Supportive Services for Veteran Families (SSVF) Webinar Series

Increasing Access for Low-Income Vulnerable Homeless Families with Young Children

April 27, 2017

Audio: https://attendee.gotowebinar.com/recording/5056821484222030851
Webinar Format

- Webinar will last approximately 1 hour
- Participants’ phone connections are “muted” due to the high number of callers
- Questions can also be submitted anytime to SSVF@va.gov
Presenters

Marsha Basloe, Senior Advisor for Early Childhood Development, Administration for Children and Families, HHS

Chela Schuster, Director of Strategic Housing Resources, UMOM New Day Centers

Kresta Horn, Director of Children and Youth Services, UMOM New Day Centers
Increasing Access for Low-Income Vulnerable Homeless Families with Young Children
Overview

- Importance of the Early Years
- Early Childhood HUD, ED, HHS Collaboration
- Early Childhood Self Assessment Tool & Validation Project
- New provisions for serving young homeless children under
  - The Head Start Act, The Child Care and Development Block Grant (CCDBG) Act
- Early childhood work at UMOM & How it impacts SSVF
- Q&A
Young Children are Disproportionately Impacted by Homelessness

Source: AHAR and Census Data
Who are homeless children?

Children who lack a fixed, regular, and adequate nighttime residence

• Sharing the housing of other persons due to the loss of housing, economic hardship, or a similar reason
• Living in hotels, motels, trailer parks, camping grounds due to lack of alternative accommodations
• Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
• Abandoned in hospitals
• Living in emergency or transitional shelters
• Primary nighttime residence is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
Fixed, Regular, and Adequate

• **Fixed:** Securely placed; not subject to change or fluctuation
  – A fixed residence is one that is stationary, permanent, and not subject to change.

• **Regular:** Normal, standard
  – A regular residence is one which is used on a regular (i.e. nightly) basis.

• **Adequate:** Sufficient for a specific requirement; lawfully and reasonably sufficient
  – An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.
Why The First Five Years Matter

• Birth to Five is a time of unparalleled growth!

• During early childhood, the brain strengthens the connections that are being used, while pruning away those that are unengaged.

• The most critical developmental skills learned at this early age are social emotional skills.
Homelessness Harms Children

- Lower birth weights
- More likely to have moderate to severe acute or chronic health problems
- Three times the rate of emotional and behavioral problems
- Four times the rate of developmental delays
- Twice as likely to go hungry
- Twice as likely as others to repeat a school grade, be expelled or suspended, or drop out of high school
- More likely to experience a traumatic event
- Compromised brain development
Why This Matters to You?

Both early childhood providers and homeless service providers can change the developmental (and life!) trajectory of homeless children today so they don’t become the homeless adults of tomorrow.
Early Childhood Self-Assessment for Family Shelters

The Early Childhood Self-Assessment Tool for Family Shelters is intended to help shelter staff ensure their facilities are safe and appropriate for the development of young children.
Impact of the Tool in CT

Children Experiencing Homelessness as a Percent of All Children Served During the Federal Fiscal Year

- Connecticut
- National

Head Start PIR 2009-2015
Picture of Change: From this......
to this
Creating family-friendly space......

Family style meals
and family-friendly

time

Mommy & me, Daddy & me
spaces

Parent-Child Curricula
Early Childhood Self-Assessment Tool Validation Project

• Early Childhood Self-Assessment Tool

  - Validation is part of doctoral thesis
  - Two part data process
  - Information approved by IRB
  - Future interest in using the tool

• Philadelphia Project – BELL (Building Early Learning Links)

• CT Cohort Project
Supportive housing is a combination of affordable housing and supportive services designed to help vulnerable individuals and families use stable housing as a platform for health, recovery and personal growth. Supportive housing can be any type of independent housing that meets the needs of tenants and is integrated within the neighborhood or community.
HHS-HUD-ED Early Childhood Homelessness Collaboration

- **Purpose:** Provide recommendations on ways in which early childhood, homeless, and housing providers at the local and, in some cases, State levels can collaborate to provide safe, stable, and nurturing environments for pregnant women and families with young children who are experiencing or at risk of homelessness.

- [https://www.acf.hhs.gov/sites/default/files/ecd/echomelessnesspolicystatement.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/echomelessnesspolicystatement.pdf)

- **Key Audiences:**
  - CoCs, housing programs, emergency shelter providers;
  - Early care, learning, health, and development providers;
HHS-HUD-ED Early Childhood Homelessness Collaboration

- Share recommendations on ways in which early childhood, homeless, and housing providers at the local and, in some cases, State levels can collaborate to provide safe, stable, and nurturing environments for pregnant women and families with young children who are experiencing or at risk of homelessness

- **Three recommendations:**
  - Support a Two-Generation Approach through Partnerships
  - Enhance Early Childhood Integration with Coordinated Entry
  - Improve, Leverage, and Integrate Early Childhood Homelessness Data
Head Start Program

- **Head Start (HS)**
  - Serves children ages 3-5 years old and their families.

- **Early Head Start (EHS)**
  - Serves pregnant mothers and children ages birth to 3 years old and their families.

- **Early Head Start – Child Care Partnerships (EHS – CCP)**
  - Early Head Start delivered in partnership with providers receiving child care subsidies.

- **Number of Grants**
  - 2,000 Head Start and Early Head Start child serving grants.
New Head Start Performance Standards

- HS/EHS programs must **develop a community needs assessment** at least once every five years. This assessment must **reflect the needs of homeless children**

- Homeless children are **categorically eligible** for HS/EHS based on the ED definition of homeless and without the need for income verification

- HS/EHS have a variety of **flexible options for verifying and documenting a child's homeless status** for purposes of program eligibility
Head Start Performance Standards continued

- HS/EHS programs may reserve up to 3% of slots for homeless and foster children

- HS/EHS programs must provide a grace period for homeless families to meet immunization requirements and must assist with getting needed immunizations

- HS/EHS programs must establish collaborative relationships and partnerships with the local liaison and homeless service providers
Subpart H - Enrolled Pregnant Women

- Specifies 30 days to determine health care situation
- Supports women to access comprehensive services
- Specifies information and education for women, fathers and partners
- Makes explicit that pregnant women and other family members, such as fathers, should be included in family partnerships
- Focuses on transitioning babies into EHS
## Head Start for School Readiness Act of 2007

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<tbody>
<tr>
<td>Cumulative Enrollment</td>
<td>1,061,343</td>
<td>1,047,184</td>
<td>1,104,191</td>
<td>1,125,209</td>
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<td>Total # of Families</td>
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<td>1,041,132</td>
<td>1,044,962</td>
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<td># of Families Facing Homelessness</td>
<td>22,700</td>
<td>26,000</td>
<td>39,000</td>
<td>44,200</td>
<td>49,063</td>
<td>46,800</td>
<td>45,175</td>
<td>46,535</td>
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<tr>
<td># of Children Facing Homelessness</td>
<td>26,200</td>
<td>29,600</td>
<td>43,000</td>
<td>49,100</td>
<td>54,355</td>
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<td># of Families that Found Housing</td>
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<td>12,400</td>
<td>14,800</td>
<td>16,400</td>
<td>17,731</td>
<td>15,696</td>
<td>14,730</td>
<td>15,243</td>
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Child Care and Development Fund (CCDF)

CCDF is the largest source of federal funding to help pay for child care for low-income working parents.

- Serves 1.4 million children under age 13 from 850,000 low-income working families each month.
- Provided $5.7 billion in discretionary and mandatory/matching funds in FY2016 to States, Territories and Tribes.
Lengthened Eligibility in the Law

The law established minimum 12 month eligibility periods, regardless of a temporary change in parents’ status as working or attending job training or education, if family income does not exceed 85% of SMI.
CCDF Requirements

The CCDBG Act of 2014 requires:

• Procedures to permit enrollment of children experiencing homelessness prior to completion of all required documentation (including grace periods for compliance with immunization and other health and safety requirements.

• Training and technical assistance on identifying and serving homeless families.

• Specific outreach to families experiencing homelessness.

• Coordination with programs working with children experiencing homelessness.

• Lead Agencies to collect and report whether a CCDF family is experiencing homelessness.
The Final Rule:

- Defines homeless to be consistent with the definition in section 725 of Subtitle VII-B of the McKinney-Vento Act (i.e. definition used by Head Start and Dept. of Education)
- Clarifies that children experiencing homelessness shall be given priority for services.
- Requires Lead Agencies to coordinate with other relevant agencies to help families receiving services during a grace period comply with immunization and other health and safety requirements.
- Specifies that grace period shall be established in consultation with appropriate health agency.
Requirements of ESSA

Increased emphasis on identification

- McKinney-Vento allocations to states shall be used to “provide services and activities to improve the identification of homeless children and youths (including preschool-aged homeless children) and enable such children and youths to enroll in, attend, and succeed in school, including, if appropriate, in preschool programs”

- SEAs must provide professional development to local liaisons and other LEA personnel related to the identification of HCY

- LEAs must coordinated with local social services agencies an other agencies serving HCY to ensure the identification of HCY
**Preschool, Head Start, and Child Care Policies for Children Experiencing Homelessness**

**Updated: October 4, 2016**

<table>
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<th>Applicability</th>
<th>Preschool: Subtitle VII-B of the McKinney-Vento Homeless Assistance Act</th>
<th>The Head Start Act and the Head Start Program Performance Standards</th>
<th>Child Care and Development Block Grant Act</th>
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</table>
| Applies to all local educational agencies (LEAs), including LEAs that do not receive McKinney-Vento subgrant funding. 81 Fed. Reg. 14432 (March. 3, 2016). | • Reauthorized in 2015  
• Non-regulatory guidance published July 2016  
• Administered by the U.S. Department of Education | The Head Start Act was Reauthorized in 2007  
Regulations (Head Start Program Performance Standards) published September 2016  
Administered by the U. S. Department of Health and Human Services | Authorizes the Child Care and Development Fund (CCDF)  
Reauthorized in 2014  
Regulations published September 2016  
Administered by the U. S. Department of Health and Human Services |
| The McKinney-Vento Act’s preschool provisions apply to all LEA-administered preschool programs, including Head Start programs that are administered by LEAs. 2016 Guidance, N-4. |                                                                 |                                                                 |                                                                 |
| Applies to Head Start, Early Head Start, and Early Head Start-Child Care Partnerships Programs. §1302.1. |                                                                 |                                                                 | Applies to all states that receive CCDF funds via the state’s Lead Agency and all child care providers/programs funded by CCDF. §98.13(b)(1). |
Early Childhood Homelessness in the United States: The 50-State Profile

The 50-state profile provides a snapshot of early childhood data available for children who are experiencing homelessness in each state.

https://www.acf.hhs.gov/sites/default/files/ecd/homelessness_profile_package_with_blanks_for_printing_508.pdf

Working with a group to update the profiles with 2015 data. We hope to have it finished by late spring/summer for release.
Well-being of Young Children after Experiencing Homelessness

Using data from the U.S. Department of Housing and Urban Development’s Family Options Study, the brief examines the well-being of young children 20 months after staying in emergency homeless shelters with their families.

The brief is available on both OPRE’s website and ASPE’s website. See the brief series here at https://www.acf.hhs.gov/opre/research/project/homeless-families-research-briefs.
Resources


New Resources Coming

- Interactive Homelessness Lessons coming soon
- Brief on State Child Care Plans around Homelessness

Contact info:
Marsha Basloe
Senior Advisor for Early Childhood Development
Washington, DC 20201
(202) 401-7241; Marsha.Basloe@acf.hhs.gov
Quality Child Care

Why do children need it?
What is it?
Where is it?
How can you help?

Kresta Horn,
Director of Children and Youth Services
UMOM New Day Center
Why Quality?

Impacts Both Cognitive and Social Skills
  – Engage in more complex play
  – Demonstrate more secure attachments
    – Higher thinking ability
    – Stronger language development
  Which Leads To
  - Academic success
  - Easier adjustment to school
  - Healthy behaviors
What is Quality?

• Positive relationships between family and caregivers that are warm and caring

• Curriculum that promotes individual children’s development

• Individualized teaching and ongoing assessment practices

• Low child: teacher ratios

• Engaging environments that promote physical, social, emotional, and intellectual development of children

• High Health and Safety Standards

• Staff that receive ongoing professional development and have supportive leadership
Where is it? Where is the Quality?

- EHS- CC (Early Head Start-Child Care Partnerships)
- Local Child Care Resource and Referral Agencies
- Local and Regional Head Start Associations
- State QRIS Systems
- Early Childhood Accreditation Sites
- (NAEYC, NAC)
How Can You Help?
Top Questions to When Looking for Quality

1. What is the staff to child ratio?
2. What is the group size in the classroom?
3. What qualifications do the teachers have?
4. How do you feel when you walk in?
6. Is the center accredited? Or quality rated?
7. What licensing violations are there?
8. Is the space open and does it have plenty of materials?
9. How do children’s transitions happen?
10. Will they have a consistent caregiver?
SSVF and Child Care

Chela Schuster
Director of Strategic Housing Resources
UMOM New Day Center
How to use SSVF child care TFA

• Co-pay assistance
• Bridge to permanent childcare
• Bridge to subsidy
• Assistance during family transitions
How UMOM Leverages Child Care Resources
Permanent Solutions

While providing connections, support and resources for child care is critical we must connect clients with permanent solutions.
Contact info:

Marsha Basloe
Senior Advisor for Early Childhood Development
Washington, DC 20201
Marsha.Basloe@acf.hhs.gov

Kresta Horn
Director of Children and Youth Services, UMOM New Day Centers
Phoenix, AZ
khorn@umom.org

Chela Schuster
Director of Strategic Housing Resources, UMOM New Day Centers
Phoenix, AZ
cschuster@umom.org
Supportive Services for Veteran Families

Thank you

Powerpoint Presentation will be posted on http://www.va.gov/homeless/ssvfuniversity.asp

Questions?
Go To: http://www.va.gov/homeless/ssvf.asp
Email: SSVF@va.gov