



November 2006

The Beam

Editor: Jodi Mincemoyer (VA)

Editorial Advisory Board:

Barbara Duffield (NAEHCY)
Brenda Myers (SC)
Tim Stahlke (TX)
Lynda Thistle Elliott (NH)

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

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

Deadline for the Winter issue is
January 12, 2007.

Deadline for the Spring issue is
April 12, 2007.

Inside this issue:

| | |
|-------------------------------|---|
| Feed The Children | 1 |
| State Coordinator Reflections | 2 |
| Bus Drivers Embark on Plan | 3 |
| Education and Foster Care | 4 |
| Publications from NCHE | 5 |
| Business Approach to M-V | 6 |
| Legislative Update | 6 |
| Salute to LeTendre Scholars | 7 |
| NAEHCY's Mission | 8 |
| Voices From the Gulf | 8 |

New Partnership Feeds Bodies and Minds

Contributing writer, Elaine Gantz-Wright, Feed The Children

NAEHCY and Feed The Children are proud to announce a new strategic partnership that will connect homeless students with the resources they need to help ensure their educational success. This new alliance is in response to the alarming surge in the number of homeless families in the United States.

Without the basic necessities of life, including food to support a functioning body and school supplies to support effective learning, a child may be doomed to poor academic performance. Failure is often an outcome, as is physical pain, isolation and embarrassment.

Larry and Frances Jones founded Feed The Children in 1979 to stop the needless suffering and death of children in a world full of food. Today, the organization has become one of the nation's largest charities dedicated to feeding the bodies and minds of hungry girls and boys.

"Partnering with NAEHCY will help children and families who are hurting," said Larry Jones, Founder and President of Feed The Children. "These are lives we can help save and change. It's not so much a hand-out, as it is a hand-up."

This year alone, Feed The Children has provided school and educational supplies to more than 1,000 schools through educational outreach programs.

Now, Feed The Children and NAEHCY have committed to distributing 47,000 backpacks to homeless children from coast to coast. Each backpack is filled with non-perishable food items, grade-appropriate school supplies, such as books, paper, notebooks, pens, pencils crayons, glue, scissors and binders, and personal hygiene items, such as a toothbrush, toothpaste, shampoo, comb, brush and soap. And this is just the beginning. This new partnership is expected to expand assistance to homeless school children today and in years to come.

With a robust distribution infrastructure, Feed The Children has a proven track record of delivering food and other supplies directly to hungry children and homeless families. In fact, the US Department of Education recognizes Feed The Children as an example of effective nonprofit collaboration at the state level. Feed The Children serves as a valuable resource for the food and tangible items many homeless families cannot afford, but need to survive and thrive.

As awareness grows among all 50 states, the NAEHCY/Feed The Children partnership will be positioned to expand further access to necessary essentials and food — reaching even more children in need.

"Feed The Children can now help children and families in another important way — keeping them in school while keeping them fed," Larry Jones added. "It's critical that we reach these homeless young people with the tools they need to succeed and the hope to make it possible."

Today, Feed The Children stands ready to take the lead in driving distribution collaborations across America. Please contact Feed The Children to learn more about increasing resources for struggling homeless students in your state. Visit our Homeless Education web site at www.HelpFTC.org. ■

Reflections on a Year...

In August of 2005, I became Missouri's State Homeless Coordinator. After being on the job for a couple of weeks, Hurricane Katrina hit. In addition to calls for technical support from school districts, I was called into various meetings and conference calls with department staff discussing how to handle the arrival of students from hurricane affected regions. The biggest challenge was for the districts that had never received a homeless student and had questions about enrolling students without immunization and school records. The schools really came through, learned quickly, and took in the students without any problems.

After the enrollment of hurricane evacuee's settled down, I was faced with a new challenge. We received two homeless appeals at the state level. After gathering information from all parties involved, we were able to make decisions on whether or not these students met the McKinney-Vento definition and if there were barriers placed in front of these students.

Our state has quarterly meetings for homeless

Reflections on a Career...

Ray Morley, who has been working in homeless education since the Stewart B. McKinney Act was passed in 1987, reflects on the progress made in the field over the last 20 years and provides a vision for the future.

The education of homeless children has progressed from no insight or care to definite awareness and some care. It is wonderful to have achieved the status of a liaison in every public school district in the country; their influence in the lives of children and youth experiencing homelessness can be truly powerful. Helping the liaisons to address their roles comprehensively is our ever-present task. Moreover, we have to recognize this area of work as critical to the future of this initiative to address homelessness. To this end, the National Center for the Education of Homeless Children provides critical support in research and publication.

We still have much work to do because not all public school districts presently recognize homelessness as a concern. In particular, new teachers and administrators being trained for public school responsibilities do not always receive the background necessary to address homeless issues they will confront in the schools. College level training programs should be augmented to include research and discussion of the barriers children in transitional living situations face in academic set-

By Kim Oligschlaeger, State Coordinator, Missouri

coordinators, shelter personnel, and Division of Family Services in the two largest areas, Kansas City and St. Louis. I was able to distribute the Local Homeless Education Toolkit and issue briefs from NCHE at these meetings and discuss them in detail. In addition, we also have guest speakers that address issues ranging from transportation to residency issues.

The biggest challenge I face is working with districts that do not want to enroll students who are not living with their parents or legal guardians, whether homeless or not. Another challenge is determining when homelessness becomes fixed, regular, and adequate. We are able to work out these barriers and keep kids in school through many phone calls and meetings.

The McKinney-Vento legislation, guidance, and NCHE, NAEHCY, and NLCHP web resources and listservs were great assets for me as I muddled my way through my first year. I also received advice and guidance from our legal counsel and from Gary Rutkin at the US Department of Education when I got into a grey area. With all these resources, our state was able to ensure homeless children and youth were enrolled in school. ■

By Ray Morley, State Coordinator, Iowa

tings.

Comprehensive school plans should never be acceptable without addressing homeless and other at-risk children and youth. Under *NCLB*, all schools must develop comprehensive planning. At minimum, our goal must be to have the primary barriers to schooling brought about by homelessness be addressed directly within school improvement initiatives.

Strategic planning at the state level, involving all major state agencies, should focus on education parameters as center to the discussion and goals. Housing issues, health issues, transportation issues, etc. must not be allowed to bury the education issues. State coordinators must be aware of and participate in the comprehensive planning going on in other agencies.

Federal funding for homeless education programs remains an incentive for states to act on behalf of children in need. However, the funds have stayed at a very basic level, inhibiting growth in services. It is up to states to develop funding support to cover the needs of our homeless children, with the federal funding remaining intact. However, the magnitude of the challenges will require states to get the job done.

We have responsibility to bring the issue of permanent affordable housing forward with housing authorities and shelter planning groups. Stabilizing the life of a homeless child has been and remains the key to increas-

Bus Drivers Leave No Child Behind

*By Denyse Doerries, Ph.D., Co Director/Behavior Specialist
Training and Technical Assistance Center, College of William and Mary (W&M T/TAC)*

Imagine educating 54 students with your back to them and only a small mirror to check on their progress. That is the job of school bus drivers! Homeless education liaisons rely on creative district transportation coordinators to pick up and deliver children around complicated living and family situations. The drivers are responsible for keeping everyone orderly and safe, regardless of each child's personal circumstances. The Newport News Public Schools (NNPS) Department of Transportation is developing an effective discipline model to make the bus drivers' job more manageable. As part of this effort, the transportation department is participating with five Newport News schools in the Virginia Department of Education Effective Schoolwide Discipline (ESD) priority project in conjunction with Old Dominion University and W&M T/TAC. The ESD project is a multi-layered proactive model that views discipline as an opportunity to teach new behaviors.

The Director of Transportation, Frank Labrecque, along with his ESD team, are partnering with these five schools are working to establish a clear set of positively stated expectations for appropriate behaviors, preventive strategies that include teaching the expected behaviors, a continuum of procedures for encouraging these behaviors, and methods for on-going data collection and analysis. The transportation department thinks of the buses as mobile classrooms that teach appropriate behavior and examines behavior by considering the 'quality of the transportation services' and how this relates to student behavior.

The following are the ESD steps translated by Mr. Bryant and his ESD team from a schoolwide discipline model to an "effective buswide discipline" model. It should be noted that Mr. Bryant and his team are charting new territory since typically such programs are designed for schools.

Step 1: Secure administrative support. This step was already established through the enthusiastic support and coordination of Jacob Wilson, Program Administrator, and Frank Labrecque, Director of Transportation.

Step 2: Form a leadership team. Because ESD is a long-term initiative (3-5 years), this step involves creating a leadership team to guide and direct the process of implementation and is representative of the stakeholders.

Step 3: Examine the practices that presently exist. Align current positive behavior interventions with the ESD policies and procedures to make a "good

fit."

The transportation department already provides intensive professional development and coaching to the bus drivers embedded within a multi-layer team structure of school-based and division-wide bus problem-solving teams led by "key bus drivers" who support and help each other problem solve around challenging behaviors and issues. Educating the teams and getting buy-in from the bus drivers for ESD can occur through these already established teams.

Step 4: Collect and analyze data. Mr. Bryant and his team assessed the baseline data concerning types of discipline issues, called "bus referrals," including when, where and on what buses they occurred; the experience of that bus driver; the length of the bus routes; the number of students on the bus; and the number of times a student was referred. A new school bus disciplinary or intervention form was developed to assist the bus drivers in dealing with day-to-day problems. These forms are completed and discussed with the "key bus drivers" before an action is taken. The Incident Referral Form, which is turned into the schools, are also being changed in collaboration with the school-based teams and coordinating team.

After the initial data was collected and analyzed, Mr. Bryant and his team brainstormed ways that problems on the buses could be addressed. Solutions included shortening bus routes where the majority of problems occurred, mentoring for less experienced bus drivers, placing the most experienced bus drivers on the most challenging buses. Other proactive strategies that the team discussed included the importance of establishing positive relationships between driver and riders, focusing on teaching appropriate student behaviors instead of relying too heavily on the use of punishment, greeting each child by name, creating a system for organizing seating arrangements, and creating a few clear rules.

Step 5: Create an action plan to include a positive reinforcement systems to encourage appropriate behaviors. The ESD team is in the process of planning additional professional development to address increasing positive reinforcement for appropriate behaviors and well as ways to share data with the bus drivers.

The Newport News Transportation Department ESD team believes that appropriate behaviors need to be taught and that NNPS, in actuality, has 414 mobile classrooms and 399 mobile teachers. What an opportunity to make a difference in the lives of students! ■

Education Needs of Children in Foster Care

By Children's Defense Fund

At any given time there are approximately 517,000 children living away from their birth families in foster families, group homes, or child care institutions. About 800,000 children are in foster care at some point during a year.¹

Children in foster care often face enormous barriers to educational success. In addition to the trauma of abuse or neglect that brings them into foster care, children in care must deal with the ordeal of being separated from their caregivers, siblings and community, not only once but for too many children, numerous times as children move frequently from foster home to foster home and often with very little notice. As they move from home to home and school to school, they experience delays in school enrollment and lose credit for classes because frequently their records don't follow them or fail to do so in a timely fashion. Although research demonstrates that 30 to 40 percent of children in foster care receive special education services, others have special needs that go unnoticed or unaddressed. Even when children have Individualized Education Plans (IEPs), they often do not move with them to new schools or new school districts, and the IEP process must start over.

The lack of communication between schools and child welfare agencies about children in foster care contributes to poor outcomes for some children in both short- and long-term foster care. Children who lack the services they need often fall behind in a way that makes dropping out more likely. Studies show that children in foster care have higher rates of grade retention, lower academic skills as measured by standardized tests, higher absentee and tardy rates, and higher dropout rates. A national study found that nearly half of all youth who emancipate do not have a high school diploma two to five years after aging out of foster care.²

Federal policy can play an important role in promoting better education outcomes for children in foster care. It can require schools and child welfare systems to share information and work together in order to meet the best interests of individual children. In addition to promoting collaboration, federal law can promote educational stability.

Congress began to address the special education needs of the children in foster care by including in its 2004 reauthorization of the Individuals with

Disabilities Education Act (IDEA) a number of important provisions designed to help children in the child welfare system access special education services in a more timely and appropriate manner.

Federal law currently provides some educational supports for children in foster care. In addition, federal policy should be amended to ensure that all children in foster care have access to the following basic protections:

- Timely assessment and identification of education and special education needs
- Continuity of services when children move from one school or one school district to another
- Timely transfer of school records as children in care move from one school or one school district to another
- The right to stay in the child's school of origin when safe and appropriate with transportation as needed
- An assurance that a child's placement change while in care takes into account the child's proximity to the child's current school
- Clarity about who can make educational decisions for a child in foster care, including the child's right to be heard about education decisions
- Availability of surrogate parents or another education decision maker for children if the court determines that it is not in the best interests of the child for the birth parent to make education decisions for the child
- Recognition of school credits and partial credits earned in another school district
- Consideration of school schedules when children are called to appear in court, meet with their caseworker or other related services
- Access to an education ombudsman to help address education issues they are facing ■

¹ US Department of Health and Human Services, Administration for Children and Families, Children's Bureau, "The AFCARS Report: Preliminary FY 2004 Estimates as of June 2006," at http://www.acf.hhs.gov/programs/cb/stats_research/afcars/tar/report11.htm. (According to preliminary estimates for FY 2005, as of September 2006, there are 513,000 children in foster care at given point in time; US DHHS, Administration for Children and Families, Child Welfare Outcomes 2003: Annual Report, Appendix E.

² Ronna Cook, A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth, Phase 2, Final Report (Rockville, Md.: Westat, Inc., 1992).

New Publications and Resources from NCHE

New Briefs

Some living arrangements fit neatly and precisely into the list of examples given in the McKinney-Vento definition of homelessness; others, however, require more consideration. *Determining Eligibility for Rights and Services under the McKinney-Vento Act*, a new brief in NCHE's *Best Practices in Homeless Education* series, offers step-by-step guidance on determining homelessness among children and youth and provides a framework for examining each child's living arrangement on a case-by-case basis.

NCHE also recently released *Prompt and Proper Placement: Enrolling Students without Records*. Incomplete records often result in classroom/curriculum placements that promote frustration and result in educational setbacks. To avoid this, schools must be able to make thoughtful and quick decisions about a student's classroom placement. *Prompt and Proper Placement*, also part of NCHE's *Best Practices in Homeless Education* series, offers teachers, school counselors, and other school personnel valuable tools and information to assist in making sound educational placements for students experiencing homelessness.

NCHE recently added two briefs exploring homelessness among immigrants and refugees to its *Best Practices in Homeless Education* series. One of the briefs is geared toward local liaisons for homeless education and the other toward Title III programs and community agencies. Based partly on interviews with local, state, and national practitioners, the briefs explain the challenges, including educational barriers, that many immigrant and refugee families encounter as they adjust to life in the United States, and share strategies for overcoming those challenges. Methods for determining eligibility among immigrant and refugee families for McKinney-Vento services are discussed along with suggestions for supporting the integration of immigrant and refugee students into US schools.

These and other briefs are available for downloading at www.serve.org/nche/briefs.php.

NCHE Training Resources on the Web

In response to requests from the homeless education field, NCHE is adding to the training resources available through its web site. NCHE's Training Resources webpage now includes all series of Homeless Education Issue Briefs, *The Local Homeless*

Education Liaison Toolkit, McKinney-Vento Online Training Presentations, PowerPoint Presentations for Downloading, State Coordinator's Handbook. Access these valuable resources at www.serve.org/nche/training.php

New for State Coordinators

State Coordinator's Handbook for LEA Monitoring, is a new document developed by NCHE as an addition to the State Coordinator's Handbook for Supporting Local Homeless Education Liaisons. This new addition will be a practical and useful tool for State Coordinators for Homeless Education, including experienced State Coordinators and those new to the position. The handbook is designed to assist State Coordinators in the development and implementation of an effective monitoring process that includes all local education agencies (LEAs), including those with and without McKinney-Vento subgrants.

Developed in collaboration with a group of State Coordinators, the handbook discusses challenges and strategies related to monitoring LEAs for compliance with federal legislative requirements. The handbook also contains sample monitoring protocols and other helpful tools for use in developing, adapting, and customizing a monitoring process that is specific to unique state needs. Visit the web site at www.serve.org/nche/products.php, to download your copy. The handbook is expected to be available in winter 2006.

Responding to Disaster

Two publications on the topic of serving students during natural disasters will be available through NCHE in the winter 2006. *In Their Own Words: Schools and Students Rising Above*, was designed to provide educators, families, policy-makers, and the broader community a window into the daily challenges and triumphs of schools and students affected by the Gulf Coast hurricanes of 2005. It shares the personal stories of liaisons, school administrators, relief agency staff, school counselors, and students.

A McKinney-Vento Toolbox: Constructing a Robust and Rigorous McKinney-Vento Program, In Case of Disaster and Every Day. The toolbox provides detailed, hands-on resources to assist school districts in implementing every phase of a strong McKinney-Vento program. Both publications will be available through NCHE's web site at www.serve.org/nche. ■

Selling Homeless Student Awareness With a Business-like Approach

By Tom Norlen Homeless Children's Initiative, Bucks County, PA

John R. Rushmore, in his book, *The Big Sell*, surveyed buyers for large US companies. They expressed the opinion that more than 80 percent of the salespeople who called on them did not have a thorough knowledge of the items they were selling. In the work we do on behalf of homeless children and youth, have you ever thought of yourself as a salesperson? If not, I would like to challenge you to consider that selling and promoting may be among our top priorities!

It has been my perspective that what we do almost every day contains some form of "salesmanship." Our product line is the rights of homeless students and the mandates of the federal law. Our sales manual includes the McKinney-Vento Act, federal and state guidance, and materials that have been developed over the last 20 years nationally, and at the state and local levels.

What might John Rushmore write about us in our work with homeless children and youth in terms of product knowledge? Would our knowledge surpass the sales forces of America's largest companies?

Having worked for two Fortune 500 companies and other small businesses in both sales management and purchasing, I have witnessed first hand that the effective salesperson knows the product line's fine points, and can clearly explain the benefits. He or she can also answer the customers' questions with confidence, and because of this, sales are made at a high percentage rate.

For us, the "sale" is to resolve a multitude of issues for homeless students. It may be to keep a student in the school of origin, or to facilitate transportation between two districts. It might be to open the school doors by overcoming objections due to residency or a misunderstanding of the homeless definition. The list is quite long and every "transaction" is unique, so we can not respond with a one-size fits all approach.

Have you ever considered approaching your work with homeless students like a business?

We are not selling a tangible product for a profit, but rather awareness of the needs of homeless students and knowledge of the federal law and best practices. We want our key contacts in the school districts, shelters and agencies to "buy in" to the many aspects and benefits of the McKinney-Vento Act. Like a top notch sales force in the business world, we also need to overcome objections and barriers through well thought out answers and well planned strategies, mailings and presentations. Just as there are some tough buyers in the business world, we can run into some "buyers" who may not have the best interest of homeless students in mind.

By taking a business-like approach in our work, we first take care of our current "customers." A current customer in our work could be, for example, a school district Homeless Liaison or a Shelter Case manager who have received training, and clearly understand the mandates of the federal Homeless Act.

A salesperson always has his or her key customers foremost in mind in terms of communicating with them, responding quickly, knowing if any changes have occurred, making sure there are no growing problems and showing appreciation for their efforts. Quality, excellence and professionalism are all important ingredients to achieve a high level of customer service.

Not all "buyers" are the same, and we need to adjust our approaches based on the person's job title, time availability and way of thinking. All this takes time to build trust and strong relationships. And it takes courage to overcome objections that are put up by a buyer because of rigid or inadequate thinking.

The more professional we are, the more effective we will be in promoting and selling awareness of the rights of homeless children and youth. By working this way, our efforts will make a "profit" in terms of academic success and full school participation, and go right to the bottom line in regards to overcoming educational barriers and reducing stress for homeless families with school age children. ■

Legislative Update

By Barbara Duffield, Policy Director, NAEHCY

Congress adjourned prior to the mid-term elections without completing work on numerous bills related to education, including the FY2007 education appropriations bill, Head Start reauthorization, and the Higher Education Act reauthorization. Both House and Senate will reconvene on November 9 to finish work on appropriations and other end-of-the-session bills. The FY2007 appropriations bills passed by both House and Senate subcommittees include the same amount of funding for the Education for Homeless Children and Youth program as last year, approximately \$62 million. For more information, please contact Barbara Duffield at bduffield@naehcy.org or 202.364.7392. ■

Salute to the 2006 LeTendre Scholars!

Fifteen students will receive the eighth annual LeTendre Education Fund for Homeless Children scholarship award at NAEHCY's annual conference to be held in Little Rock, Arkansas on November 12. The awards were established in memory of André LeTendre, husband of Mary Jean LeTendre. Mary Jean LeTendre is the former Director of Compensatory Education Programs at the US Department of Education. The LeTendre Fund provides scholarship assistance to students who are, or have been, homeless. The scholarships are a one-time award of \$1,000 to help defray the costs of higher education.

The 2006 LeTendre scholars are: Stephanie Emanuel, from Bennettsville, SC; Roni Antoinette Flakes, from North Little Rock, AR; Jessica Funk, from Kansas City, MO; Chad Gossett, from Centre, AL; Syhemia Gray, from Elgin, IL; T'airra Johnson, from Cleveland, OH; Kenneth Randall Kurfis, from Denver, CO; Amber Lockhart, from Edinboro, PA; Beatrice Martinez, from Las Cruces, NM; Charlotte Murry, from Cleveland, OH; Michelle Rowland, from Anchorage, AK; Kristin Schmitz, from Arlington, TX; Aruna Sukhu, from Brooklyn, NY; Ashley Utzman, from Arlington, TX; and Simone Williams, from Denver, CO.

"We honor these young individuals, not only because they are going on to new academic heights, but because of the obstacles they have overcome to get to where they are today," noted LeTendre.

The recipients were selected for their extraordinary commitment to education, despite the deprivation and disruption caused by homelessness. The students overcame hurdles such as hunger; moving from place to place in search of stable housing; loss of family; depression and anxiety; and numerous school absences and changes. In their written essays, each recipient articulated his or her belief in the importance of education, and their determination to succeed.

Roni Antoinette Flakes, of North Little Rock, AR is a student at the University of Arkansas at Little Rock. She found the stability she lacked in her family life through education. "Books became my habitation; I was content to settle there," Roni writes in her essay. She reflects on her constant hunger for learning, devouring numbers and words. She earned straight A's and won awards for accomplishments in math and writing. Roni hopes to share those accomplishments with others like her: "I will also open an arts center where children living in poverty can participate in the

arts for little to no money."

Aruna Sukhu attends Queens College of the City University of New York, and spent the last year of high school homeless in New York City, living in subway stations and on the streets. She hopes to be a positive force for change as a teacher, and to improve the lives of young people all over the world but especially in her native Guyana. "I am thankful to have the knowledge of being homeless," Aruna writes in her essay, "and to feel that desperation and scorn from society that forces me to go above my 'statistical' value to complete every task at hand and to never accept failure."

Michelle Rowland spent most of her life providing housing and sustenance for her three siblings in Anchorage, Alaska. She had to work at a minimum wage job to assist with rent and utility payments while attending school. She moved from one type of housing arrangement to another until she finally enrolled in the Alaska Military Youth Academy. While the school was rigorous, she writes, "I was fortunate enough for a stable environment in which to learn... I've learned that for reform to be effective, the string of negative relationships and influences that act as catalysts towards a path without rewards must be entirely removed." Michelle earned a 4.0 and was named valedictorian of her graduating class. She plans to focus on international studies and foreign languages in college.

"School was a place where I had fun and could escape many troubles that tormented me. Never did I realize until recently that it would be my path to my dreams," Beatrice Martinez writes in her essay. Beatrice and her mother spent most of Beatrice's life moving from friends' houses to shelters, following her parents' divorce. She remembers the new school supplies provided by her homeless liaison from the school and how exciting it was to receive them.

In addition to the scholarship, each student will receive an all-expense paid trip, made possible by private donations and the National Association for the Education of Homeless Children and Youth, to the Little Rock conference, where they will receive the awards and speak to attendees about their experiences and challenges.

For more information on the LeTendre Education Fund for Homeless Students, please visit www.naehcy.org, or email Barbara Duffield at bduffield@naehcy.org. The 2007 application will be available later this fall. ■

Visit us on the web!
www.naehcy.org

BOARD OF DIRECTORS

PRESIDENT
Shelley Reed (ME)

VICE PRESIDENT
Tim Stahlke (TX)

SECRETARY
Mattie McVey (AZ)

TREASURER
Danny Jones (PA)

PAST PRESIDENT
Patricia Popp (VA)

COMMITTEE CHAIRS

ADVOCACY
Estella Garza (TX)

EDUCATION
Diana Bowman (NCHE)

AWARDS SUBCOMMITTEE
Melinda Dyer (WA)

RESEARCH SUBCOMMITTEE
Ray Morley (IA)

GENERAL OPERATIONS
Tim Stahlke (TX)

MEMBERSHIP SUBCOMMITTEE
Mary Herrington (VA)

PUBLIC RELATIONS
Jodi Mincemoyer (VA)

AT LARGE MEMBERS

Brenda Myers (SC)
Lynda Thistle-Elliott (NH)
Pittre Walker (LA)

PROFESSIONAL STAFF

BUSINESS MANAGER
Darlyne Erickson (MN)

DEVELOPMENT DIRECTOR
Jennifer Wu (WA)

POLICY DIRECTOR
Barbara Duffield (DC)

UPCOMING BOARD MEETINGS:

Saturday, November 11 -
Full Governing Board
Tuesday, December 12 -
Full Governing Board

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 by visiting our web site.

Voices from the Gulf

These are quotes from people who were affected by the Gulf Coast Hurricanes in the Fall 2005.

“We called home, and everyone said everything was fine. It was sunny. Only our fence was down. So we started driving home. And then we got close to home, and there was the National Guard turning everyone off the road. We really didn’t know what was going on.”

11th Grade Student

“I’d say the first 72 hours, it was really push and go. You felt like sometimes the world was on your shoulders and that somebody was going to die if you didn’t make the right decision.”

Relief Agency Staff Member

“Now that I look back on it, you know, I’m amazed that we were able to do [registration] that quickly. While we were going through it we kept saying, ‘oh my God, oh my God! They keep coming, we thought we were only getting 37.”

School Counselor

“It’s hard losing everything, and seeing places that you loved not there. And you want to live there so bad, and you know you can’t. And that hurts.”

9th Grade Student

“I would see parents that just couldn’t speak. They were still thinking about the devastation.”

School Counselor

“We don’t want to be considered a babysitter. We want them to be learning, and in order to do that, you have to address the human side of the displacement.”

School District Administrator

“I was just looking for someone to say something to me so I could act out, because I was still so angry. I was angry about a lot of things. Then the second week I kind of snapped back into it, and said, ‘wait a minute, you know who you are.’ And then I was better.”

11th Grade Student

“This has made more people aware of the homeless situation, but I don’t want the people to forget about the homeless kids we have constantly, and not just from Katrina.”

District Liaison

“Now we kind of have to start planning for the long term. We just can’t keep living with a family of eleven in a trailer.”

School Principal

“What scares me the most is, where are these people going to go when their vouchers run out?”

District Liaison