



August 2006

# The Beam

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](mailto:jaminc@wm.edu)

Deadline for the Fall issue is October 2, 2006.

Deadline for the Winter issue is January 9, 2007.

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## 18th Annual NAEHCY Conference Building Futures Through Education

Peabody Little Rock, Arkansas  
November 11-14, 2006

Register online: <http://www.regonline.com/NAEHCY>

This year's conference, *Building Futures Through Education*, is gearing up with a full schedule of informative presentations, inspiring keynote speakers (see page 3), and opportunities to engage with your colleagues from around the country. Don't miss this chance to hear from the 2006 LeTendre scholars, visit the Clinton Library, and gain cutting edge resources from the diverse perspectives of educators, administrators, and service providers.

The conference will offer sessions on effective school and community responses to homelessness, including practice-based strategies for implementing the McKinney-Vento Homeless Assistance Act and related legislation. We are also offering a special child welfare track (see page 4), sponsored by Casey Family Programs, devoted to the education of children in foster care. This track will be open to all conference participants. The tentative agenda, hotel registration links, and regularly updated information are available on our web site: [www.naehcy.org](http://www.naehcy.org).

Concurrent session topics to be addressed by state and local educators and community partners include:

- School Selection: Best Interest Decision-Making for School Stability
- Prompt and Proper Placement: Enrolling Students Without Records
- Transportation: Getting a System in Place; Tackling Challenges
- Coordination of Support Services: Connecting Community and School Resources
- Tips for Developing a Comprehensive Homeless Education Program
- Academic Achievement: After-School Programs and Other Strategies to Assist Mobile Children to Succeed
- Preschool: Addressing the Early Education Needs of Young Children Without Homes
- Unaccompanied Youth: Understanding Legal, Educational, Social, and Emotional Issues
- School and Safety: Meeting the Needs of Children Impacted by Domestic Violence
- Educational Strategies for Assisting Children in Foster Care
- Special Education: Implications of IDEA 2004 and Strategies for Implementation
- Parent Involvement: Research and Strategies
- Trauma and Mental Health Needs of Homeless Children
- Disaster Response and Disaster Planning: Working with FEMA, Housing, and Homeless Service Agencies
- Data Collection and Program Evaluation
- Community Fundraising
- Housing and School Collaboration
- Legislative and Policy Updates
- Research ■

## NAEHCY Update... *from the President*

Dear Fellow NAEHCY Member:

Yes it is here, we're standing at the beginning of another school year! The future comes from where we are now. We know we have sufficient human capacities to think and act together, to care about one another, to act courageously, to move into action what we believe to be right. This we do because we think about the children "who have no safe blanket to drag behind them, who don't have any rooms to clean up, whose nightmares come in the daytime, who will eat anything, who aren't spoiled by anyone, who go to bed hungry and cry themselves to sleep, who live and move, but have no being." (Adapted from Ina J. Hughes)

We can do this by turning to one another, to members of the National Association for the Education of Homeless Children and Youth, state coordinators, local school district liaisons, outreach and shelter workers who too, are thinking about the children and youth who find themselves in homeless situations and wondering what will this new school year mean for them.

We can do this and must because voices of youth compel us to press forward carrying the message to other young people, "Don't give up, dream and don't let a single person tell you that you will not be able to achieve what you want in life. Realize that there are people around that care about what happens to us." (Amanda, Homeless Student LeTendre Scholarship awardee)

As President of NAEHCY, I know we can accomplish, in this 2006-2007 school year, wonderful things on behalf of over one million homeless children and youth across the United States. I hope that you will write in and share your success stories so that we can publish them in *The BEAM* to encourage and inspire others as the school year moves forward.

Anthony Vietti, a graduate of Mountain View Youth Correctional Center, said in his graduation speech, "What education means to me is a foundation that I can base conscious decisions on, an uplifting resource I can use to save me from ignorance. The more I have the better off I am. To have goals is to dream and envision myself on a higher level, a level that must push me to reach for more one step at a time."

Here we go, yes, another school year arrives. Let the future begin now!

Sincerely,



Shelley Reed  
NAEHCY President

## Welcoming Changes at NAEHCY

The NAEHCY Board has welcomed some new members and altered its relationship with others. Many improvements are underway on the web site, thanks to Mark Freudenberg, our new volunteer webmaster. Jennifer Wu resigned from the Board as a Member-at-large in order to become Development Director, a new position. She will be responsible for exploring grant and partnership opportunities to fund NAEHCY's work. Estella Garza returns to the NAEHCY board in the role of Legislative Chair.

**M. Estella Garza** is a native Texan born and raised in Peñitas in the Lower Rio Grande Valley. One of five children and oldest of four girls, she learned early the lessons of hard work and perseverance, working "the fields" picking cotton, tomatoes, potatoes and melons.

Estella has over 20 years of experience in various areas of social work and currently serves as Coordinator of the Family and Student Support Program and Homeless Liaison at the San Antonio Independent School District in Texas. She is a member of the Board for SARA (San Antonio Regional Alliance for the Homeless), the local area homeless coalition, and is a charter member of the Bexar Metroplex School Social Work Association.

**Jennifer Wu** is a private consultant whose work focuses on the education of homeless children and youth. She graduated magna cum laude from Cornell University with a Bachelor of Arts in Sociology and received a Doctorate in Medicine from the University of California - San Francisco. She has been an educator with Teach for America and instructed kindergarten in inner city Los Angeles. Jennifer has also worked for the University of Washington as a project evaluator and a program manager. Her research at the University included conducting a statewide study of homeless education programs and authoring a guidebook for Washington educators who assist homeless students.

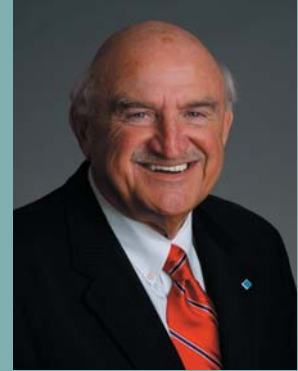
**Mark Freudenberg** has been employed by the Wisconsin Department of Public Instruction since November 2003. For about the last year and a half, Mark has worked as the Title I Web-

*continued on page 4*

## 18th Annual NAEHCY Conference...

## Meet the Keynote Speakers

Robert D. Barr, Ph.D., is known as one of the nation's most passionate and inspiring speakers on the subjects of childhood poverty and education. He has been recognized for his research and writing about poor, homeless, minority, and low-performing students. He has served as a consultant in over 40 states and five countries and is regularly invited to present his research in testimony to the U.S. Congress and state legislatures. He has appeared on national television on shows such as William Buckley's Firing Line, the Evening News with Peter Jennings, and the O'Reilly Factor. Dr. Barr is the author/co-author of over a dozen books and spent the last year at his home in Newport, Oregon writing his two latest books: *The Kids Left Behind: Catching Up the Underachieving Children of Poverty* (Solution Tree), co-authored with William Parrett, to be published later this summer; and *Welcome to Middletown*, a reality-based training simulation (Solution Tree). *Middletown*, co-authored by Deb Yates, has been nominated by the National Staff Development Council as "Book of the Year." His last book with Parrett, *Saving Our Students, Saving Our Schools* (Corwin Press), has been a national bestseller since it was first published.



Sheryl Nussbaum-Beach, the 2002 Teacher of the Year at Virginia Beach City Public Schools (VBCPS), was not your traditional 'Teacher of the Year' candidate. She overcame extraordinary circumstances to become a successful teacher, central office administrator, and educational consultant. She is currently completing her doctorate in Educational Policy, Planning, and Leadership at The College of William and Mary in Virginia.



She left home at 14, living on the streets, donating blood to survive, seeking shelter in the winter months in substandard housing, and living with friends while trying to make sense of her life. Determined not to be defined by her circumstances and wanting some semblance of normalcy in her life, Sheryl put her focus on finishing high school. She enrolled, managed her own affairs, even signed her own permission slips and absentee notes. Sadly, no teacher ever intervened.

Sheryl, who now advises national, state, and local education organizations on issues of 21st Century Learning, pushed technology to its limits in her high-poverty school, in an effort to help her elementary students — many from backgrounds similar to her own — develop the special skills and knowledge they need to become productive citizens in the new millennium.

Juan Williams is one of America's leading political writers and thinkers. He is the senior correspondent for NPR, a political analyst for Fox Television, and a regular panelist for FoxNews Sunday. In addition to prize-winning columns and editorial writing for *The Washington Post*, he has also authored six books. His most recent book, *Enough*, released in August 2006, is subtitled *The Phony Leaders, Dead-End Movements, and Culture of Failure That Are Undermining Black America — and What We Can Do About It*.

Previous books include *My Soul Looks Back in Wonder*; the nonfiction bestseller, *Eyes On The Prize*; and the critically acclaimed biography, *Thurgood Marshall: American Revolutionary*, which *The New York Times* selected as a notable book of the year. *Time* magazine described *American Revolutionary* as a "magisterial" work of American history, and the book was reissued in 2004 with a new epilogue to celebrate the 50th anniversary of the Supreme Court's historic *Board vs. Brown* decision. His other books include *I'll Find a Way or Make One*, a history of historically Black colleges and universities; and *This Far By Faith*, a history of the Black religious experience in America, which was accompanied by a six-part PBS series.



## 18th Annual NAEHCY Conference...

## Agenda Items

### Child Welfare Track and Networking Reception

NAEHCY is pleased to announce that our 18th annual conference will feature a track devoted to the education of children in foster care. Generously sponsored by Casey Family Programs\*, the child welfare track will include a pre-conference session on children in foster care and education needs; a curriculum for school personnel on the needs of children in foster care; young children in foster care; “child welfare 101 – what a McKinney-Vento liaison needs to know;” IDEA reauthorization and children in foster care; youth aging out of foster care; decision-making and confidentiality issues; foster care education legislation; and a youth panel. The sessions will be presented by child welfare and education experts from across the country. They will be of value to local homeless liaisons, administrators, teachers, school social workers, counselors, special education directors, those working in or with the child welfare system, legal advocates, service providers, and others.

The relationship between the child welfare system and homelessness is complex and varied. Children from families with housing problems are more likely to be in foster care than children without housing problems. These children are more likely to be “long stayers” in care compared to children from adequately housed families. Additionally, youth aging out of the child welfare system are confronted with the harsh reality of the gap between the wages they are able to earn and the cost of housing, as well as lack of support systems. As a result, many of these young people become homeless.

Once in foster care, children and youth face many of the same educational barriers as children and youth experiencing homelessness, including high rates of mobility, lack of required documentation for enrollment, and social, emotional, and psychological upheaval. Although the McKinney-Vento Act protects the educational rights of children and youth “awaiting foster care placement,” interpretations and implementation of this phrase vary considerably. In response, a growing number of states have adopted, or are seeking to adopt, McKinney-Vento like protections for children and youth in foster care. In addition, many homeless education programs are working with children in foster care and have developed relationships with local child welfare systems. The new track at the NAEHCY conference will provide an opportunity to better understand these issues.

NAEHCY encourages local liaisons, state coordinators, and others to spread the word about this important track among local and state child welfare partners. The track will be open to all NAEHCY conference participants.

In addition to the child welfare track, Casey Family Programs will sponsor a reception on Monday afternoon to provide an informal opportunity for child welfare advocates and homeless education professionals to network, learn, and exchange information. ■

\*Casey Family Programs is the largest national foundation whose sole mission is to provide and improve – and ultimately prevent the need for – foster care. The Seattle-based foundation was established in 1966 by United Parcel Service (UPS) founder Jim Casey and his family.

## Thank you !

Your input on the NAEHCY web site was very helpful as we try to expand the services and resources we provide. We are always interested in what you have to say, so feel free to contact Jodi Mincemoyer at [jaminc@wm.edu](mailto:jaminc@wm.edu) or Darlyne Erickson at [info@naehcy.org](mailto:info@naehcy.org) anytime with suggestions and feedback.

## Welcoming Changes...

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master, as well as being closely associated with the Even Start Family Literacy and the Education for Homeless Children and Youth programs.

Mark moved to Madison, Wisconsin 25 years ago to work for a nonprofit organization after completing his degree at Indiana University. He says he’s found it a wonderful place to raise his ten year old daughter Anna, and in his spare time they enjoy being outdoors, camping, biking, watching college basketball, and travel.

A big thank you and warm welcome to these new volunteers and staff. NAEHCY could not continue its work without the dedication and expertise of so many committed individuals. ■

## Street Youth Program Keeps Youth In School

*By Zenaida Alonzo, Equal Justice Works Fellow at the Law Project of the Chicago Coalition for the Homeless*

Unaccompanied homeless youth are youth who are not in the primary care of a parent or legal guardian and who lack a safe or stable living arrangement. They end up homeless for a variety of reasons and cope with survival issues while facing the barriers created by being a minor with few legal rights. Education empowers homeless youth and offers a stability otherwise lacking in their lives. In a society where 5,000 unaccompanied youth will die each year from assault, illness or suicide<sup>1</sup> and three out of five unaccompanied homeless youth in Illinois reported being the victim of violence and physical or sexual assault during the past year,<sup>2</sup> school provides a place where an unaccompanied youth can receive free meals, friendship, adult interaction, and the tools to make the transition into a successful adulthood. Many unaccompanied homeless youth recognize the importance of an education, but they often lack the resources and connections to enroll and succeed in school. According to a study on unaccompanied homeless youth in Illinois, the average number of years of education completed was 11.5 and 48.5 % identified going back to school as a need.<sup>3</sup>

Under the McKinney-Vento Act, unaccompanied homeless youth have the same legal rights as homeless children and youth with parents or guardians. An unaccompanied youth can enroll in school independently or with the help or assistance of a friend, relative, or mentor. An unaccompanied youth has a right to immediate enrollment, fee waivers, free breakfast and lunch, and transportation.<sup>4</sup> Additionally, McKinney-Vento requires states and local educational agencies to develop, review, and revise “laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.”<sup>5</sup>

Working as an Equal Justice Works Attorney, I coordinate Youth Futures at the Law Project of the Chicago Coalition for the Homeless. Youth Futures is a mobile legal aid clinic for homeless youth. The Youth Futures project assists homeless youth with their legal problems and guides them back into the education system so that they have a better chance of becoming successful members of society. To achieve this goal, Youth Futures uses extensive outreach to at-risk and homeless youth to inform them of their educational rights and enable them to advocate for themselves. I travel to homeless youth drop-ins, youth shelters, high schools, libraries and other locations where I will find homeless youth to offer legal services during hours that are convenient to at-risk youth.

This outreach helps clients like Patty, a 15 year old who was kicked out of her guardian’s home after complaining about a lack of food in the house. Patty ended up “couch surfing” – traveling from one friend’s home to another for limited periods of time. Patty had tried to enroll in school herself, but was turned away. When I met Patty, she had been on her own for over a month. Using the McKinney-Vento Act, the Illinois Education for Homeless Children Act, and state school board policies, I helped her enroll in school and address myriad issues: truancy, since she had missed three weeks of school; transportation to and from school; free lunch; fee waivers; and barriers of not having a parent or guardian, (i.e., calling in absent).

I also conduct frequent outreach and awareness activities with service providers and their at-risk clients, providing an overview on the educational rights of unaccompanied homeless youth including both federal and state law, the state school board policies, school district policies, and contact information for homeless liaisons. This programming gives participants the tools they need to advocate for the educational rights of unaccompanied youth.

One of the challenges working with unaccompanied youth is gaining their trust so they will talk about their legal problems and accept assistance. Consistent and regular outreach is essential to show homeless youth that you are serious and care enough to help. Consistent support is especially important to runaways. Through coordination with homeless liaisons, social service providers, and legal advocates, we have found creative ways to reassure and protect homeless youth so that they can attend and succeed in school. Knowing your state laws regarding runaways is important. In Illinois, running away is not illegal; schools only have to report a runaway if there is a missing persons report filed. If there is a missing persons report filed, an advocate can coordinate with the youth, service providers, homeless liaisons, and parents toward a solution. By working together, this team can create a situation where the youth is attending school while the issues that led to running away are dealt with through the social service agency.

Sometimes runaways are threatened by their parents and creative solutions are required. Sue, a 17-year-old runaway, left home to escape abuse from her mother and stepfather. After Sue had runaway, her parents went to the school and reported that they were home schooling her to pre-

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## 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](mailto:bduffield@naehcy.org) to be added to the NAEHCY legislative email list.

### ***New IDEA Regulations***

The regulations for part B of the Individuals with Disabilities Education Act were published officially in the Federal Register on August 14, and will become effective in 60 days. While most of the new regulations that are specific to homelessness mirror statutory provisions, a few new provisions were included, such as allowing for the appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs to be appointed as temporary surrogate parents for unaccompanied homeless youth until a surrogate parent can be appointed that meets all of the regular requirements. The new IDEA regulations may be found on the ED web site at [www.ed.gov/IDEA](http://www.ed.gov/IDEA). More information on how the new regulations impact homeless, foster, and other highly mobile children will be available soon on the NAEHCY web site at [www.naehcy.org/IDEASummary.html](http://www.naehcy.org/IDEASummary.html)

### ***FY 2007 Appropriations for the Education for Homeless Children and Youth Program***

Both House and Senate Appropriations Committees have passed their FY 2007 appropriations bills for Labor, Health and Human Services, and Education (H.R. 5647 and S. 3708, respectively). Both bills provide the same amount of funding for the McKinney-Vento Act's Education for Homeless Children and Youth (EHCY) program as last year (\$62.5 million). It is unclear if either bill will be voted upon by the full chambers before the November elections, or if they will be folded into an omnibus appropriations bill later in the year.

### ***Reauthorization of HUD McKinney-Vento Programs***

Debate continues on legislation to reauthorize the McKinney-Vento Act programs that are administered by the U.S. Department of Housing and Urban Development (HUD). Two bills, S. 1801 and H.R. 5041, have been introduced. At stake in this reauthorization are many issues of importance to children and youth experiencing homelessness, including:

- 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 resources and programs are focused on this goal);
- required set-asides for permanent housing (whether Congress and HUD should continue to mandate this 30% set-aside for people with disabilities, or permit local Continuums of Care to decide how best to spend funds to meet local priorities; and
- supportive services (whether HUD McKinney-Vento programs should continue to focus on permanent housing such that, increasingly, 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 has partnered with many national organizations, including Volunteers of America, Catholic Charities USA,

National Policy & Advocacy Council on Homelessness, National Network to End Domestic Violence, and the National Network for Youth 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. For a copy of the position paper developed by NAEHCY and partners, contact Barbara Duffield.

### ***US Conference of Mayors Tables Resolution on Homeless Definitions***

Intensive lobbying by the U.S. Interagency Council on Homelessness (ICH) led to the tabling of a resolution expanding HUD's definition of homelessness at meetings of the U.S. Conference of Mayors in Las Vegas on June 3, 2006. The resolution was offered by Anchorage Mayor, Mark Begich, who was joined by 27 other mayors and endorsed by over 100 national, state, and local organizations.

Mayor Begich's resolution called upon HUD to expand its definition of homelessness to include people who are sharing the housing of others due to loss of housing, economic hardship, or similar reasons, and those who are staying in motels because of the lack of adequate alternative accommodations. The resolution urged HUD to adopt a definition of homelessness that matches the reality of homelessness among families, children, and youth, and is similar to definitions used by the ED, the U.S. Department of Health and Human Services, and the U.S. Department of Justice.

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**All in a Day's Work***Recorded by Helen O'Rourke, Project Connect Site Manager*

Here is a day in the life of a site manager in Cincinnati, Ohio, recorded April 2005.



- Called cab from home at 7:10 a.m. to remind them about service  
Called cab from car at 7:20 about service  
Called foster parent from car to talk about taxi service  
Called three teachers at the school to notify of taxi service from the parking lot at my step-daughter's school
- Arrived at work at 8:00 a.m.  
Called cab and foster parent to check on cab service and make sure the children had arrived (first day of service and the trip was over 20 miles, so we had to work out the details)
- One hour:  
Assisted parent and two children that had fled a domestic violence situation in Savannah through the enrollment process  
Gave them backpacks and supplies  
Introduced them to their teachers and to the principal  
Answered the children's questions and gave them a tour of the building
- Arranged for lunch and bus service to start immediately for the new family  
Notified their teachers of the family's living situation  
Talked with the school psychologist about one of the children and his school history
- Called another foster parent to discuss transportation options  
The family lives in walking distance from the school but the foster parent could not walk the second grader to school because of health reasons  
Discussed situation with the child's teacher and found another child who lived in the same neighborhood who could walk with the child  
Called the other child's parent and discussed the idea  
Made arrangements with both parents to come to their homes the following morning before school to introduce the girls and walk part of the way with them to school
- Left the school to pick up a donation of clothing and toys for a family of six and delivered the items
- Traveled to district transportation department so I could change the addresses on two metro bus cards  
Delivered the cards to the students at their schools  
Talked with the parent about the new bus cards
- Returned to one of my schools and met with staff from the battered women's shelter for about an hour  
Gave them a tour of the school building
- Called 241-KIDS, child protective services, to find out the caseworker's name and phone number for a child who has disappeared from the shelter and has not been at school  
Spoke with the caseworker about the child and how we would proceed
- Ordered bus cards for three students at one of our school-based programs  
The children have moved five times since I started working with them and we have used the metro and the yellow bus to keep them at the same school
- Talked to a parent about her child and her difficulties getting his prescription filled  
Called the school nurse to let her know that the prescription would be filled  
Talked to her about the bill received by another student for health center services whose mother had questions about the services and bill
- Provided a list of local food pantries to a parent
- Updated the secretaries at two schools with the new addresses and phone numbers for several students that had moved  
Updated my files with the new addresses and phone numbers
- Put two students in a taxi  
Sent new underwear and school T-shirts home with them, because they hadn't been able to take anything when they were removed from the home and put into foster care
- Met with a teacher to talk about how a student was doing in her classroom
- Worked on the Project Connect newsletter
- Communicated with district computer staff about improving our access to student information
- Left work at 4:30 p.m. ■



NATIONAL ASSOCIATION FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

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UPCOMING BOARD MEETINGS:
Tuesday, September 12 - Executive Committee
Tuesday, October 10 - Full Governing Board

NAEH CY, a national grassroots membership association, serves as the voice and the social conscience for the education of children and youth in homeless situations.

NAEH CY 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.

NAEH CY 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 by visiting our web site.

Street Youth Program...

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vent truancy action from the school. Sue's parents then threatened to withdraw Sue from school if she tried to enroll herself. As Sue's legal advocate, I used the homeless education laws to enroll Sue immediately and worked with the homeless liaison to ease the transition back to school. In the meantime, I sought a protective order from the court that would prevent Sue's parents from withdrawing her from school. We recognized Sue's right to attend school immediately even if that meant reenrolling her every time her parents withdrew her before the protective order was issued.

Creating a mobile legal aid clinic for homeless youth is a great way to connect homeless youth to an education. However, if that is not possible, there are ways to provide homeless youth with the tools needed to advocate for their educational rights. Because many homeless youth are unaware of their educational rights or don't realize that they are homeless, outreach is essential to connecting homeless youth with an education. Outreach is most effective when organized through social service providers and schools and presented directly to at-risk and homeless youth. Due to the high mobility of homeless youth it is important to provide all information about their educational rights in one session with brochures and handouts that youth can take with them. It is also helpful to provide information in one packet that includes state and federal laws, local and state school board policies, information on all options available to earn high school credit, GED programs, educational programs aimed at pregnant and parenting teens, and contact information for homeless liaisons, the homeless liaison state coordinator, and legal aid providers. By being a reliable and consistent presence in the lives of youth, you can provide outreach and advocacy to help them enroll, attend and succeed in school. ■

- 1. http://www.nrsicrisisline.org/mediakit.pdf
2. Survey Research Laboratory University of Illinois at Chicago, "Unaccompanied Homeless Youth in Illinois: 2005," December 2005 can be found at http://www.srl.uic.edu/Publist/StdyRpts/HomelessYouthIllinois2005.pdf
3. Survey Research Laboratory University of Illinois at Chicago, "Unaccompanied Homeless Youth in Illinois: 2005," December 2005 can be found at http://www.srl.uic.edu/Publist/StdyRpts/HomelessYouthIllinois2005.pdf
4. See 42 U.S.C. § 11432(g)(3)(C)(i)(2002), 105 ILCS 45/1-20
5. See 42 U.S.C. § 11431(2)(2002)

Legislative Update...

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ICH Director, Philip Mangano, argued against the resolution, asserting that labeling people who are doubled-up as "homeless" would be stigmatizing; that it would overwhelm the HUD homeless assistance budget; dilute current efforts to address "chronic" homelessness; and interfere with current 10-year-plans to "end" homelessness.

The campaign to expand HUD's definition now moves forward to the legis-

lative arena. Congress has begun consideration of the reauthorization of the HUD McKinney-Vento programs through S. 1801 and H.R. 5041. Expanding HUD's definition will be a key element of the advocacy of NAEHCY and our many national, state, and local partners. Please contact your members of Congress and ask them to include a definition of homelessness that is inclusive of all people who lack a fixed, regular, and adequate place to call home. ■