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State Superintendent
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A program of Nevada
County Superintendent
of Schools

Creating Connections with Those Serving 0-5: Local and State Strategies

THE CALIFORNIA DEPARTMENT OF EDUCATION AND
THE NEVADA COUNTY SUPERINTENDENT OF SCHOOLS

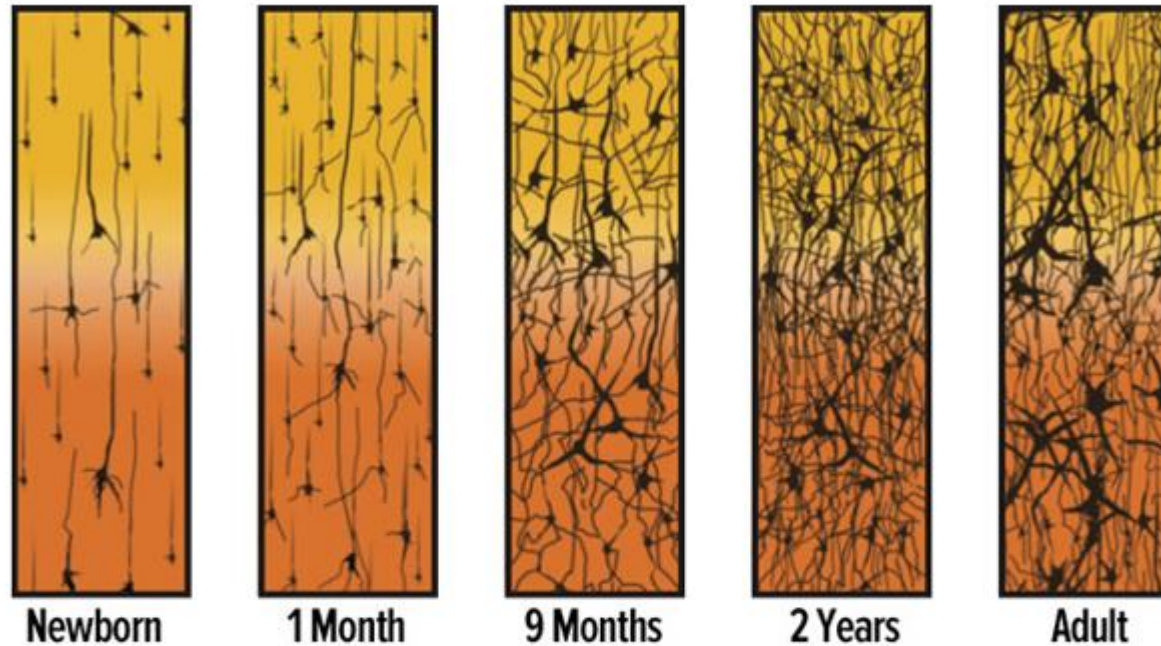


Overview



- Brain Development
- Effects and Early Education
- Facts and Figures
- Definition and Message
- Law overview
- Causes, Barriers and Supports
- Resources and Contact

Brain Development



Synapse Density Over Time FIGURE 3

Source: Adapted from Corel, J.L. The postnatal development of the human cerebral cortex. Cambridge, MA: Harvard University Press; 1975.

Effect of Homelessness (1 of 3)

BEFORE BIRTH

Obstacles to healthy pregnancies

- Poor nutrition
- Chronic and acute health problems
- Lack of prenatal healthcare
- Substance abuse issues

INFANTS (0-18 MONTHS)

- Low birth weight, poor nutrition
- Lack of healthcare, daily routines, and immunizations
- Unhealthy living environment
- Exposure to disease/illness
- Physical effects due to unhealthy pregnancy

Effect of Homelessness (2 of 3)

TODDLERS (UP TO 3 YEARS)

- Significant developmental delays that are linked to subsequent behavioral and emotional problems
- Reactions to continual stress such as insecurity, fear, distrust, irritability, and regression in cognitive development

PRESCHOOLERS (3 TO 6 YEARS)

Thirty-five percent of homeless preschoolers have emotional or behavioral problems:

- Cries more easily
- Intense reaction to minor events
- Depressed, withdrawn, anxious, or aggressive

Effects of Homelessness (3 of 3)

- Approximately 75 percent of preschoolers who are homeless have at least one major developmental delay.
- Approximately 40 percent of preschoolers who are homeless have two or more major developmental delays.

Facts and Figures (1 of 3)

- In California, in 2019–20 there were 244,626 homeless children and youth enrolled in public schools.
- In 2018-19, it was estimated 261,323 children under age six in California experienced homelessness.
- Only 7 percent of children under age six were served by Head Start, Early Head Start or by McKinney-Vento-funded early learning and care (ELC) programs in California in 2018-19.

Facts and Figures (2 of 3)

- Over half of children living in federally funded homeless shelters are five years old or younger.
- Consider the following statistics from the National Center on Family Homelessness
 - Infants who are born into homelessness need special care right after birth at four times the rate of housed children
 - Children who are experiencing homelessness tend to have very high rates of acute illness

Facts and Figures (3 of 3)

- Infants and babies who are experiencing homelessness may show significantly slower development than housed peers the same age
- More than one-fifth of children who are homeless between three and six years of age have emotional problems serious enough to require professional care

Early Education Programs (1 of 3)

- For children ages zero to five
- Funded with public funds
- Local educational agency (LEA) or school district is a financial or administrative agent or is accountable for providing services
- Children may attend preschool at a specific location or participate in a home-based program

Early Education Programs (2 of 3)

- There are different names and types of public preschool programs. Here are some:
 - California State Preschool Programs
 - State-funded Programs
 - Federal Head Start
 - Federal Early Head Start

Early Education Programs (3 of 3)

- American Indian Early Childhood Education Program
- Tribal Child Care Association of California
- Federal Title I Preschool
- State Alternative Payment Programs



Benefits

- Benefits to early identification and early education:
 - Helps to address developmental delays and disabilities early
 - Offers positive experiences with peers and other nurturing adults
 - Connects families with schools, agencies, and service providers

Outreach Strategies (1 of 8)

These outreach strategies can be applied to staff members from both the LEA and the early education program. Working together would be beneficial to homeless children and youth and the implementation of this law.

- Initiate interagency communication and collaboration, together
- Build awareness by training family advocates

Outreach Strategies (2 of 8)

- Post notice of rights under EHCY in places that homeless families with young children frequent and in a manner that they can understand
 - Posters can be accessed at the CDE Resources for Homeless Children and Youth web page at <https://www.cde.ca.gov/sp/hs/cy/>, or by contacting the CDE Homeless Education Program by email at HomelessED@cde.ca.gov
 - Ensure that these posters are at each “parent area” within each early education program

Outreach Strategies (3 of 8)

- Incorporate questions on housing status on enrollment applications. Housing Questionnaire can be accessed at the CDE Resources for Homeless Children and Youths web page at <https://www.cde.ca.gov/sp/hs/cy/>.
- Immediately enroll a child in an SEA- or LEA-run program, even if documentation is lacking
- Train early intervention staff, regional centers, and LEAs about homeless rights and provisions

Outreach Strategies (4 of 8)

- Ensure that families receive information about preschool programs such as, Head Start, Early Head Start, and state-funded preschool programs
- Continuously connect with homeless families prior to enrollment to build the relationship

Outreach Strategies (5 of 8)

- Work with school personnel, including registrars, enrollment coordinators and liaisons, in identifying children under five years of age in the community
- Adjust program schedules to accommodate homeless families, particularly parents who work
- Make sure that the preschool programs are part of kindergarten transition and enrollment activities

Outreach Strategies (6 of 8)

- Be flexible with policies that may serve as a barrier such as enrollment, attendance, and parent participation
- Participate in various “events” such health fairs, job fairs, parent activities, etc.
- Identify all infant/toddler programs, both public and private, within the community

Outreach Strategies (7 of 8)

- Include the homeless liaison's contact information on preschool applications as a resource for families without proof of address
- Work with
 - Shelters to refer families with young children
 - Medical outreach programs, especially in rural areas
 - Programs serving young homeless parents

Outreach Strategies (8 of 8)

- Be familiar and a part of the California Child Care Resource & Referral (R&R) Network.

<https://rrnetwork.org/family-services/find-child-care>

- This is a coordinating entity that provides support, technical assistance, training, and a unified voice to the local R&Rs. For more information, please visit

their web site at <https://rrnetwork.org>

KIDS-793

California Child Care Resource & Referral

N E T W O R K

Helping to Identify Children 0-5 Experiencing Housing Transition

1.19.2023



A program of Nevada County Superintendent of Schools



Community
Conversation

Helping to Identify Children 0 to 5 Experiencing Housing Transition

January 19, 2023
11am to Noon
Zoom



HOMELESS
EDUCATION
SERVICES

a program of
Nevada County Superintendent of Schools



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Today's Discussion



BRIEF OVERVIEW OF
MCKINNEY-VENTO
HOMELESS EDUCATION
ACT



WHERE WE ARE
HEADED...



BRIDGE GAP BETWEEN
0-5 AND SCHOOLS



WHY WE INVITED YOU
TO BE HERE TODAY...



INTERESTED IN
YOUR INPUT

Data

What does the available data tell us about the participation of young children experiencing homelessness in early childhood programs?

	Percent of children experiencing homelessness served by Head Start	Percent of children experiencing homelessness served by McKinney-Vento	Percent of children experiencing homelessness unserved
2016	(Combined 8.0%)		92%
2017	4.2%	4.2%	92%
2018	4.2%	4.4%	91%
2019	4.0%	4.7%	91%

**The McKinney-Vento Act
defines homeless children
and youth as individuals
who lack a
FIXED, REGULAR, & ADEQUATE
NIGHTTIME RESIDENCE.**

Please note that the McKinney-Vento definition of "homeless"
differs from the HUD definition.



It may look like..



SHARED HOUSING
(DOUBLED UP) DUE TO
ECONOMIC HARDSHIP



Motels/Hotels



Public or Private Places
Not Designated for
Sleeping



Trailer
Parks/Campgrounds



Cars/Parks/Abandoned
Buildings



Emergency or
Transitional Shelters



Substandard Housing



Natural Disasters



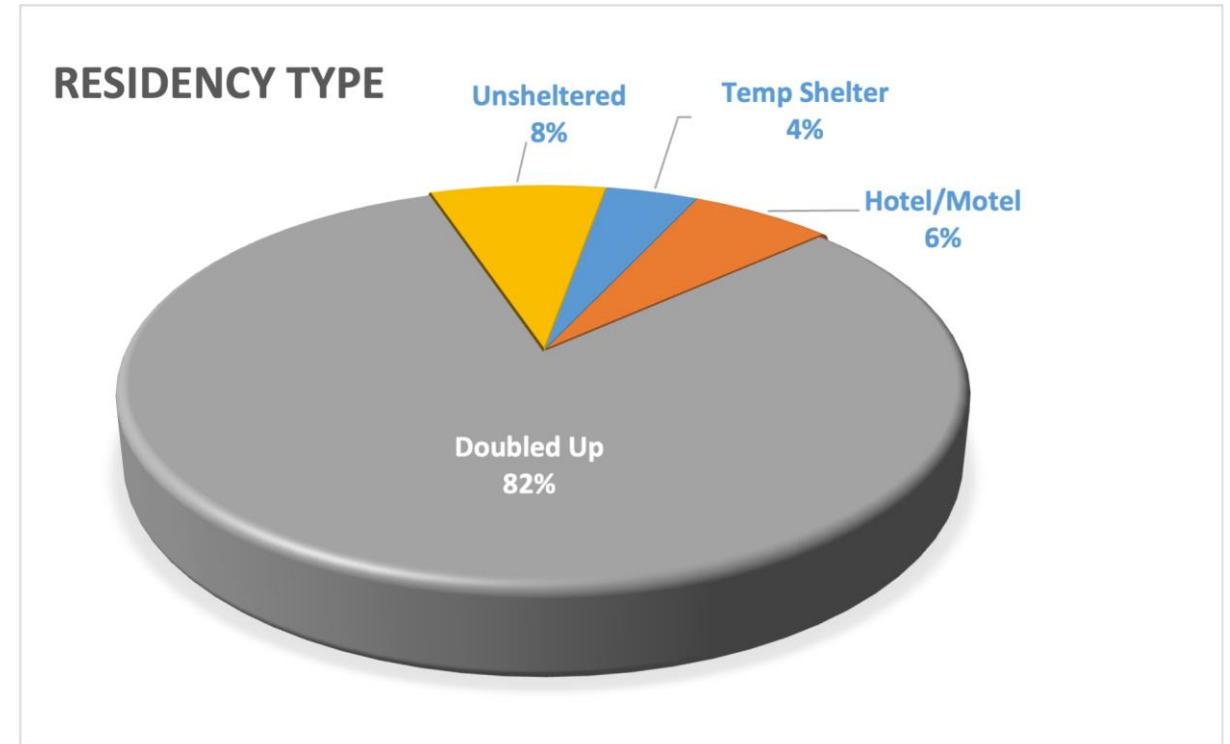
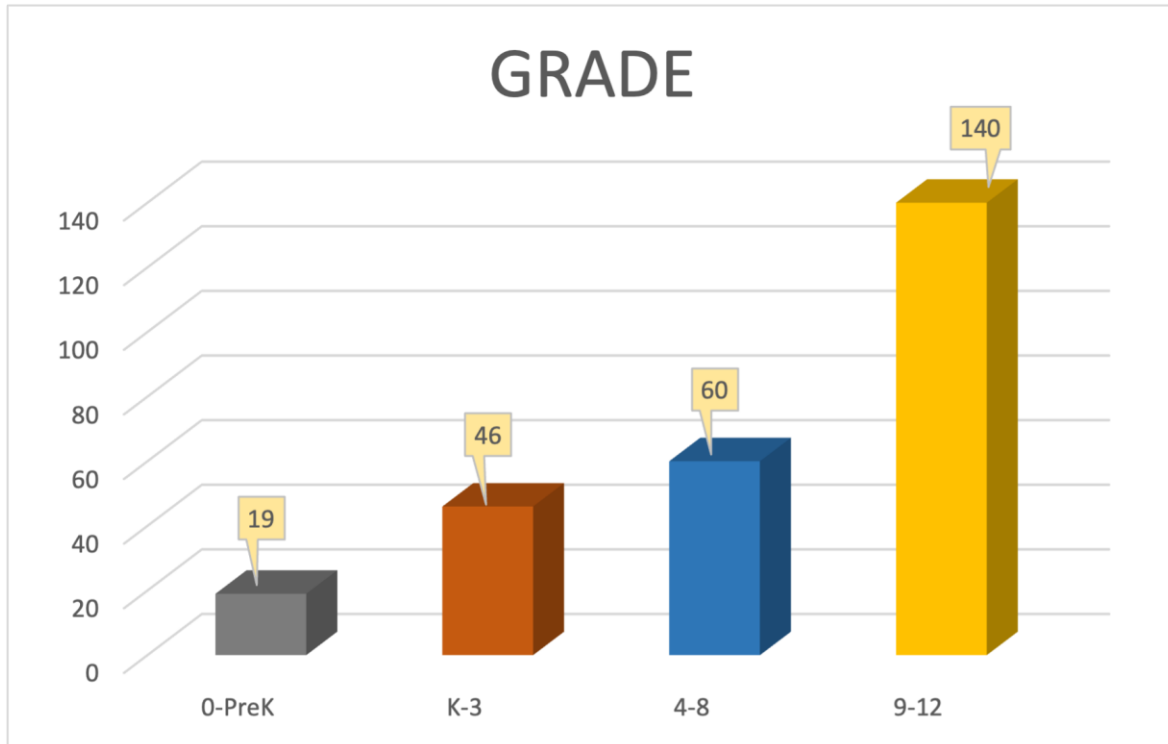
Evacuee/Refugee

Qualifiers

[Jamboard #2 Qualifiers](#)

Based on what we just shared on qualifiers, are there families that you work with that are coming to mind?

COUNTYWIDE HOMELESS STUDENTS IDENTIFIED 2021-2022

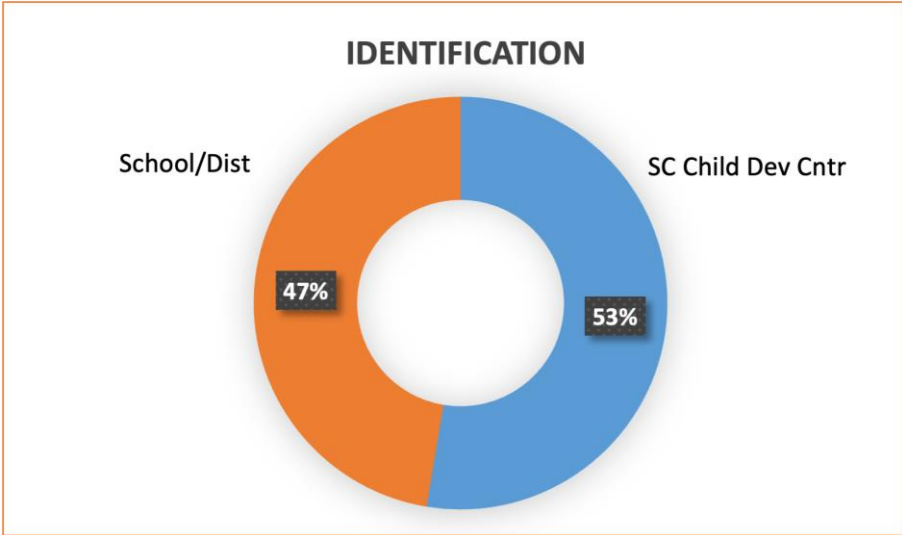
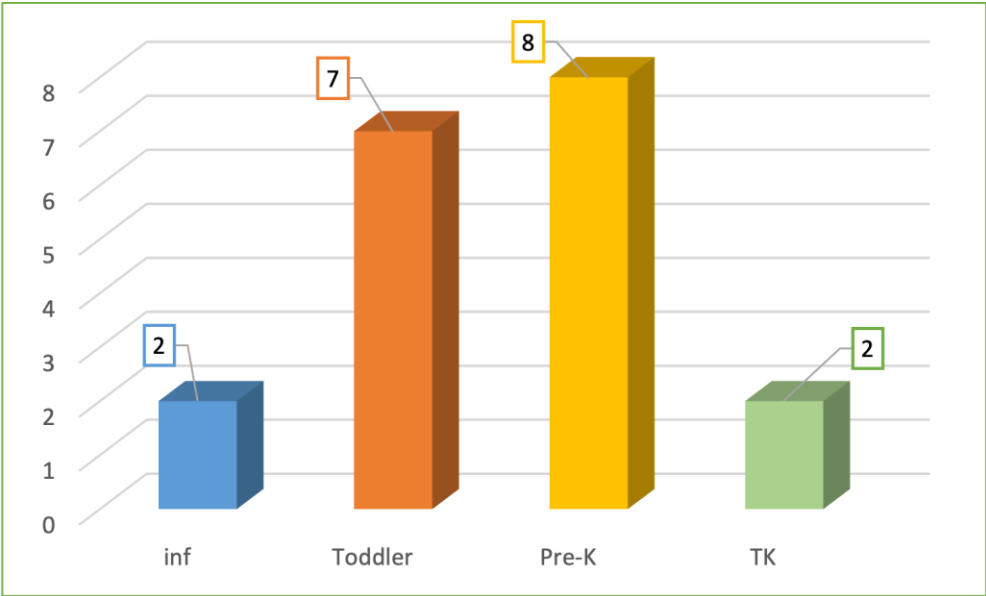
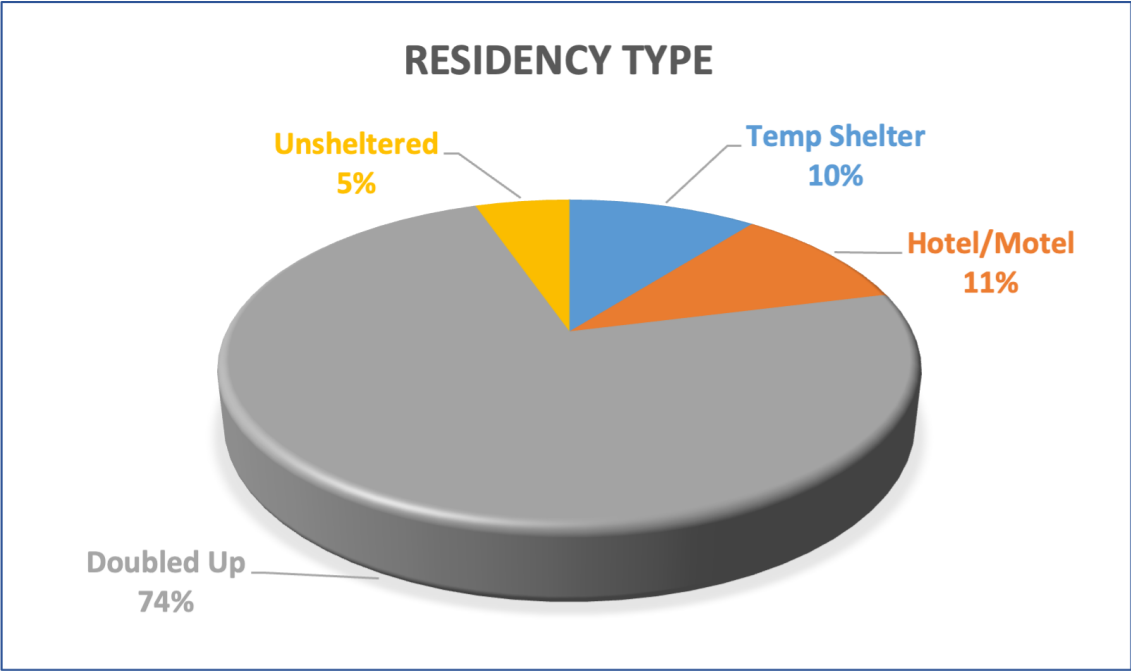


265 Students were identified last year.

Unsheltered included living in cars, campgrounds, trailers, and residences needing significant repairs.



19 CHILDREN Ages 0-5 were identified as homeless 2021-2022



** So far in the 2022-2023 school year 216 students total and **31** children ages 0-5 have been identified



Data Collection

[Jamboard #3 Data Collection](#)

On your intake/registration paperwork, do you ask if clients are experiencing homelessness?

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Nevada County Superintendent of
Schools



What Do We Mean by Partnership, Coordination, Collaboration?

- Coming to a common agreement of partnership is an important first step for anyone or any organization.



Effective Elements

- Reach out, build relationships
- Share decision-making power
- Get commitment from highest level, program director, community lead, etc.
- Be clear on boundaries, roles and responsibilities
- Value participation
- Include room for growth

How Can Homeless Liaisons Involve Early Education Educators?

- Work together to determine dual eligibility and access to resources
- Provide access to McKinney-Vento training and support
- Include Early Education information in referrals
- Identify access issues, challenges, and “bright spots”

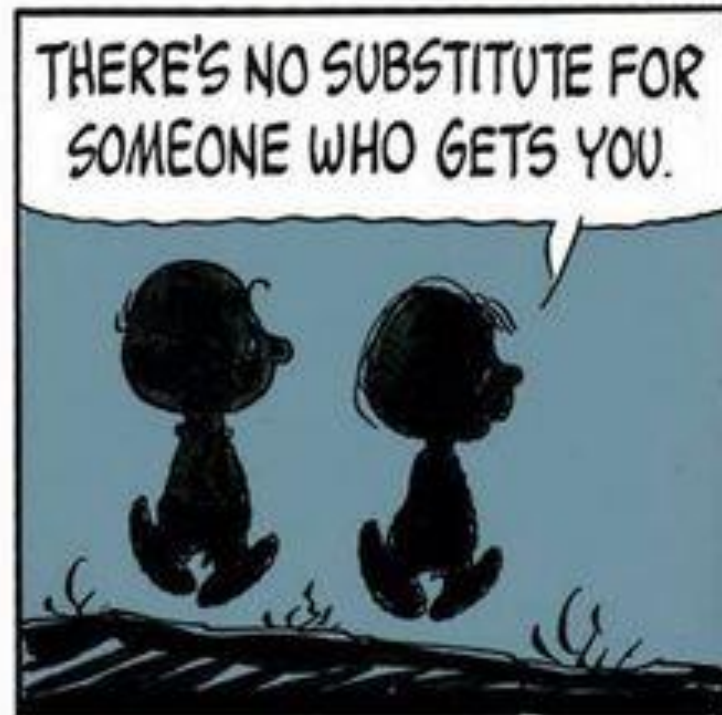
How Can Early Education Educators Include Homeless Liaisons?

- Provide access to training for Early Education and programs to homeless liaisons.
- Work together to determine dual eligibility and access to resources
- Include the homeless liaison at the county and/or district level to collaborative meetings
- Identify access challenges, issues, and “bright spots”

Benefits, Barriers, Challenges, and Strategies

1. What are the **BENEFITS** of forming a partnership approach to our work?
2. What are the **BARRIERS** and **CHALLENGES** to such an approach?
3. Looking at the barriers and challenges, what **STRATEGIES** are needed for effective partnerships?

Partnership Plan



Sample Partnership Plan

Partnership Plan:

<u>Action Step</u>	<u>Name</u>	<u>Email</u>	<u>Phone</u>
Identify my county office of Education Liaison			
Identify my local or district Liaison			
District Name:			
District Name:			
<u>Action Step</u>	<u>Staff responsible</u>	<u>Needed Assistance</u>	<u>Due date</u>
Meetings/workgroups			
Training Opportunities			
Mechanisms that include Early Education Program Partnerships-young parents, families			
Board Policy access			



Local Planning Council (LPC) Contacts

Local Planning Councils

(Local Child Care Planning Council)



Background, responsibilities and contact by county:

[CDSS LPC Contacts \(ca.gov\)](https://www.cdss.ca.gov/Programs/OPPS/OPPS-Informational/Pages/CDSS-LPC-Contacts.aspx)

Initiating the Conversation

a local sample from Nevada County



SAVE THE DATE

Join us for
a community conversation

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Children 0 to 5
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Initiating the Conversation

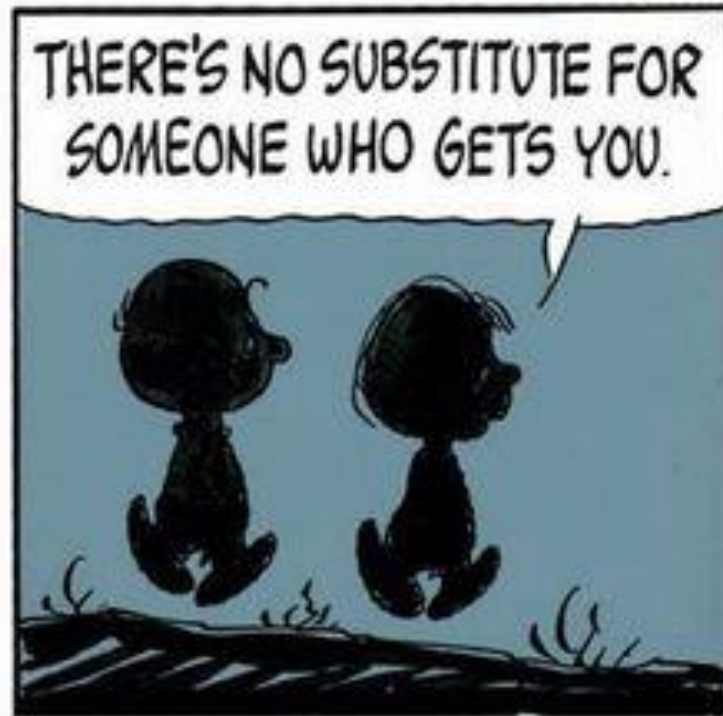
....a local sample from Nevada County

- Personalize the email, not a mass/group invite...*Hello...*
- *“Our NCSOS Homeless Education team would like to invite community partners to gather for a conversation about how to better identify children (0-5) experiencing housing transition.”*
- *“It would be wonderful to have you at the table. Please see below for further information”* then include the flyer, along with link for virtual, address for in-person, sample agenda or goal if prepared already.

Additional Early Education Resources

- [All About Young Children](#) invites families to explore their children's early development.
- The [California Infant and Early Childhood Mental Health Consultation \(IECMHC\) Network](#) provides mental health consultation services and resources to early learning and care programs and providers.
- Check out the [California Preschool Instructional Network \(CPIN\)](#) for professional learning opportunities in your area.
- The [Program for Infant-Toddler Care \(PITC\)](#) website offers infant and toddler care resources.
- Visit [MAP to Inclusion and Belonging](#) for resources about inclusive practices.

Partnership Plan- Planning Time



Thank you from all of us!

