



THE BEAM

Advocates Seek to Improve Homeless Education in New York

The following article demonstrates the critical role of legal advocacy to ensure the rights of children and youth experiencing homelessness. We thank Joy Moses, education staff attorney for the National Center on Homelessness and Poverty, for providing this update.

By early 2004, a long-term monitoring project by the National Law Center on Homelessness and Poverty (NLCHP) had revealed a persistent and pervasive pattern of problems affecting approximately 2,000 homeless children in Suffolk County, New York. Behind the statistics were children and youth such as A.B., a high school student who was displaced from her home when her mother decided to flee a domestic violence situation. A.B. and her mother lived with family members until they were forced to seek housing from county social services. Once in the system, they were required to move to a different temporary shelter every night. They soon found that many school districts either ignored, or were unaware of, McKinney-Vento. Old schools refused to enroll A.B. because she was no longer a resident of their districts. New schools refused to enroll her because she didn't have proper records. In short, social services subjected A.B. to a stressful nomadic lifestyle and the county school districts denied her an education and proper services to accommodate her disability.

In seeking to assist A.B. and countless other current and future homeless children, NLCHP, the Long Island Advocacy Center, and the law firm of Goodwin Proctor decided to sue various Suffolk County school districts, the New York State Education Department (NYSED), and the county and state social services agencies. The lawsuit, which was filed in February 2004, contends that the defendants have neglected to adhere to McKinney-Vento's school of origin, immediate enrollment, and transportation requirements. Also of concern is a local social services policy that requires children to miss school (potentially for several days) in order to wait in a government office for emergency housing for their families.

By the end of the summer, all 14 of the school district defendants decided to settle with the plaintiffs. Essentially, they agreed to: 1) inform parents of their rights via informational posters, brochures, and one-on-one consultations; 2) identify more homeless students for appropriate services by asking relevant questions during the processes of enrollment and withdrawal; 3) decrease waits for transportation services; 4) increase the availability of staff trainings and support; and 5) reform their dispute resolution processes.

The plaintiff homeless children are continuing to pursue their case against the other defendants. NLCHP remains concerned about the lack of resources NYSED dedicates towards training, monitoring, and the provision of technical assistance to school district personnel. NYSED's current dispute resolution process also erects barriers that make it difficult to appeal school district educational decisions to the state commissioner of education. Requirements for filing fees, word-processed documents, and official service are burdens that prevent homeless families from seeking adequate educational solutions for their children. Finally, the plaintiffs seek changes to harmful social services policies that cause children to miss school.

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NAEHCY invites you
to submit articles for
publication in
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President's Message

Dear Fellow NAEHCY Member:

Through the BEAM and our national conference, the National Association for the Education of Homeless Children and Youth (NAEHCY) provides you with a means to voice your concerns, challenges, and successes. We are working diligently to produce the BEAM on a more regular basis and, as you can see in this issue, we are well on our way to planning another informative and energizing conference in 2005. These efforts need your support. Please consider writing an article or identifying topics that should be included in future issues of the BEAM. We recognize the wonderful expertise our membership brings to efforts that improve the lives and educational experiences of children and youth in homeless situations. In addition to writing an article for the BEAM, consider submitting a proposal to present next year. The request for proposals is included in this issue.

There are many ways to become involved in NAEHCY. All our committees are open to additional members. Furthermore, we are in need of volunteers to fill two positions for next year's board. One position is that of membership chair. Identifying ways to support our members is an ongoing focus of the Board and we are very interested in your input. If you would be willing to serve in such a capacity, please contact me at ppopp@naehcy.org. The second position that must be filled is that of advisory board member. The application for the advisory board position is included in this issue. Again, feel free to contact me with any questions.

Now that October 2004 has arrived, be sure to mark your 2005 calendars for October 22-25, 2005 to join us in New Orleans, LA for our 17th Annual Conference, "Everyone Believing - Every Child Achieving!"

Sincerely,
Patricia A. Popp, Ph.D.
NAEHCY President

2004 NAEHCY Awards Final Results

**Category I:
Outstanding School-Based Educational Program Providing Services to Students in Homeless Situations**
Madison Metropolitan School District, Transition Education Program

**Category II:
Outstanding Individual Working in a Program Sub-Category:
Non-Instructional/Staff**
Katherine Erskine, Liaison, Manchester, NH

**Category III:
Distinguished Leadership**
Sub-Category: Outside of NAEHCY
Asbury United Methodist Church, Lafayette, LA
Sub-Category: Within NAEHCY
Sheldon Winnick, Pennsylvania Homeless Education Video Project

**Category IV:
Outstanding Student or Class**
Nettie McDaniel's Fifth Grade Class, Paul Breaux Middle School, Lafayette, LA

**Category V:
Outstanding Media Presentation**
EHCY, Mobile County Public School System

**Category VI:
Sandra Neese Lifetime Achievement Award**
Shirley Abrams, Homeless Coordinator, Los Angeles County Office of Education

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This litigation and grassroots advocacy have drawn greater attention to the needs of homeless students in New York. The issue is now a subject of discussion in the state legislature—Scott Stringer, an assemblyperson representing a segment of New York City, released a report on homeless education in mid-September. It is hoped that the report's focus on school access and a lack of quality educational programs will lead to more discussion and changes in the state's homeless education program. The legislative report is on-line and can be found at www.scottstringer.com.

- NAEHCY -

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 enrollment and attendance, 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.

Membership is open to everyone with an interest in homeless education. Annual dues are \$40.00, which includes a discount on the annual conference and a subscription to *The BEAM*, the organization's newsletter. Dues also help support the website, printing, advocacy events, and the annual conference. Membership is good for one full year from date received in NAEHCY office.

To become a NAEHCY member please send annual dues to:
Darlyne L. Erickson, NAEHCY Business Manager, P.O. Box 26274, Minneapolis, MN 55426
Phone: 952/945-0228 - Fax: 092/930-9526 - E-mail: info@naehcy.org
<http://naehcy.org>



Collecting Data on the Standards and Indicators of Quality Mc-Kinney Vento Programs: The Rubber Meets the Road

Diana Bowman, Program Director, National Center for Homeless Education

In 2001, the National Center for Homeless Education (NCHE) convened a national task force to develop Standards and Indicators for Quality McKinney-Vento programs. Subsequently, in 2003-2004, NCHE piloted a project with seven school district programs to (1) collect data to determine the feasibility and utility of collecting the data utilizing the Standards and Indicators and (2) obtain input for the development of a guidebook to assist local programs in collecting data for program improvement. Feedback from the seven sites provided a wealth of insight into the data collection process and strategies for using the Standards and Indicators for program improvement.

In general, performance standards and indicators can serve multiple purposes. They can:

- Provide a measure of accountability to assess the effectiveness and worth of a particular program
- Serve as a mechanism to monitor program progress and to provide data for mid-course corrections as needed
- Identify areas in which improvement is needed
- Provide performance information on program progress and accomplishments that staff can share with stakeholders

Standards and indicators are valuable in enabling program coordinators to describe what is happening in a program. However, they do not explain why things happen in and of themselves. Collecting data on performance indicators is frequently a precursor to more in depth studies.

Several challenges face homeless program coordinators when collecting data. Collecting data on students experiencing homelessness can be complicated, time consuming, and expensive. Locating sources for existing data requires persistence, and developing reliable instruments requires expertise. Data collectors in the pilot sites found the task of collecting data on *all* the Standards and Indicators of Quality McKinney-Vento Programs overwhelming.

Although pilot project coordinators originally envisioned the development of a common database with elements reflecting the Standards and Indicators, the reality of implementing such a database among the seven sites revealed that each program and context is unique. A “one-size fits all” approach proved cumbersome and impractical.

Nevertheless, the pilot sites all reinforced the importance of utilizing the Standards and Indicators as a basis for program improvement and felt that the data led to important local program and policy decisions.

Recommendations. The pilot sites offered the following recommendations, which are compiled and explained in detail in a guidebook for collecting data using the Standards and Indicators for Quality McKinney-Vento Programs:

1. Review your program’s strategic plan to determine how the Standards and Indicators align with your program’s current mission and goals, and determine the applicability and utility of each of the Standards and Indicators.
2. Focus your program’s data collection process primarily on the five Standards. The Indicators are only suggested measurement items that may be revised to fit your program. However, you should not revise the current Indicators to lower the vision for what your program should accomplish.
3. Collect data first on one or two of the Standards that can be integrated into your current data collection system; then, incorporate the remaining Standards and their appropriate indicators (ones provided from NCHE or ones you have developed for your program) into the system one-by-one. This process will help your program strengthen its data collection capacities over time in a manageable way.
4. Use the Standards as leverage in your district to communicate the importance of homeless education issues and to emphasize the need for improved data collection methods. For example, one site used the Standards as a catalyst to discuss the need for more consistent, reliable, and formal educational assessments in the district to ensure students experiencing homelessness are being placed immediately and appropriately in the classroom.
5. Create an informal network of homeless education professionals in your region. Learn from one another’s experiences, and share tools, processes, and resources.

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Next steps. NCHE will make the *McKinney-Vento Standards and Indicators Guidebook* available on the website (www.serve.org/nche) in early November. All users are encouraged to provide feedback and recommendations. Also, NCHE will facilitate a second phase of the pilot project in which a cohort of 12 sites will collect data on the Standards and share strategies and resources. Feedback from the sites will be used to expand the guidebook. In addition, a new task force will review the 2001 Standards and Indicators of Quality McKinney-Vento programs and revise them as determined necessary.

If your district is interested in participating in the next phase of the pilot project, contact Diana Bowman, Program Director, NCHE at dbowman@serve.org or 336-315-7453 or 800-755-3277.

Standard and Indicators of Quality McKinney-Vento Programs

Standard 1. Within one full day of an attempt to enroll in a school, children and youth experiencing homelessness will be in attendance.

Standard 2. Pre-k to 12 children and youth experiencing homelessness will have stability in school.

2.1. Attendance rates will be at or above the relevant district average.

2.2. Students will remain in the school of origin for the period of homelessness or, if permanently housed, for the remainder of the school year, unless parents or unaccompanied youth requested transfer to another school.

Standard 3. Children and youth experiencing homelessness will receive specialized services when eligible.

3.1. Preschool children experiencing homelessness will participate in public preschool (Head Start, Even Start, State pre-K, Special Education, meals Gifted, ESL, and Title I pre-school program).

3.2. Children and youth experiencing homelessness will receive Special Education and related services when eligible.

3.3. Children and youth experiencing homelessness will receive appropriate services, based on assessment of individual needs, through some combination of resources, including, but not restricted to Title I, McKinney, or other funds.

Standard 4. Parents or persons acting as parents of children and youth experiencing homelessness will participate meaningfully in their children's education.

4.1. Parents or persons acting as parents will have a face-to-face conference with the teacher, guidance counselor, or social worker within 30 days of enrollment.

4.2. Parents or persons acting as parents will be provided with individual student reports informing them of their child's specific academic needs and achievement on academic assessments aligned with state academic achievement standards

4.3. Parents or persons acting as parents will monitor or facilitate homework assignments.

4.4. Parents or persons acting as parents will share reading time with their children (i.e., parent reads to child or listens to child read).

4.5. Parents who want parent skills training will attend available programs.

4.6. Parents or guardians will demonstrate awareness of McKinney-Vento rights.

4.7. Unaccompanied youth will demonstrate awareness of McKinney-Vento rights.

Standard 5. Children and youth in grades 3-12 who are experiencing homelessness will meet their states' academic standards.

5.1. Performance on standards-based assessments in reading and math will be within or above the proficient range or will show a one-for-one gain.

5.2. Rates of promotion to the next grade level will be at or above the district average.

5.3. Rates of high school graduation or equivalent will be at or above the district average.



National Association for the Education of Homeless Children and Youth

Request for Proposals
For the 17th Annual Conference

“Everyone Believing - Every Child Achieving!”

*October 22-25, 2005
Hyatt Regency New Orleans at the Louisiana Superdome*

Hosted by

**National Association for the
Education of Homeless Children and Youth**

In Partnership With

Louisiana Department of Education

The National Association for the Education of Homeless Children and Youth (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 enrollment and attendance, 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.

Introduction

NAEH CY cordially invites presenters to submit the Presentation Proposal for the 17th Annual Conference at the Hyatt Regency New Orleans at Louisiana Superdome. The Conference will be held October 22-25, 2005.

The Conference theme is ***“Everyone Believing – Every Child Achieving!”*** We are in search of education and community-based presenters who represent diverse backgrounds, roles, responsibilities, and experiences in serving homeless children and youth.

Purpose

The 17th Annual Conference will provide research-based and best practice professional development opportunities that focus on ensuring that every child and youth experiencing homelessness is successful – academically, personally, and socially.

Over the past sixteen years, the National Association for the Education of Homeless Children and Youth Conference has been a showcase that provides updates on and implementation strategies for policies and practices, as well as strategies on implementation, that support families, children, and unaccompanied youth experiencing homelessness across the United States. Workshops and pre-conference institutes are intended to create a common vision, to be practical, and to model strategies proven effective or successful in helping children and youth from homeless situations succeed. This Conference's success will result from the expertise of our presenters to enable participants to develop a better understanding of how to achieve success for homeless children and youth.

Audience

We anticipate over 600 attendees from throughout the United States and its territories, including state coordinators for the education of homeless children and youth, local homeless education liaisons, homeless service providers, educators, policy-makers – and **all** who care about ensuring school academic achievement and the overall success for children and youth whose lives have been disrupted by the lack of safe, permanent, and adequate housing. Attendees will include those who have worked in homeless education for many years, as well as those who are new to the field.

Presentation Themes

- **Legislative Issues** – Head Start, IDEA, and the Higher Education Act Reauthorizations, McKinney-Vento, and NCLB
- **Maximizing Title I Resources** – State and local agency Title I-funded exemplary projects
- **Evaluation and Research** – State and local programs designing and collecting relevant qualitative and quantitative data
- **Collaborative Support Systems** – State and local programs working together, including faith-based organizations
- **Positive Youth Development** – Local delivery systems that support resiliency in educational, social, and behavioral aspects of the lives of children and youth
- **Accelerating Student Achievement** – State and local successful instructional strategies, learning resources, research, and initiatives to enhance learning
- **Culturally-Oriented Services** - Programs that meet the needs of children, youth, and their families from diverse backgrounds, including English language learners
- **Affordable Housing** – State and local exemplary initiatives that include outcomes related to education

Presentation Criteria

We anticipate providing approximately 60 workshop sessions and three-to-five pre-conference institutes during the three-day Conference and Pre-Conference. Sessions will be 75 minutes in length (single session) or 135 minutes, with a break (double session). Pre-Conference Institutes can encompass a half day or full day prior to the official opening of the Conference.

Sessions typically draw 40 to 80 participants. Presenters will be responsible for the duplication of the session's handouts and materials. Information about estimated attendance will be provided to presenters closer to the date of the conference.

The Presentation Review Team will select proposals, and potential presenters will be notified of the outcome. Decisions regarding proposals will be based on quality of the proposal, program needs, and goals of the Conference. Proposals will be ranked based on the following criteria:

- Presentation clearly addresses one of the Presentation Themes.
- Presentation objectives are clearly defined.
- The focus addresses a critical issue related to homelessness and education.
- Participants attending the session will obtain useful information to assist in more effectively meeting the needs of homeless children and youth.

Courtesy for Presenter

*The registration fee will be reduced by \$100 dollars for **one** workshop presenter.* If you have a "team" presentation, the team leader's registration fee will be the one that is reduced.

Submission Guidelines

1. Complete the enclosed two-page Presentation Proposal Form, including:
 - a. A 300-400 word summary of your session (or Pre-Conference Institute). Describe in detail the objective(s) of your session, how much time it should take, and the outcome(s) that participants should expect; and
 - b. A 50-word session description. The title and session description should be brief, descriptive, and result-oriented. Please spell out acronyms and edit carefully. If your session is selected, the information provided will be used in the Conference Program.
 - c. Note your preference for a single or double session, and note any day or time constraints you have.
2. Proposals should be submitted electronically (Microsoft Word is preferred). To assist reviewers, the filename should include the lead presenter's last name. If more than one proposal is submitted, ensure that each filename is distinct. Please submit the requested information as an attachment via email to conference@naehcy.org **no later than March 1, 2005**. Questions about the submission process may be sent to this email, as well. *If you are unable to submit your proposal electronically, call 1-866-862-2562.*
3. Audio visual requirements: NAEHCY will provide a screen and overhead projector in each room. Microphones will be provided in larger sessions. Additional equipment will be the speaker's responsibility.

NAEHCY's 17th Annual Conference
"Everyone Believeing - Every Child Achieving!"
 October 22—25, 2005
 Hyatt Regency New Orleans at the Louisiana Superdome

Presentation Proposal Form
Proposals must be received by March 1, 2005 and should be sent to conference@naehcy.org
Presenters will be notified of acceptance by June 1, 2005

Presentation Title: _____

Length of time needed for presentation:

- 75 minutes (single session) 135 minutes (double session)
 Pre-Conference Institute – ½ day Pre-Conference Institute – 1 day

Presenter's Information

May we print your contact information in the Conference Program?

- Yes No

Presenter's Name/Title: _____

Organization: _____

Address, City, State, Zip Code: _____

E-mail address: _____

Telephone: () _____ **Fax:** () _____

(Please attach contact information for all co-presenters and/or panel members.)

Session Information

PLEASE ATTACH THE FOLLOWING:

- Brief Biography of Speaker(s):** 50 - 100 words
- Session Description (for program):** maximum of 50 words
- Summary of Presentation:** Briefly state the objective(s) and expected outcome(s) of the session. Describe who would benefit most by attending your session. State the essential elements or components of your presentation that address the Presentation Themes. (300 - 400 words)

**National Association for the
Education of Homeless Children and Youth**

**SEEKING NOMINATIONS FOR ONE AT-LARGE DIRECTOR TO SERVE ON NAEHCY BOARD OF DIRECTORS
2004-2006**

NAEHCY is seeking an at-large member for its Board of Directors. Article III of the NAEHCY Bylaws designates three positions reserved for "at-large directors." Pending approval of an amendment to our bylaws for a two-year term, the Board of Directors will appoint one additional individual to this position in November 2004 to serve a term of two years beginning in December 2004. Individuals from local school districts or from national or local homeless service organizations are encouraged to apply.

Responsibilities of the position include attendance at all Board of Directors meetings during the annual conference; participation during regular (bi-monthly) teleconferences that constitute meetings of the Board of Directors held between annual conferences; participation on one or more NAEHCY Standing or Ad Hoc Committees; other duties as assigned by the President.

To nominate yourself or another individual, please **complete the form below and submit by November 1, 2004**, by fax, email, or regular mail to:

NAEHCY
PO Box 26274
Minneapolis, MN 55426
ATTN: Patricia A. Popp, NAEHCY President

Phone: 757-221-7776
FAX: 757-221-2988
Email: pxpopp@wm.edu

IMPORTANT: Please **attach additional sheets to provide more information** about the nominee, such as commitment to NAEHCY and the work of the Board of Directors, including its meetings and communications; a presentation of ideas to move the Association toward its goals; and dedication to the cause of reducing the barriers to public education for homeless children and youth so they may have access to school and opportunities to attain the highest educational standards.

Nominees may be contacted for additional information. Appointees will be notified during November 2004. Candidates who are not selected at that time will be placed on a reserve list for future Board position openings.

NAEHCY BOARD OF DIRECTORS 2004-2006

Nomination Form

Name of Nominee Title (if applicable)

Agency or Organization (if applicable)

Mailing Address City State Zip Code

Telephone FAX # Email address

LEGISLATIVE UPDATE

October 2004

Barbara Duffield, NAEHCY Policy Director

As the second session of the 108th Congress comes to a close, major education legislation remains unfinished business. The 109th Congress will pick up where the 108th left off, continuing work on the reauthorization of the Individuals with Disabilities Education Act the reauthorization of the Head Start Act, and the reauthorization of the Higher Education Act.

FY2005 Appropriations for the EHCY Program

The House passed its version of FY2005 Labor, HHS, Education Appropriations bill, H.R. 5006, on September 9, 2004. H.R. 5006 included \$70 million for the McKinney-Vento Act's Education for Homeless Children and Youth (EHCY) program, which is a \$10 million increase from the FY2004 level, and represents the full authorized funding level for the EHCY program. The Senate bill, S. 2810, includes \$62 million, a \$2 million increase from the FY2004 level. Once the Senate bill is passed, a House-Senate conference committee will meet to work out the differences between the two bills.

Please urge your Members of Congress to support the higher funding level of \$70 million contained in H.R. 5006. Addresses and phone numbers for Members of Congress may be found at <http://www.senate.gov> and <http://www.house.gov> For more information, please contact Barbara Duffield at bduffield@naehcy.org

National Groups and Members of Congress Raise Questions about the Samaritan Initiative

(Reprinted with permission from the NPACH Report, Vol. 1, No. 6. The NPACH Report is the newsletter of the National Policy and Advocacy Council on Homelessness, <http://www.npach.org>)

On July 13, 2004, the Subcommittee on Housing and Community Opportunity of the House Financial Services Committee held a hearing on the Samaritan Initiative Act (H.R. 4057). The legislation, introduced by Congressman Rick Renzi (R-1st/AZ), helps form the centerpiece of the Bush Administration's "chronic" homeless initiative by combining \$70 million in funds from the Department of Housing and Urban Development (HUD), Health and Human Services (HHS), and Veteran Affairs (VA) to provide supportive housing and services for those who meet the definition of "chronically homeless." Introduced on March 30, 2004, the Samaritan has 26 co-sponsors.

The vast majority of panelists and Representatives who attended the hearing supported expanding the definition of homelessness under the proposed legislation. Testifying on behalf of Catholic Charities, Lutheran Services of America, and Volunteers of America, Jim Mauck, President and CEO of Catholic Charities of the archdiocese of Denver, recommended the inclusion of families. Mauck asserted that "the Samaritan initiative relies on a definition of a 'chronically' homeless person that categorically rejects families with children, even families with disabled members who have suffered often repeated and extended periods of homelessness. This critical exclusion, combined with policies being advanced by HUD, will hinder the efforts of homeless service providers to assist many homeless families with children in their struggle to achieve stability." In its written testimony, Catholic Charities, Lutheran Services, and Volunteers of America further recommended the adoption of the Department of Education definition of homelessness for subsequent legislation to "capture the reality experienced by many homeless families." http://www.catholiccharitiesusa.org/news/testimony/content_displays.cfm?fuseaction=display_document&id=468&location=7

Representative Arthur Davis (D-7th/Alabama), received unanimous affirmation from the national advocates panel as to whether the committee should seek an expanded definition of homelessness, and Samaritan author and original sponsor Rick Renzi offered that he too was "open to an amendment on the definition of homelessness." Renzi declared himself "willing to work [with Members] during the markup period at looking at what an amendment might be on the definition, particularly given all the testimony we have gotten here today."

Despite strong support among Members and national groups for an expanded definition of homelessness in the Samaritan Act, Interagency Council on Homelessness (ICH) Director, Philip Mangano, resisted the idea, observing "I think other initiatives are being fostered to address concerns of other profiles of homeless people."

Throughout the hearing, several Members and panelists cited the need to substantially increase funding of existing housing and homelessness programs, and for Congressional support of legislative vehicles such as the Bringing America Home Act (H.R. 2897, with 56 co-sponsors) and the National Housing Trust Fund Act (H.R. 1102, with 214

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Searching for Research and Information

Diana Bowman, Beth Hartness, and Jan Moore
National Center for Homeless Education

Educators, program coordinators, and service providers frequently need information and research on issues related to homeless children and youth. In this age of electronic technology, information is readily available on-line if you know where to look.

Here are several ways to access on-line materials at no charge:

1. Search engines
From the Google home page (<http://www.google.com/>), you may be surprised how much information you can retrieve by doing a search for your state (or county) and homeless(ness). Also from the Google home page, by clicking on “more”, “Special Searches”, and “Google US Government”, you can search all US government websites.
2. Education Resources Information Center (ERIC)
The ERIC database at <http://www.eric.ed.gov> provides research and information on educational topics. The collection consists primarily of electronic bibliographic records describing journal and non-journal literature selected by ERIC from 1966 – 2003 that meet the requirements of the Education Sciences Reform Act of 2002.
3. Electronic subscription databases for periodicals, books, dissertations, etc.
Having usage rights to a university or college library grants you automatic access to their distance educational resources allowing you to search these licensed databases on-line. Many states also provide access to subscription databases for their residents. Contact your state and/or local public library for guidance.

Naturally, you'll want to search educational databases but, depending on your topic of interest, you may also find that databases from many other fields provide useful resources on issues related to homeless children and youth. Try searching sociology, social work, political science, and psychology databases for a broader range of information.

4. Institutes and foundations that publish policy briefs and other homeless information.
Examples include:
 - a. The Annie E. Casey Foundation website (<http://www.aecf.org/>) has information on a multitude of issues that affect children. In addition to research and publications, there are reports on initiatives and projects.
 - b. The Institute for Children and Poverty website (<http://www.homesforthehomeless.com/>) has downloadable fact sheets, reports, and data.
 - c. The website for Chapin Hall Center for Children at the University of Chicago (http://www.chapinhall.org/home_new.asp) features data and publications on wide variety of issues concerning children and families.
5. The Department of Education's What Works Clearinghouse website (<http://www.w-w-c.org>) offers a set of databases and reports that provide reviews of the effectiveness of educational interventions based on randomized experimental studies.
6. A search of the US Department of Education website (<http://www.ed.gov>) brings up links to legislation, data collection, funding, and other issues related to homeless education.
7. Data / Statistical information
 - a. NCCP Reports – Young Child Poverty. This publication (<http://cpmnet.columbia.edu/dept/nccp/99uptext.html>) continues the series of reports and statistical updates from the National Center for Children in Poverty (NCCP) about young child poverty in the United States. It incorporates the most recent data from the Census Bureau's Current Population Survey.
 - b. The online version of the KIDS COUNT Data Book (<http://www.aecf.org/kidscount/databook/>) allows you to generate custom graphs, maps, ranked lists, and state-by-state profiles.
 - c. The University of Michigan Document Center (<http://www.lib.umich.edu/govdocs/stats.html>) offers dozens of topics with related links to statistical resources on the web.
 - d. US Conference of Mayors Hunger & Homelessness Survey 2003 (<http://www.usmayors.org/uscm/hungersurvey/2003/onlinereport/HungerAndHomelessnessReport2003.pdf>) reports findings of an assessment of the status of hunger and homelessness in America's cities during 2003.
8. The NCHE website (www.serve.org/nche) Info by Topic section includes links to on-line resources on topics pertinent to the education of children and youth experiencing homelessness.

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co-sponsors), initiatives that forward a comprehensive national anti-homelessness agenda. The strongest concern raised at the hearing, however, was the Administration's proposed cuts to the Section 8 program. Members questioned the apparent trade-offs and seeming contradictions between the \$70 million proposed under the Samaritan Act, and the \$1.6

billion cut to the Section 8 program contained within the President's 2005 budget. Congressman Barney Frank (D-4th/MA) challenged Bush Administration witness ICH Executive Director Philip Mangano to explain how the Administration reconciled the proposed cuts with its stated goal of "ending 'chronic' homelessness" within ten years. (For a transcript, please see <http://www.npach.org/SamaritanTestimony.pdf>)

Congressman Bernie Sanders (I-At Large/Vermont) summarized the policy contradictions with the following observation: "Mr. Chairman, let us not delude ourselves: \$70 million within the context of the problem of homelessness and affordable housing in this country is not a real solution to the affordable housing crisis that our country is experiencing. And I might add, at the same time that the administration is supporting a new \$70 million program to combat homelessness, it is also lobbying Congress for a \$1.6 billion cut in the nation's most important affordable housing program in this country, the section 8 rental assistance program."

The Bringing America Home Act

H.R. 2897, the Bringing America Home Act, is a comprehensive bill designed to end homelessness in the United States. It includes housing, health, income and civil right components.

H.R. 2897 would:

- Align the HUD definition of homelessness with the McKinney-Vento education definition. Not only would this address the confusion that results when agencies are forced to contend with different definitions for program eligibility, but it would open the door for many people -- especially families with children and unaccompanied youth -- who have been excluded from shelter and services because they do not fit HUD's narrow definition of homelessness.
- Require that HUD community planning boards include the participation of the school district liaison
- Require that HUD-funded agencies consider the school stability of children when shelter placements are made in order to limit educational disruption.

The enactment of the Bringing America Home Act is a critical strategy to increase the school success of America's most vulnerable children, and thus to ensure their brighter futures. Please urge your U.S. Representatives to sign on to H.R. 2897! Phone and fax information for U.S. Representatives may be found at <http://www.house.gov>

If you would like to receive regular legislative updates via email, please contact Barbara Duffield, NAEHCY Legislative & Advocacy Chair, at email bduffield@naehcy.org or 202/364-7392.

National Hunger & Homelessness Awareness Week

Nov. 14 - 20, 2004

Co-sponsored annually, one week before Thanksgiving, by the National Coalition for the Homeless and the National Student Campaign Against Hunger. During this week, schools, communities, and cities take part in a nationwide effort to bring greater awareness to the problems of hunger and homelessness.

NEW 2004 Awareness Week Manual is available at: <http://www.nationalhomeless.org>

- NAEHCY Partners -

National Center for Homeless Education at SERVE

<http://www.serve.org/nche/>
Toll free helpline 800/308-2145
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National Law Center on Homeless & Poverty

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The Beam

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<http://naehcy.org>



New Orleans 2005 Spotlight Keynote Address by Douglas Reeves, Ph.D.

We know that great strides have been made to improve educational access for children and youth who are homeless. Now our efforts increasingly focus on student success. Including students who are experiencing homelessness in our accountability systems continues to gain greater attention as the consequences of failing to meet adequate yearly progress (AYP) become more extensive.

Dr. Douglas Reeves is chairman and founder of the Center for Performance Assessment, an international organization dedicated to improving student achievement and educational equity. Dr. Reeves is a frequent national and international keynote speaker and is a faculty member of leadership programs sponsored by the Harvard Graduate School of Education. Among the seventeen books authored by Dr. Reeves is the best-selling *Making Standards Work*, currently in its third edition. His other books include: *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results*, *Accountability for Learning: How Teachers and School Leaders Can Take Charge*, and *The Leader's Guide to Standards: A Blueprint for Educational Excellence and Equity*. Dr. Reeves has been selected for the Harvard Distinguished Authors Series twice and was selected for a Parent's Choice Award recognizing his writing for children and parents.