

April 2006

We need your help to make The Beam the most helpful resource it can be!

- Share successful practices you have developed or helpful resources you have used;
- Submit an interest story about the success of a student or family in your program; or
- Write a feature about an issue that needs our attention!

Contact Jodi Mincemoyer regarding submissions at: jaminc@wm.edu

Deadline for the Summer issue is June 15, 2006.

Deadline for the Fall issue is September 15, 2006.

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Focusing Efforts: So Many Liaisons, So Challenging to Stay Connected

By Jeanne Rowe, Opening Doors, Illinois

Illinois faces a challenge expressed in large numbers: how to provide training and other technical assistance to nearly 900 LEA liaisons. Illinois is trying to meet this challenge through a two-part structure: a support system of Lead Liaisons to cover all areas of the state, and *Opening Doors*, a statewide awareness and technical assistance project that has been in place for nine years.

Over the past several years, the level of collaboration among the Lead Liaisons themselves and with *Opening Doors* has increased in significant ways. At the NAEHCY conference in St. Paul in October 2004, several Illinois attendees gathered and spoke of the difficulty of finding dates for regional meetings across the state. A new approach was chosen: monthly conference calls for all Leads and their program partners, facilitated by *Opening Doors*. This regular communication provided opportunities to address issues that needed attention and share best practices. After a little practice, it is no longer awkward to have 18 people joining in each call. The ability to reach out to peers and resolve issues as a group has made this a powerful and efficient mechanism that benefits all.

One outgrowth of these calls was the decision to hold a mini-conference within the Illinois No Child Left Behind (formerly Title I) conference this February. In order to encourage LEA liaisons to attend and take advantage of our strand of sessions on McKinney-Vento topics, *Opening Doors* offered one-day conference scholarships that were distributed by the Lead Liaisons within their areas. The day before the

three-day conference, we held a statewide McKinney-Vento meeting to which liaisons were also invited.

Some highlights of the meeting and conference:

- Barbara Duffield, Policy Director for NAEHCY, spoke at the statewide meeting.
- Patricia Nix-Hodes of The Law Project of the Chicago Coalition for the Homeless reviewed the new Illinois State Board Policy during the meeting.
- Two spokespersons from Continuums of Care shared information about collaborative efforts in their areas of the state.
- Barbara Duffield offered a double session during the conference entitled "McKinney-Vento Homeless Education: The Basics and Beyond."
- A group of high school drama students from the northwest Chicago suburbs presented a session entitled "I Didn't Know We Were Homeless." The capacity crowd of 80 gave them a rousing standing ovation. They plan to present again at two events next fall.

Other states may not hold an NCLB or Title I conference, but most likely there is a similar opportunity for gathering liaisons from across the state to encourage them to learn more about their responsibilities and to benefit from the opportunity to network. Through regular conference calls and this yearly event, Illinois is providing a system that keeps Lead and LEA liaisons informed and communicating. ■

18th Annual NAEHCY Conference



Building Futures Through Education

Peabody Little Rock, Arkansas
November 11-14, 2006

Submit a proposal to present!

We are in search of education and community based presenters who signify diverse backgrounds, roles, responsibilities, and experiences in serving homeless children and youth. The RFP is posted on the NAEHCY website. Deadline for submissions is **May 22, 2006**.

Registration is available online NOW!
<http://www.regonline.com/NAEHCY>

Nominate exemplary colleagues and programs! The nomination packet is available on our website. The deadline for nominations is **June 30, 2006**.

NAEHCY Update... *from the President*

Dear Fellow NAEHCY Member:

This is the NAEHCY Update report presented at the State Coordinators' meeting March 9-10, 2006 in Washington, DC.

The President's update began with an introduction of Governing Board members present and an explanation that some members were not in attendance as they were not state coordinators. I believe that that shows tremendous growth of NAEHCY as an organization that has expanded to be more inclusive of local liaisons and others working in the field of homeless education.

Due to this enlarged representation, we have organized a strategic plan with broader input. Developed in October at a full board meeting, the strategic plan begins with the vision that "Every child and youth experiencing homelessness is successful-academically, personally, and socially." In order to accomplish that outcome, NAEHCY's strategic plan addresses advocacy and legislation, education and professional development, and communications. Further, the operational goals are to keep the organization grounded in bylaws and financially solvent. The board continues to coordinate activities with that vision in mind.

This year's conference will be held November 11-14 in Little Rock, Arkansas at the Peabody Hotel. Keynote speakers, preconference workshops, and conference sessions promise to be engaging and stimulating, with the Arkansas touch provided by the local committee. Keep watching the NAEHCY website for updates. We hope to see everyone there!

This is your association. Please don't hesitate to contact a member of the board with questions, comments, concerns or suggestions. We look forward to your input.

Sincerely,

Shelley S. Reed

Shelley Reed
NAEHCY President

UPCOMING BOARD MEETINGS:

Tuesday, May 16, 2006

Executive Committee

Tuesday, June 13, 2006

Full Governing Board

Determining The Mandatory Title I, Part A Set-Aside for Homeless Children

By Bonnie M. Baker, Esq.

NCLB Section 1113(c)(3)(A) requires districts to reserve funds to serve homeless students, but it doesn't tell them how to figure out what the right amount should be or give districts a formula to use. Section M-3 of the U.S. Department of Education's (ED's) Guidance on the Education for Homeless Children and Youth Program says that districts can develop their own formulas for complying with the set-aside requirement. Based on discussions with state coordinators for homeless education programs from Oregon and Texas, The NCLB Financial Compliance Insider identified four methods you might be able to use to determine your set-aside for homeless students. Before you use one of these methods, be sure to discuss it with your state educational agency.

Method #1: Identify homeless students' needs, and fund accordingly.

The best way to determine the set-aside is to figure out how much it costs to pay for the services that homeless children in your district need and reserve that amount of Title I, Part A funds to pay for them, explain Dona Horine Bolt, Oregon Department of Education, and Barbara James, Texas Homeless Education Office. To make this determination, you should look at how much it cost last year to have your homeless liaison fulfill the requirements set out in Section 722(g)(6) of McKinney-Vento, Bolt explains. In addition to coordinating the identification and school enrollment of homeless children, this provision of the law requires liaisons to inform parents of homeless children about "educational and related opportunities available to their children," assist parents of homeless children in accessing school transportation, and provide public notice of the educational rights of homeless children at places like soup kitchens and family shelters. Based on last year's cost data, you can allocate your Title I, Part A set-aside, taking into account any changes you anticipate in your population of homeless students.

Method #2: Obtain count of homeless students, and multiply by Title I, Part A per-pupil allocation. Suppose your district hasn't been using NCLB's expanded definition of "homeless" to provide services or you just don't have available the kind of cost information described in Method #1. In that case, you'll need to use a formula to calculate your set-aside. One way to calculate the set-aside is to do a thorough count of homeless students in your district and multiply the number of homeless students you identify by your district's Title I, Part A per-pupil allocation, says James.

Method #3: Reserve an amount of funds greater than or equal to the amount of your McKinney-Vento subgrant request. If you're applying for a McKinney-Vento subgrant, consider using an amount equal to or greater than your subgrant request as your Title I, Part A set-aside, advises Bolt. Not only may this satisfy the set-aside requirement in Section 1113(c)(3)(A), but because states award McKinney-Vento subgrants to districts on a competitive basis, a larger Title I, Part A set-aside makes your subgrant application more competitive and demonstrates your commitment to serving homeless children in your district, says Bolt.

Method #4: Reserve a specific percentage based on your district's poverty level or total Title I, Part A allocation. If you don't have the time or resources available to get an accurate count of homeless students and aren't applying for a McKinney-Vento subgrant, consider setting aside an amount of Title I, Part A funds that's tied to either your Title I, Part A allocation or your district's poverty data. Some districts set aside a specific percentage of their Title I, Part A funds to comply with the requirements of Section 1113(c)(3)(A). For example, a district might set aside between 1 percent and 5 percent of its total allocation, depending on the district's poverty level, says James. Higher-poverty districts might want to reserve more funds for the set-aside because there are generally more homeless students in higher-poverty areas, she explains. Because this method is the most arbitrary, you might want to evaluate some comparison data, such as student mobility rates or U.S. census data, to determine whether your set-aside is appropriate, recommends Bolt. ■

This article was excerpted with permission from an issue of The No Child Left Behind Financial Compliance Insider, © 2006, Brownstone Publishers, Inc., www.brownstone.com. For a free reprint of the full article, e-mail hogilvie@brownstone.com.

INSIDER SOURCES

Dona Horine Bolt: Office of Student Services, Oregon Dept. of Education; dona.bolt@state.or.us.

Barbara James: Project Director, Texas Homeless Education Office, Charles A. Dana Ctr., The Univ. of Texas at Austin, 2901 N IH 35, Austin, TX 78722; babawawa@mail.utexas.edu.

Legislative Update

By Barbara Duffield, Policy Director, NAEHCY

For more information or to receive legislative updates on these and other issues affecting homeless children and youth, visit the Legislative section of our website and/or email Barbara Duffield at bduffield@naehcy.org to be added to the NAEHCY legislative email list.

FY2007 Funding for the McKinney-Vento Act's Education for Homeless Children and Youth Program

Last year, the McKinney-Vento Act's Education for Homeless Children and Youth (EHCY) program received a 1% cut in funding, a decrease of \$624,960. This year, the President's FY2007 budget proposal includes funding for the EHCY program at the same reduced level as FY2006 (\$61.9 million). This year's federal budget will be the tightest in recent years, with many programs slated for cuts and/or elimination; therefore, all programs are at risk. Not only should existing EHCY funding be protected from cuts, but additional EHCY funding is needed to reach more homeless children and youth and to provide more comprehensive direct services for school access and success.

Please write and fax your U.S. Representative and U.S. Senators and urge them to support \$70 million for the Education for Homeless Children and Youth program in the FY2007 budget. While the release of the President's budget is just the beginning of the annual appropriations process, many critical decisions are made in early Spring. The time to write is now!

House Passes Higher Education Act Reauthorization: Homeless Amendment Accepted

Congresswoman Judy Biggert (R/13th-IL) introduced an amendment to allow unaccompanied homeless youth to be considered independent students upon verification of their living situation by a McKinney-Vento Act school district liaison, a shelter director,

transitional shelter, or independent living program, or a financial aid administrator. The amendment was accepted by a voice vote.

The Biggert amendment is important because homeless students are extremely unlikely to be able to access postsecondary education without federal student aid. The Free Application for Federal Student Aid (FAFSA) requires most students to provide financial information from their parents or guardians in order to determine student eligibility for aid; the application also requires a parental/guardian signature. While these requirements are logical for most applicants, they create insurmountable barriers for unaccompanied homeless youth. These youth do not receive financial support from their parents and do not have access to parental information. Thus, despite their great need for financial assistance, unaccompanied homeless youth cannot supply the information required by the FAFSA and are prevented from accessing financial aid.

H.R. 609 also makes homeless students eligible to participate in the TRIO and GEAR-UP programs.

A House-Senate conference committee will meet to work out the differences between the House and Senate bills. It is unknown at this time when the conference committee will begin to meet.

Congress to Consider Reauthorization of HUD McKinney-Vento Act Programs

In the last session of Congress, legislation was introduced in the Senate (S.1801) to reauthorize the McKinney-Vento Act programs that are administered by the U.S.

Department of Housing and Urban Development (HUD). At stake in this reauthorization are many issues of importance to children and youth experiencing homelessness.

- **The definition of homelessness** whether HUD should expand its definition to include those living 'doubled up' due to the loss of housing, or in motels due to lack of alternatives
- **The "chronic" homelessness initiative** the extent to which HUD McKinney-Vento programs are focused on this goal
- **Required set-asides for permanent housing** whether Congress and HUD should continue to mandate this 30% set-aside, or permit local Continuums of Care to decide how best to spend funds to meet local priorities
- **Supportive services** whether HUD McKinney-Vento programs should continue to focus on permanent housing to such that supportive services can no longer be funded

It is important for the voice of educators and others working with homeless families, children, and youth to be heard during this reauthorization process. NAEHCY will be working with our national partners to develop recommendations for the HUD McKinney-Vento Act reauthorization, and we encourage local liaisons and others to weigh in with their local and state homeless coalitions and members of Congress. ■

See page 8 for testimony given during an appropriations hearing in Congress.

Mentors Help Build Student Resiliency

Although the main goal of Denver Public Schools is the academic success of our students, our staff that work with homeless children consistently agree that the number one way to help break the cycle of homelessness is to involve a homeless student in a mentoring relationship with an adult. In 2002, the *Journal of Children and Poverty* published an article called "Homeless Students and Resilience" by Evelyn Reed-Victor and James Stronge. The article attempts to answer an age-old question: How do some defy the odds and become "caring, competent and confident adults" (Stronge, 2002)? Finding caring adults who mentor is one of the best ways to ensure positive adult outcomes such as education completion, employment, and life satisfaction (Stronge, 2002).

Properly trained mentors can play significant roles in helping children learn to use their own strengths and the support of others to find workable solutions to difficult problems (Reed-Victor, 2000). Mentors fall into the category of protective factors because they function as moderators of stress. There is a growing shift to programs that are strength-based rather than programs that are deficit-orientated. Mentoring fits this move toward strength-based programming because it takes into account the multiple environments that can influence a child's development, including family, school and community contexts. A range of positive behaviors has been identified as characteristics of children who adapt well despite stressors beyond their control. Students who are extroverted, agreeable, conscientious, emotionally stable and open to experience are more resilient than students who do not possess these characteristics. A mentor can help nurture these behavior patterns.

Additionally, a mentor helps to create positive influences among a child's environmental protective factors. Mentors can nurture interests, talents, and independence by advocating for opportunities that help children explore and develop these abilities. While schools can be an important avenue for protective experiences, such support can be difficult to access because of the high mobility of a large number of homeless students. Americorps offers a mentor program, Mentors on the Move, that aligns adults with homeless students rather than the school. The mentor follows the child through various moves, providing consistency and stability for highly mobile students.

The application of a mentoring program to homeless students requires the proper recruitment of mentors. Key questions to be explored are:

By Liz Murphy, Homeless Liaison, Denver Public Schools

1. Are the adult mentors willing to stay with the student for at least one year?
2. Do the adult mentors understand that the child will have a high rate of mobility and may not be in the same neighborhood or same school for the entire year?
3. Do the adult mentors see that the children need nurturing in individual and environmental factors?
4. Can the adult mentor support and exhibit the positive behaviors that research shows can lead to resiliency among homeless youth?

Denver Public Schools, in collaboration with Big Brothers, Big Sisters, Goodwill Industries, United Way, and several other smaller mentoring agencies in the city, will work on a project through the Denver Department of Human Services. Beginning in May of this year, the program will match 92 students living in motels or shelters who are attending Denver Public Schools with an adult mentor for one year. A combination of community-based mentoring, which takes place at multiple locations as determined by the mentor and child, and site based mentoring which focuses on the relationship at a specific site, such as a school, will be offered.

Research by Public/Private Ventures indicates that improved attendance, which occurs the first year, is the initial sign of a change in the mentee. As the match progresses, improvement in academic achievement and reduction in problem behavior begin to occur and become consistent in the second year of the match. Additionally, high school aged students who are matched will work with the mentor in developing a plan for post secondary education.

Denver Public Schools' Homeless Program will be providing much of the training to the mentoring agencies that will be matching homeless students with mentors. This will expand opportunities to increase awareness of homeless issues throughout the city of Denver.

Please send information about national training opportunities or workshops that these collaborative agencies can attend to Liz Murphy at Elizabeth_Murphy@dpsk12.org or (720) 423-8227. ■

Reed-Victor, E., & Stronge, J. H. (2002). Homeless students and resilience: Staff perspectives on individual and environmental factors. *Journal of Children & Poverty*, 8(2), 159-183
 Reed-Victor, E. (2000). Resilience and homeless students: Supportive adult roles. In *Educating Homeless Students: Promising Practices*, ed. By J. H. Stronge and E. Reed-Victor. Larchmont, NY: Eye on Education.

Project Connect's Early Childhood Outreach Program

By Mary Jane Quick, Project Connect, Ohio

Parents experiencing homelessness face insurmountable pressure to stabilize their housing needs, obtain or maintain employment, participate in mandated state-assistance programs to receive program benefits and, in-between breaths, continue providing adequate care and supervision of their children. Stress such as this evokes a physiologic response known as the "fight or flight." When this is activated, humans tend to view everything as a possible threat to survival; the environment appears dangerous. Their thinking becomes distorted, and they narrow the focus to see through the eyes of fear, thus limiting the ability to feel safe in the world. Unfortunately when this response is activated, people can lose the ability to refocus their thinking patterns to positive beliefs and choices. In fact, when adults are chronically stressed, they create a life of chronic crises. There is little space to focus on the needs of a baby, toddler, or young child.

Compared with low-income housed children, homeless children experience more health problems, developmental delays, increased anxiety, depression, behavioral problems, and lower educational achievement. Most importantly, young children look to their parent(s) to help them understand their world. It is in this dynamic interaction that children also become stressed, affecting their ability to grow and learn to their potential.

With increased risk of developmental delays, it is imperative that children are identified early and linked to educational services that meet their individualized needs. Project Connect, a program of Columbus Public Schools in Columbus, Ohio has integrated early childhood services as a component of its program to offer supportive services to parents with young children. Since 2004, an early childhood advocate has visited Safe & Sound, an on-site child-care center at the YWCA Family Emergency Center where over 500 homeless children under the age of five reside each year. Several mornings a week, the advocate administers screenings that identify the range of typical development in the areas of language, personal-social skills, fine motor, and gross motor skills. She shares her observations with the parent, provides encouragement, and offers referrals for early intervention services when delay or risk of delay is indicated.

In order to increase the number of young children receiving service, the advocate has created partnerships with two early childhood programs, Help Me

Grow and The Early Childhood Resource Network. Critical to the IDEA's Child Find provision, creating partnerships with other early learning programs has facilitated a sense of community ownership to address the issue of young homeless children being underserved and under-identified.

Neuroscience research indicates that a baby's brain is 85-90% developed by the age of three and that the first three years of a child's life is a period of unparalleled growth in every aspect of development. Renowned pediatrician, T. Berry Brazelton, has identified that it is possible to observe if a child has established a sense of self esteem by nine months of age. It is during the first three years of life that children are determining whether the world around them is a safe, nurturing place to be.

Although the provisions of McKinney-Vento ensure educational services for children up to age 21, it is important to recognize the impact of early life experiences as foundational to future learning. It is our responsibility as service providers to provide enriching and caring learning environments where families are provided with the necessary physical, social, and emotional support to access feelings of hope for the future, and ultimately, share that view with their children. ■

Further Information:

National Center on Family Homelessness <http://www.familyhomelessness.org/>

Brazelton, T. B. (1992). *Touchpoints: Your child's emotional and behavioral development*. Cambridge, MA: DaCapo Press.

Ten minutes of your valuable time, to help us improve our service delivery:

Priceless!

NAEHCY is exploring ways to improve its website. With the help of NCHE, we have compiled a survey for you to provide feedback. The survey is available at <http://www.keysurvey.com/survey/106109/1438/> and will only take 10 minutes to complete. We appreciate your thoughtful input.

New Brief and Handbook Series from NCHE

Summarized By Christina Dukes, NCHE

In response to the devastation caused by the 2005 Gulf Coast hurricanes, NCHE has created a new series of briefs and handbooks entitled *Connecting Schools and Displaced Students*. The series currently includes four handbooks and three briefs, all tailored for different audiences including relief agencies, parents, and educators, and crafted with special attention to groups such as youth on their own.

Handbooks

The *Connecting Schools and Displaced Students* series currently includes the following handbooks:

- *After the Storm: Information for Parents on How Schools Can Help After Disasters* (A Handbook for Parents)
- *Disaster Relief Agencies and Schools: Working Together to Ensure School Enrollment and Success* (A Handbook for Local Liaisons and State Coordinators)
- *From the School Office to the Classroom: Strategies for Enrolling and Supporting Students Experiencing Homelessness* (A Handbook for Local Liaisons, Enrollment Staff, and District Administrators)
- *School as a Safety Net: Connecting Displaced Children With Educational and Support Services* (A Handbook for Relief Agency Staff and Volunteers)

The handbooks, available in hard copy or electronic format, explain how the McKinney-Vento Homeless Assistance Act applies to students displaced by disaster and how the Act can assist displaced students and their families.

To order handbooks in hard copy, call 800-308-2145 or visit www.serve.org/nche/online_order.php. To download handbooks in electronic format, visit www.serve.org/nche/products.php.

Briefs

The *Connecting Schools and Displaced Students* series currently includes the following briefs:

- *Meeting the Educational Needs of Students Displaced by Disasters: Youth on Their Own*
- *What Relief Agencies Should Know About the Educational Rights of Children Displaced by Disasters*
- *What School District Administrators Should Know About the Educational Rights of Children Displaced by Disasters*

The briefs also explain how the McKinney-Vento Homeless Assistance Act applies to students displaced by disaster and how the Act can assist displaced students and their families.

To download these and other useful briefs in electronic format, visit www.serve.org/nche/briefs.php. ■

Regional Partnerships in Homeless Education

By Diana Bowman, NCHE

During the annual state coordinators' meeting held in March in Washington, DC, attendees participated in a panel led discussion of regional cooperation among state homeless education programs. State coordinators from three existing collaboratives — New England, Northwest, and South — described regional activities they conduct, such as regular meetings, professional development opportunities, and outreach efforts. Regional collaboratives assist with addressing issues arising from sharing common borders and interests, such as the need for coordinating inter-district transportation, record handling, and disaster planning to address homeless families and children that move across state borders.

Local liaisons can form collaborative networks, as well, for support in the field. By coordinating data collection and sharing information such as graduation requirements, school systems can organize more efficient and consistent responses to student mobility.

Suggestions for starting the conversation:

- Establish regular communication and plan meetings
- Select common issues, such as transportation, migratory populations, or crisis planning
- Expand network by mentoring new state coordinators into group
- Look to other collaborative models within the region — migrant education, health care, business — as well as collaborations that exist at the local level.

Following the panel discussion, all State Coordinators met in regional groups to discuss common issues and possible collaborative activities. These ideas will be expanded throughout the year and discussed at the annual conference in Little Rock, Arkansas. (See page 2 for conference information.) ■



**NATIONAL
ASSOCIATION FOR THE
EDUCATION OF
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NAEHCY, a national grassroots membership association, serves as the voice and the social conscience for the education of children and youth in homeless situations.

NAEHCY connects educators, parents, advocates, researchers and service providers to ensure school academic achievement and overall success for children and youth whose lives have been disrupted by the lack of safe, permanent and adequate housing.

NAEHCY accomplishes these goals through advocacy, partnerships and education.

Everyone with an interest in supporting children and youth in homeless situations is encouraged to become a member of the Association.

NAEHCY Member Provides Testimony Before House Appropriations Subcommittee

On Wednesday, March 19, Kathi Sheffel, homeless liaison for Fairfax County Public Schools, Virginia, provided testimony on behalf of the National Association for the Education of Homeless Children and Youth to the House Appropriations Labor, Health and Human Services, and Education subcommittee. Kathi shared her experiences as liaison and described the role the EHCY program plays in assisting homeless children and youth to access education and related services. She also shared NAEHCY's recommendations for FY2007 funding for the McKinney-Vento Act's Education for Homeless Children and Youth program. Below is an excerpt from her statement. The full text is available at www.naehcy.org/legislative_update.html.

The homeless education program makes possible a unique service delivery system designed to ensure that homeless children and youth are ready and able to participate in school, and have the same opportunities as other children to achieve high academic standards. Across the nation, homeless liaisons like myself ensure that children experiencing homelessness are identified, enrolled in school, and receive appropriate services to meet their unique needs. We work closely with schools to arrange for free meals, school supplies, transportation, tutoring, clothing, and referrals to emergency social services – including frequently-needed mental health services. At the same time, we also collaborate with local homeless shelters and community agencies.

To illustrate how the homeless education program brings stability to children who would otherwise remain unseen and unserved, let me tell you about Jodi. Her story is not unique. A County social worker who had received training by our homeless education program called me about a fourteen-year-old girl living in a motel with her mother. Jodi was registered for school, but not attending. I learned that Jodi had been in eleven schools. The family was in tremendous turmoil, which included parental incarceration, eviction from a homeless shelter, great financial hardship, employment problems, and other emotional challenges. At that time, Jodi was suffering from severe, life-threatening depression, and she had stopped going to school. We immediately referred her for mental health support and provided her with academic support, including transportation to her school while her living arrangements were unstable. Jodi is now successfully participating in a full day school program, receiving ongoing mental health services, and is optimistic about completing high school. It is no exaggeration to say that, without the homeless education program, Jodi would very likely have dropped out of school and joined the ranks of those who suffer from long lasting, debilitating, and costly mental health and social problems in connection with homelessness and related issues.

Fairfax County is fortunate to receive funding through this program. But according to a recent Report to Congress, only 48 percent of children identified as homeless and enrolled in school are attending in school districts that receive homeless education subgrants. This means that the majority of homeless children in the nation are not receiving the extra time, attention, services, and support that funding through this program can provide. The National Association for the Education of Homeless Children and Youth strongly urges this subcommittee to support the 70 million dollars authorized for the Education for Homeless Children and Youth program, so that all children who suffer the crisis of homelessness can find stability, support, and hope for the future through education. Thank you for your time and consideration. ■