



## Serving Homeless Students

### In This Issue

Equity in Action

Featured Equity Friend

### Equity Alliance at ASU Online Special Feature:

#### [Addressing Homelessness in Urban Schools](#)



This *On Point* is for all teachers who want to explore issues around homeless children. Students who experience homelessness are people first. Given the varied needs of students who experience homelessness, as well as the legal stipulations of services in a public school system, all school personnel should receive training to work with students who experience homelessness. Collaboration between school personnel,

parents/guardians, and shelters for the sake of our children/youth is critical. Homelessness is a serious concern and in order for homeless students to be successful, they need the support of both school and community personnel.

### Upcoming Events

He had no windows and no doors  
He lived a simple life and was extremely poor  
On top of all of that he had no eye sight,  
but that didn't keep him from seein' the light

--India.Arie

Due to the economic downturn our country is facing, there has been a rapid increase in the number of students who are homeless. Students who experience homelessness are people first. Like their peers, they have unique hopes, dreams, cultural heritages, abilities, disabilities, and unique personality traits. As schools become more sophisticated in developing their support systems for students, it is important that systems stress personalization rather than generalization. Rather than conceptualizing students as 'homeless' as if they belong to a homogeneous group, it is important for school personnel to see students who are homeless as individual human beings who need personalized support that will meet their academic and social needs. This stance is not intended to trivialize the stress that homelessness can cause but to remind us all that categorization because of a life circumstance may prevent systems of care to design systems that work.

Students who experience homelessness lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because the children are living in circumstances described above.

- [National Association for Multicultural Education 20th Anniversary Annual International Conference: November 3-6, 2010](#)
- [33rd Annual TED Conference "Remembering Our Past to Prepare for Our Future": Nov. 3-6, 2010](#)
- [51st Annual Pennsylvania Council for Exceptional Children Conference "A Positive Tomorrow, Best Practices Today": Nov. 11-12, 2010](#)
- [The Equity Alliance at ASU's Equity Forum -- Beyond the Sidelines: Let's Get to Work Feb. 28 & March 1, 2011](#)

### Online Tools

- [The New York State Technical and Educational Assistance Center for Homeless Youth \(NYC-TEACHS\)](#)
- [National Association for the Education of Homeless Children and Youth](#)

### Online Publications

- [Homeless Children and Youth: Causes and Consequences](#)
- [Parental Incarceration, Child Homelessness, and the Invisible Consequences of Mass Imprisonment](#)

### Featured Equity Friend

Students who experience homelessness frequently display remarkable resiliency. The actions of school personnel can foster resiliency in students who experience homelessness. First, homeless liaisons, required by law in each school district, should facilitate the meeting of physical needs. Students who experience homelessness can be paired with a mentor and academic tutor to assist with academic needs. Also, they should be involved in activities during and after school that serve as constructive escape from their emotional difficulties, such as tutoring younger children, participating in school clubs, service learning, athletics, music, drama, or artistic activities, or reading good books. The more students who experience homelessness can experience success in school, the more likely they are to value school and, therefore, graduate. Further, since learning is a 24/7 proposition, access to community resources that engage youth in emancipatory and liberatory activities is an important part of how our communities can support our youth.

## Equity in Action

### National Center for Homeless Education

[The National Center for Homeless Education \(NCHE\)](#) provides research, resources, and information enabling communities to address the educational needs of children experiencing homelessness.



Funded by the U.S. Department of Education, the Center serves as a clearinghouse of information for people seeking to remove or overcome educational barriers and to improve educational opportunities and outcomes for children and youth experiencing homelessness. The Center also supports educators and service providers through producing training and awareness materials and providing training at regional and national conferences and events.

The Center is part of the larger organization of the SERVE Center at the University of North Carolina at Greensboro. Learn more about [SERVE](#).

Take a look at these resources featured by NCHE:

- [Using What We Know: Supporting the Education of Unaccompanied Homeless Youth](#)
- [Immigrant and Homeless: Information for Local Liaisons](#)
- [Immediate Enrollment Under McKinney-Vento: How Local Liaisons Can Keep Homeless Students Safe](#)
- [Homeless and Special Education Administrative Collaboration: Recommendations](#)



nevada partnership for homeless youth

[Nevada Partnership for Homeless Youth](#) has been advocating for Nevada's homeless youth for the past five years. The organization is dedicated to offering first-time services to an adolescent population that has been either overlooked and/or underserved by the current system. The NPHY is the only youth service provider in Nevada with a continuum of care extending from street outreach and 24-hour crisis intervention services to a full-time drop-in center and an independent living program. Youth must be under the age of nineteen and All Services are Free and Confidential. No parental consent needed.

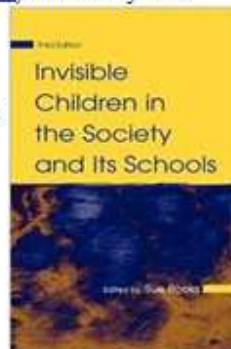
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## Tools You Can Use

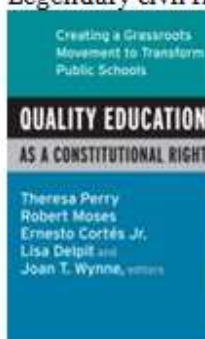
### Things to read:

[Invisible Children in the Society and Its Schools](#), edited by Sue Books, simultaneously fuels our rage and heightens our hope. The stories of young heroes and heroes who are assaulted on a daily basis but still come back to give schools another chance enrage our sense of social justice and ethic of care for the "least of these." Their stories also give us hope in terms of reaffirming our commitment to social justice through a deeper understanding of using diversity to build community.



### [Quality Education As A Constitutional Right: Creating a Grassroots Movement to Transform Public Schools](#)

Legendary civil rights leader and education activist Robert Moses invited one hundred prominent African American and Latino intellectuals and activists to meet to discuss a proposal for a campaign to guarantee a quality education for all children as a constitutional right—a movement that would "transform current approaches to educational inequity, all of which have failed miserably to yield results for our children." This book—emerging directly from that effort—includes a fierce, eloquent call by Moses for a new approach to school reform modeled after the civil rights movement.

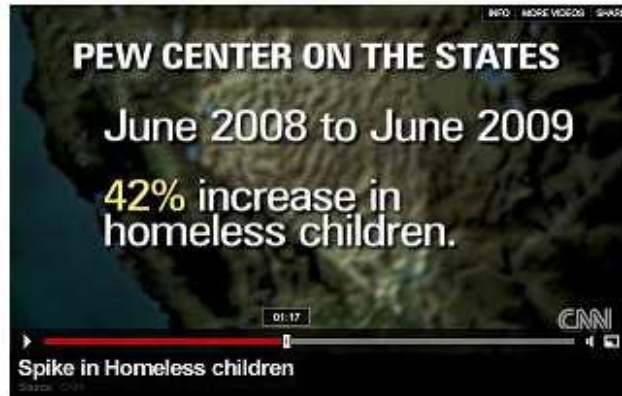


The [Equity Alliance at ASU](#) and the [Public Education Network](#) have featured a new study from the Institute for Children, Poverty and Homelessness in New York City zeroes in on the disproportionately negative effects of school closures on homeless students, and the lack of support given these students for transitioning. The report, [The Impact of School Closures on Homeless Students in New York City](#), recommends well thought-out and detailed educational-impact statements that specifically address effects on homeless students to ensure that school closures and restructurings do not compound difficulties for a particularly vulnerable population.



### Things to watch:

A Pew Center survey shows the number of homeless children rose 40% in Las Vegas public schools. CNN conducted a story on the [Spike in Homeless Children](#). Click on image below to view entire story.



Homelessness among school aged children does not exempt them from having homework. MSNBC's story on [Homeless with Homework](#) brings that issue to light. Click on image below to view entire story.

