td>James H. Stronge, Ph.D.</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Kathy Wallace</td>
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<tr>
<td>Graduate Assistants</td>
<td>Yi Hua, M.A.</td>
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<td>Laura Hackett, M.Ed.</td>
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<tr>
<td>Research Associate</td>
<td>Xianxuan Xu, Ph.D.</td>
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</tbody>
</table>
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
- Website: http://hope.wm.edu